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The Effects of the Teacher's Use of Prompts and Recasts on EFL
Students' Modified Output, Feelings and Perceptions, during Classroom
Oral Communicative Practice: The Case of the First Year Students at the
Department of English, University of Bejaia

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Title

The Effects of the Teacher's Use of Prompts and Recasts on EFL Students' Modified Output, Feelings and Perceptions, during Classroom Oral Communicative Practice: The Case of the First Year Students at the Department of English, University of Bejaia

Submitted by
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Statement of Authorship

I hereby declare that the present thesis is my own, and all of its content is the fruit of my work, which I honestly undertook with respect to the norms of scientific authenticity, and that the present work does not contain, to the best of my knowledge, any parts from unnamed sources, unless these have been duly acknowledged.

Mr. Chafa OUALI



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Dedication

I dedicate this humble work to my wife Houria, and my son Gaya.



Abstract

This quasi-experimental, mixed-methods research investigated the effects of the teacher's use of prompts and recasts on EFL students' modified output, feelings, and perceptions, during classroom oral communicative practice. To this effect, two intact classes (n= 36) of 1st year EFL students at the University of Bejaia, Algeria, took part and were randomly assigned into a prompts group, and a recasts group, receiving teacher's prompts and recasts, respectively. During a three weeks' experiment, quantitative and qualitative data were obtained through the use of Audio recording, Students' Reflective Logs, Teacher's Field Notes, and The Students' Perceptions of Teacher's Oral Corrective Feedback Questionnaire. The results indicate that there are differential effects of the teacher's use of prompts, and recasts on the students' modified output and perceptions, in that prompts resulted in more modified output, and more positive views and perceptions among the student participants. Moreover, the teacher's use of prompts and recasts did not lead to any differential effects on the student participants feelings which were equally positively influenced by both oral corrective feedback types. Based on these findings, a number of implications, and recommendations are made.

Keywords. Modified output, prompts, recasts, students' feelings, students' perceptions.





Summary in French

Cette recherche quasi-expérimentale à méthodes mixtes a étudié les effets de l'utilisation par l'enseignant d'incitations et de reformulations sur la production modifiée, les sentiments et les perceptions des étudiants d'Anglais comme langue étrangère, pendant la pratique de la fluidité orale en classe. À cet effet, deux classes intactes (n= 36) d'étudiants en première année d'anglais langue étrangère à l'université de Bejaia, en Algérie, ont participé et ont été réparties de manière aléatoire dans un groupe d'incitations et un groupe de reformulations, recevant respectivement des incitations et des reformulations de la part de l'enseignant. Au cours d'une expérience de trois semaines, des données quantitatives et qualitatives ont été obtenues grâce à l'utilisation d'enregistrements audio, de journaux de réflexion des étudiants, de notes de terrain de l'enseignant et d'un questionnaire sur les perceptions par les étudiants du feedback correctif oral de l'enseignant. Les résultats indiquent que l'utilisation par l'enseignant des incitations et des reformulations a des effets différents sur la production modifiée et les perceptions des élèves, dans la mesure où les incitations ont entraîné une production modifiée plus importante et des opinions et des perceptions plus positives parmi les élèves participants. De plus, les incitations et reformulations de l'enseignant n'ont pas d'effets différenciels sur les sentiments des étudiants dont l'influence était également positive. Sur la base de ces résultats, un certain nombre d'implications et de recommandations sont formulées.

Mots clés. Incitations, production modifiée, perceptions et sentiments des étudiants, reformulations.

Summary in Arabic

المخلص:

تناول هذا البحث شبه التجريبي متعدد الأساليب في آثار استخدام المعلم للمطالبات وإعادة صياغته على مخرجات طلاب اللغة الإنجليزية كلغة أجنبية ومشاعرهم وتصوراتهم أثناء ممارسة الطلاقة الشفوية في الفصل الدراسي. لهذا الغرض، شارك فصلان سليمان (ن = 36) لطلاب السنة الأولى من اللغة الإنجليزية كلغة أجنبية في جامعة بجاية بالجزائر وتم تعيينهما عشوائياً في مجموعة مطالبات، ومجموعة إعادة صياغة، وتلقي مطالبات المعلم وإعادة صياغته، على التوالي. خلال تجربة استمرت ثلاثة أسابيع، تم الحصول على البيانات الكمية والنوعية من خلال استخدام التسجيل الصوتي، والملاحظات الميدانية للمعلم، وتصورات الطلاب عن استبيان الملاحظات التصحيحية الشفوية للمعلم. تشير النتائج إلى وجود تأثيرات متباينة لاستخدام المعلم للمطالبات، وإعادة صياغة المخرجات والتصورات المعدلة لدى الطلاب، مما أدى إلى مزيد من النتائج المعدلة، ووجهات نظر وتصورات أكثر إيجابية بين الطلاب المشاركين للمطالبات. بناءً على هذه النتائج، تم إجراء عدد من الآثار والتوصيات

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

List of Abbreviations

CA: Contrastive Analysis

CF: Corrective Feedback

CLT: Communicative Language Teaching

EA: Error Analysis

EFL: English as a Foreign Language

ESL: English as a Second Language

FL: Foreign Language

FonF: Focus on Form

SL/L2: Second Language

SLA: Second Language Acquisition

TL: Target Language

ZDP: Zone of Proximal Development

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General Introduction

The last few decades saw the advent of the Communicative Approach, and communicatively-oriented methods like Communicative Language Teaching, in the field of foreign language teaching, which placed a lot of emphasis on oral communication, and oral fluency over accuracy (Rezaei, Mozaffari & Hatf, 2011). This overemphasis on fluency was not without its drawbacks. First, this was seen to happen at the expense of accuracy, when foreign language learners were seen to make significant advances in their speaking fluency, with a very low progress in their accuracy. Ammar and Spada (2006) maintain that, in communication-based foreign language classrooms, learners continued to experience many problems with accuracy, even when their “fluency in oral production” (p 544) was fairly well developed. Second, the pedagogic effectiveness of this tolerant stance towards errors in CLT, and among the communicatively-oriented approaches in foreign language teaching was also questioned. Furthermore, many researchers in the field argued that tolerating learners’ errors could lead to the problem of fossilization among learners (Allwright & Bailey 1991, Brown 2000, Lyster 2018); and that letting many learners’ errors go uncorrected may contradict L2 learners’ expectations, who often expressed a desire to be corrected more than their teachers thought they did (Lyster, Saito & Sato, 2013).

Teacher’s oral corrective feedback is often considered successful if the learner reacts by producing modified output, which is a correct version of the corrected error, even if it is a repetition of the teacher’s utterance (Harvanek & Cesnik 2001). In a similar vein, Mackey (2007) portends that “reformulating one’s original utterance, that is, producing ‘modified output’ is believed to benefit L2 development through its role in stretching learners’ linguistic abilities, testing hypotheses, and automatizing production” (p. 20). Similarly, Swain (2005) as cited in Mackey (2007), argued that when learners use language for communicative purposes,

they receive negative feedback moves such as requests for clarification, on their original message when it is incomprehensible, or ambiguous. This pushes learners to produce modified output, thus encouraging learners to pay attention to form, reformulate their hypotheses about appropriate target language forms, and improve their automaticity, and fluency in the L2.

In his updated version of the Interaction Hypothesis, Long (1996) as cited in (Harvanek & Cesnik 2001), argued that while using the L2 in communication based interaction, learners benefit from the implicit negative feedback they receive by noticing the differences between their output and the input they receive. According to him, implicit corrective feedback, like recasts during communication, is particularly helpful as recasts have the advantage of helping learners connect forms with meanings, and relate to the learners' generated meanings. Moreover, recasts can supply the learner with both positive and negative evidence about target language forms, and are unobtrusive, in that they are not likely to disrupt the flow of oral communication, Long (2006) as cited in Trofimovich, Ammar, and Gatbonton (2007), considered them to be "the ideal interactional feedback technique" (p. 172). However, other researchers argued that the recasts' corrective intention, in contrast with other more explicit feedback types such as prompts, may not be noticed by learners, as they are an implicit oral corrective feedback type, and can be easily confounded with other discourse functions like confirmation checks (Lyster 1998), and that they, especially in communication based classrooms, compared to prompts, seldom lead to learners' modified output or learner uptake (Panova & Lyster, 2002; Ammar & Spada, 2006).

1. Statement of the Problem.

In spite of the huge body of research on corrective feedback types such as Prompts, which are usually considered explicit, and more implicit corrective feedback like Recasts, research into this area is still inconclusive (Ammar & Spada 2006). Moreover, research on these

different teacher's oral corrective feedback types often yielded different results in different learning contexts (Ellis & Sheen 2011), making, thus, teacher's "corrective feedback a very complex issue with no simple rules-of-thumb available to guide teachers" (p. 60). In the same vein, Lynch (1996) concedes that although "one might assume that explicit feedback might be more effective than implicit...there is some evidence that the opposite is true" (p. 117).

This dilemma is often felt, and experienced by many EFL teachers across the EFL/ESL domain, especially when the teacher's corrective feedback concerns the oral, and interactional form, whereby the teacher has to think about, and take many important decisions about what, who, whether, when, and how to correct their students' errors; decisions which teachers usually need to make, and put into effect in a very short amount of time (Brown, 2000).

This is certainly no exception for the teachers of 1st year EFL students' speaking skills, at the University of Bejaia, who, after our informal interviews with them, agreed that they do not know about which types of feedback are best in enhancing their students' modified output, and which types are amenable to more student satisfaction, and more positive feelings, and more positive views and perceptions among their EFL students. As a consequence of the complex issue of teacher's oral CF, and the related uncertainties as to which type of corrective feedback is most effective in addressing L2 students' language errors, whilst making sure that the students' feelings, positive views, and perceptions are equally catered for, in order to optimize their classroom oral communicative practice, the idea for the present research has germinated.

2. Research Questions

This research strives to answer the following Research Questions:

Q 01. Are there any differential effects of the teacher's use of Recasts and Prompts on the amount of modified output among the 1st year EFL students' at the University of Bejaia?

Q 02. Are there any differential effects of the teacher's use of Recasts and Prompts on the feelings (positive or negative) of the student participants?

Q 03. Are there any differential effects of the teacher's use of Recasts and Prompts on the views and perceptions (positive or negative) of the student participants?

Q 04. Which type of teacher's oral corrective feedback (Recasts or Prompts) would lead to more modified output among the student participants?

Q 05. Which type of teacher's oral corrective feedback (Recasts or Prompts) would to more positive feelings among the student participants?

Q 06. Which type of teacher's oral corrective feedback (Recasts or Prompts) would lead to more positive views and perceptions among the student participants?

3. Hypotheses

The present research aims at answering the following Research Hypotheses:

H 01. There are differential effects of the teacher's use of Recasts and Prompts on the 1st year EFL student participants' amount of modified output.

H 02. The teacher's use of Prompts during classroom oral fluency practice would lead to a higher amount of modified output among the 1st year EFL student participants, at the University of Bejaia.

H 03. There are differential effects of the teacher's use of Recasts and Prompts on the 1st year EFL student participants' feelings.

H 04. The teacher's use of Recasts during classroom oral fluency practice would lead to more positive feelings among the 1st year EFL student participants, at the University of Bejaia.

H 05. There are differential effects of the teacher's use of Recasts and Prompts on the 1st year EFL student participants' views and perceptions.

H 06. The teacher's use of Recasts during classroom oral fluency practice would lead to more positive views and perceptions among the 1st year EFL student participants, at the University of Bejaia.

4. Aims of the Study

According to some researchers, different teacher's oral corrective feedback types are expected to lead to different learning outcomes. Lyster and Mori (2006) argue that certain types of feedback might stimulate factors that are conducive to SLA differently, and more effectively, in different settings. Accordingly, our study aims at finding out whether there are differential effects of the teacher's use of recasts, and prompts on Algerian first year EFL university students of English, at the University of Bejaia, in terms of the following:

1. The amount of students' modified oral output following the teacher's use of recasts and/or prompts
2. The students' feelings about the teacher's use of recasts and/or prompts during their classroom oral communicative practice

3. The students' views and perceptions towards the teacher's use of recasts and/or prompts during their classroom oral communicative practice.

Although many studies investigating the effects of prompts and recasts on L2 learning found that recasts, compared to prompts, led to very low levels of modified output/repair among FL learners in general (Lyster & Ranta 1997; Panova & Lyster 2002), there are others which showed that, when it comes to high proficiency learners, recasts were as effective as prompts (Ammar & Spada 2006). This shows that the effectiveness of recasts in leading to students' modified output/repair can increase, and equal that of prompts with higher proficiency level FL learners.

Accordingly, our research whose student participants are fairly advanced EFL learners (Algerian 1st year undergraduate EFL students, University of Bejaia) is interested in, and aims at finding out whether there are any differential effects of the teacher's use of recasts and prompts on amount of modified output, and students' feelings, views and perceptions about these two distinct teacher's oral corrective feedback types, during the classroom oral communicative/fluency practice of these foreign language learners.

5. Significance of the Study

The present research derives its significance in the following ways. Our research deals with the independent variables (IDs) of teacher's oral corrective feedback type (recasts versus. prompts), and the dependent variables (DVs) of EFL students' modified output, their feelings towards, and perceptions of these two oral corrective feedback types during their classroom oral fluency practice.

Teacher's corrective feedback (CF) is at the center of almost all language teaching methods (Ellis, 2009), and is at the center of recent developments in EFL teaching, and learning, and is the subject of intensive research in the last two decades (Lyster & Saito 2010).

Despite the huge body of research available on the effects of teacher's oral corrective feedback, of prompts and recasts in particular, on EFL learners' modified output, uptake and/or repair, and L2 development, researching the same variables in an Algerian context, and with EFL students at the University of Bejaia in particular, would likely lead to different research results, and would allow for interesting, and informed comparisons about these CF studies. Additionally, very few studies investigated the effects of teacher's corrective feedback on EFL learners' feelings and perceptions during classroom oral communicative practice, which is, in our view, equally important since:

- a.) This may determine to a great extent the amount of EFL learners' target language (TL) practice in the classroom, which is, in many respects, the only setting for them to do so, and will determine the likelihood of their TL development;
- b.) Oral communicative/fluency practice is similar to real life language use as it is a meaning-based, free, creative, and spontaneous language use which is essential in pushing L2 learners' language and oral communicative abilities forward, and in promoting their oral fluency (Segalowitz & Gatbonton 2005).

Moreover, even though some research studies highlighted the superior effects of prompts over recasts in leading to higher amounts of learner repair, and more learning gains in terms of grammar and vocabulary development, there are still other studies which demonstrated that recasts are as effective as prompts with high proficiency FL learners, and

that recasts and prompts produced different effects when used in different instructional settings.

In their study on the effects of recasts and prompts on L2 learning gains, Ammar and Spada (2006) found that unlike the low gains of the low proficiency learners in the recasts group, compared to the low proficiency learners in the prompts group, the high proficiency learners in both recasts and prompts group benefited equally significantly. This led the authors to conclude that recasts may work well with high proficiency learners because, unlike low proficiency learners, their knowledge of the target language enables them to notice the correct forms even when delivered through implicit oral corrective feedback like recasts. This led Ammar and Spada (2006), to argue that “Learners with greater knowledge of the target language forms might not need to be coached into noticing the correct form” (p.563), and to further conclude that low proficiency learners are less likely to benefit from recasts, and will likely be more in need of more explicit corrective feedback types which will clearly indicate that the learner has made an error, direct him/her towards its location, and suggest a correct alternative form.

In line with this study, and with similar studies such as Mackey and Philp’s (1998) indicating that the effectiveness of recasts tends to increase with high proficiency FL learners, and with adult FL learners who “are more intentional in their learning” (Lyster & Panova 2002:579), and with FL learners in different learning settings as in the recasts’ effectiveness in the Japanese Immersion classrooms, compared to French immersion classrooms investigated by Lyster & Mori (2006), our research which deals with adult University EFL students of English at the University of Bejaia, Algeria, which is an instructional setting of its own, with its different and specific characteristics, will likely be

of significance, in that it will make an interesting case for comparing its results to similar studies carried out in different contexts, with different FL/SL learners.

Last but not least, the present study will shed light on the student participants' feelings, and perceptions of the teacher's use of recasts and prompts during their classroom oral communicative practice. This is of huge significance in at least two ways. First, as these student participants are expected to have characteristics of their own, and will likely react differently to the two teacher's CF types which are under the scrutiny of this research. Second, it is also significant as the feelings, opinions, and perceptions that these EFL students have of their classroom learning experiences is very important, since this will likely impact their motivation to learn, their effort delivery, involvement and oral participation in the different classroom tasks, which are essential for the development of their oral communicative abilities in the foreign language.

Ultimately, the findings of our research will likely shed more light on the interaction of the variables under study, and will be of particular significance to the 1st year EFL students at the University of Bejaia, since our research is a case study.

6. Research Design

The present study is a quasi-experimental research without a control group, in which two types of teacher's oral corrective feedback (recasts and prompts) were experimented with, among two intact classes of 1st year student, at the University of Bejaia, Algeria. According to Creswell (2012), research in education can be considered quasi-experimental when working with intact classes of learners, because there is no artificial selection, and assignment of the research participants into experimental groups. Therefore, the present research shares some similarities with true experimental research designs, such as the experimentation with the independent variables of recasts and prompts, in the two

experimental groups, it is far from being a true experimental research. Moreover, the present research employs a between-groups quasi-experimental research design without a control group, in that it experiments with two treatments (recasts versus prompts in the two experimental groups), and compares the effects of these independent variables on the research participants' modified output, feelings and perceptions, in the recasts, and prompts group, respectively.

7. Structure of the Thesis

The present dissertation is composed of two main parts: a theoretical part, which contains three chapters, and a practical part, containing three chapters. The first chapter deals with the teacher's corrective feedback in general, and related issues, while the second chapter is devoted to all the relevant literature on prompts and recasts, their advantages and disadvantages, and the different research studies carried out on these oral corrective feedback types. Whereas, the third theoretical chapter discusses some of the most influential second language acquisition hypotheses, and how teacher's oral corrective feedback is viewed from these different SLA hypotheses, and the different roles that it plays in every one of these very important SLA hypotheses. Chapter four is devoted to the research design and methodological procedure followed in the present research, while chapter five presents our analysis and discussion of the research findings. Finally, chapter six provides the implications of the findings, elucidates a number of limitations related to the present research, provides some suggestions for further research, and concludes the whole thesis with a general conclusion.

8. Definition of key concepts

Modified Output: We borrow the term modified output from Merrill Swain. Swain (1985) and Swain (2005) used it to refer to the learners' production of an output which is more target-

like than the original output. In the present research, we use modified output to refer to a student's production of a correct version of his/her original erroneous language output, or that of a peer, immediately after receiving the teacher's oral corrective feedback, which in the present research can be either a prompt or a recast.

In the present research, only the students' utterances which fulfill the above mentioned conditions are categorized as modified output, and are counted as such in the database of this research. Instances of modified output which occur independently of the teacher's oral corrective feedback (recasts or prompts) are not counted as modified output because their occurrence cannot be attributed to the teacher's oral corrective feedback types of recasts and/or prompts. Modified output, in the present research, is therefore used to refer to what Lyster and Ranta (1997) categorize as 'repair', which we presented in the previous figure. According to this analytic scheme, modified output, or repair is manifest in the following:

- Repetition (repetition of the correct form if/when provided by the teacher's corrective feedback)
- Incorporation (incorporation of the correct form in the student's immediate output)
- Self-repair (when it is produced by the corrected student)
- Peer-repair (when it is produced by a student other than the one being corrected/peer).

Unmodified Output: By unmodified output, we refer to the student's reproduction of, or production of a still erroneous version of their original erroneous utterance, or that of their peer, immediately after receiving the teacher's oral corrective feedback in the form of either a prompt or a recast.

Unmodified output, in the present research, is used in conformity with what Lyster and Ranta (1997) refer to as 'needs repair', which can be either one of the following:

- Acknowledge (such as saying 'yes' in response to the teacher's corrective feedback).

- Different error (the production of another error, immediately after receiving the teacher's CF).
- Same error (the student or a peer immediately repeating the same error)
- Hesitation (the student's hesitation in his/her attempt to produce a correct/ modified output)
- Off target (the student's immediate production of an output which does not address the corrected item)
- Partial repair (a student immediate partial correction of the corrected original output)

Oral communicative/fluency practice: In the present research, oral communicative practice, and oral fluency practice are used interchangeably, in order to refer to the students' classroom oral, meaning-based use of the target language. By this latter, we refer to the students' active engagement in classroom oral communication tasks, whereby meanings are primarily exchanged by students in a personal and autonomous manner. Such type of language practice is similar to real life oral communication situations, which are meaning oriented. This type of oral communicative practice is created in the classroom when learning tasks embody the aforementioned characteristics. Unlike oral accuracy which relates to the correct use of language rules (Hammerly, 1991; Marie-Noelle, 1999; McCarthy & O'keeffe, 2004), oral communicative, and fluency practice emphasizes the free, and spontaneous expression of ideas and messages in communication situations (Gatbonton & Segalowitz, 2005; Ur, 2015; Bui & Huang 2018).

**CHAPTER ONE: Teacher's Corrective Feedback:
Historical Overview & Related Issues**

Introduction

Although the role of teacher's corrective feedback has been viewed, and defined differently throughout the history of foreign language teaching, it has always been given an important role in most foreign language teaching methods and approaches. In what follows, we provide an overview of corrective feedback in the EFL classroom, and discuss its utility, its different roles, the timing, the different providers of it, and the different ways in which it can be provided to the learner.

1.1. Historical Overview of Corrective Feedback in the EFL Classroom

While audiolingualists took a very firm, and systematic approach to error correction, in that errors were quickly addressed, and that their consequences are to be overcome, if correct language habits are to be formed (Leaph 2011) as cited in (Rizi & Ketabi, 2015); cognitivists like Hendrickson (1978), and Truscott (1999) as cited in Nicholas & Lightbown (2001) take a completely different stance, by arguing that error correction is not only ineffective, and whose effect is not only superficial and temporary, but can potentially harm L2 learners' learning.

During the 1960s, Contrastive Analysis (CA) came into prominence and was a very predominant approach. According to Lightbown and Spada (2011), this approach to dealing with learners' errors focussed on the sources of learner errors, which it attributed to the linguistic transfer learners make from their L1. Consequently, learners' L1 and L2 were closely studied, and contrasted with a view to predicting L1 and L2 transfer, and to prevent its appearance, and therefore, the appearance of errors, in the learners' L2. The failure of Contrastive Analysis in explaining all learners' errors, as learners continued to produce errors which could not be explained in terms of L1/L2 transfer, led to the emergence of Error Analysis (EA) in the 1970s which, according to Lightbown and Spada (2011), differed from Contrastive Analysis (CA) in that it did not have the aim of predicting learners' errors, but aimed, instead, at analyzing and

describing them, and as Lightbown and Spada (2011) argued “...sought to understand how learners process second language data” (p. 80). Consequently, this led to a new way of looking at learners’ errors which viewed them as indicators of the learners’ progress in their interlanguage development.

The 1980s witnessed the emergence of the Communicative Approach, like Communicative Language Teaching, which brought with it a reconsideration of corrective feedback by minimizing error correction, and emphasizing communication, and oral fluency practice (Rezaei, Mozaffari & Hatef, 2011).

This emphasis on oral fluency was not without its shortcomings. First, this was seen to happen at the expense of accuracy, when L2 learners were seen to make significant advances in their speaking fluency, with a very low progress in their accuracy. Ammar and Spada (2006) maintain that, in communication-based FL classrooms, learners carried on experiencing many problems with accuracy, even when their “fluency in oral production” was fairly well developed (p. 544). Second, the pedagogic effectiveness of this tolerant stance towards errors in CLT, and among the communicatively-oriented approaches in FL teaching was also questioned. Furthermore, many researchers in the field argued that tolerating learners’ errors could lead to fossilization (Lyster 2018); and that letting many learners’ errors go uncorrected may contradict L2 learners’ expectations who often expressed a desire to be corrected more than their teachers thought they did (Lyster, Saito & Sato 2013).

Consequently, this led a number of researchers like Long (1991; 1996), and Swain (1995) to argue that interaction, or communication-only approaches were not sufficient for an effective L2 development, and that a focus on form in the communicative classroom was needed (Lyster & Mori 2006), on the premise that this would lead to a more balanced fluency and accuracy development, and that language forms are learnt best in the context of communication,

and that this focus-on-form (FonF) or interactional feedback in meaning-based communication Long (1991) as cited in Nassaji and Fotos (2011), and Lyster et al (2006), has many promises for L2 development (Mackey 2007), when it is delivered in the context of meaningful language use (Lightbown & Spada 2006), as this will create opportunities for learners to link language forms with meanings, to revise, modify, consolidate, and improve their target language knowledge.

1.2. Utility of Teacher’s Corrective Feedback

Many scholars think that the learner has the ultimate say in what regards the efficacy or utility of corrective feedback. According to Allwright and Bailey (1991) “No matter how hard a teacher tries to correct errors, in the long run, only the learner can do the learning necessary to improve performance, regardless of how much treatment is provided” (p. 99).

Though there are many scholars who question the utility of correcting EFL learners’ errors, there is a general tendency that a certain degree of error correction is important and vital to the EFL learner. This view is advocated by several scholars for many reasons.

First, teacher’s corrective feedback is important in helping L2 learners move on in their TL development, as it provides them with information about what is right and what is wrong or incorrect in their TL performance. Teacher’s CF is therefore of invaluable help and assistance to the L2 learners in terms of helping them know those aspects in their interlanguage that are correct, native-like and appropriate, and those aspects that are incorrect, inaccurate, and which, therefore need to be changed, and improved (Ellis 2009). Moreover, Allwright and Bailey (1991), argue that teacher’s CF is a very crucial pedagogical tool, especially when we consider the fact that when L2 learners use the Target language to communicate in the classroom, they are, in many cases, unaware of the errors they make as they are thought to be involved in the process of hypothesis testing. Allwright et al (1991) further argue that if a teacher does not

correct a student's erroneous utterance, the student producing the error and some of his/her classmates might think that the erroneous utterance is correct, and internalize it as such. Both authors go on to say that instances of students' uncorrected erroneous utterances in the classroom may even lead the students who know the correct rule(s) for them to alter that correct knowledge of theirs, and replace it with the erroneous utterance.

Second, teacher's corrective feedback is important as it can be very instrumental in reducing, or avoiding fossilization to take place among L2 learners. According to Allwright and Bailey (1991), L2 learners sometimes show a consistent "use of recognizably erroneous forms" (p. 93), which, as time goes by, can be very difficult to get rid of, or alter. Both authors further argue that a teacher's use of effective corrective feedback strategies can greatly assist L2 learners in their target language development, as it can significantly avert or reduce this fossilization among them. Whereas, as Brown (2000) portends, if many students' recurring errors are not addressed by the teacher's corrective feedback, a reinforcement of those incorrect language items or erroneous utterances will take place and will eventually lead to the thorny issue of fossilization among the learners.

1.3. Learner Errors & Teacher's Corrective Feedback

When using the TL to communicate in the FL classroom, many EFL learners may at times make so many errors in so short a period of time. Faced with such a situation, the EFL teacher is sometimes left with no clear idea as to the feasibility of correcting all of those errors, or which errors that can, or ought to be corrected.

According to Corder (1967) as cited in Richards and Lockhart (1996), the key to knowing which anomalous part(s) in the learner's production that teachers need or ought to correct is in the mistake/error distinction. According to Corder, the incorrect language produced by the L2 learner can either be an 'error' or a 'mistake'. In Corder's view, while the former is

systematic, it is representative of the learner's interlanguage competence, and it has to be corrected, the former does not have to be corrected, as it is not due to the learner's lack of knowledge, and is caused by some performance factor or "... memory lapses, slips of the tongue, and other instances of performance errors" (Richards & Lockhart 1996, p. 91). Both authors further argue that, based on this error/mistake dichotomy, L2 learners are expected to 'self-repair' their mistakes, but not their errors whose underlying target language rules, or correct versions they are ignorant of.

Although the error/mistake distinction is a very illuminating one, it is nevertheless deemed by many to be less relevant to teachers who, according to Pawlak (2014), are sometimes obliged "to decide, often in a split second, whether, when, and how to deal with an inaccurate form" in their learners' output. (p. 5)

In Brown's (2000) view, recurring mistakes or errors in the learners' output will likely become fossilized, and must, therefore, be the object of teacher's corrective feedback.

In the opinion of Allwright and Bailey (1991), if teacher's corrective feedback is to be useful and effective, it has to address the language items or structures that are within the reach of the learners' interlanguage development. To sustain this idea, both authors argue that "...error treatment may not be helpful, and may even be harmful if it is aimed at structures which are beyond the second language learners' stage of interlanguage development" (p. 92). Both authors further argue that global errors, i.e. errors affecting message comprehensibility, or communication success need to be addressed by the teacher's CF. Contrastingly, however, some researchers in the field such as Lightbown and Spada (2006) take an opposite view by arguing that some language errors should be brought to the learners' attention even if their commission does not cause problems of comprehension. For these authors, language errors, especially those with a language feature which is less salient, may not be noticed by learners as

a result of them being “semantically redundant (i.e. not necessary to understand the meaning)” (p. 178). To sustain this idea, both authors further provide an example of a typical error in many EFL learners’ language productions, which is the omission of the -s ending of verbs in the present simple, with the third person singular. Because the meaning of the message is clear, and understood even if the learner uses the verb incorrectly by omitting the ‘s’ ending of it, this type of error is likely to recur, and will likely not be addressed naturally in discourse. Because of this reason, Lightbown and Spada (2006) recommend that such errors need to be dealt with, highlighted, and corrected.

Finally, there is a whole set of factors that influence the teacher’s decision when it comes to which learner errors he/she is to correct. According to Pawlak (2014), this can be influenced by the learners’ previous learning content, future instructional activities, the nature and goal of the task at hand, the learners’ personality and/or learning style, the learner’s developmental stage, the type of error, its perceived difficulty, and its relevance to the syllabus content.

1.4. Timing of Corrective Feedback Delivery

Corrective feedback on L2 learners’ erroneous output can be immediate, delayed and/or postponed. This means that teachers can deliver their CF on the spot, i.e. the moment the error is produced, or choose to allow the learner to finish delivering his/her performance, then correct the error, or choose, instead, to postpone the correction to some later period, such as a future lesson.

According to Allwright and Bailey (1991) interrupting learners in the middle of a sentence, that is, providing learners with immediate corrective feedback, can lead to a disruption of communication, and to inhibition among learners, with the resulting effect of making them less willing to speak in the classroom. In other words, immediate corrective feedback, in their view, may act as an impediment to the process of oral communication, and to the learners’

desire or willingness to communicate in the classroom, and which will certainly reduce the amount of oral communicative practice among the L2 learners, and will, thus, minimize classroom opportunities for oral fluency development. In the same vein, Pawlak (2014) argues that during classroom oral fluency tasks, teacher's oral corrective feedback is likely to diminish, in order to enhance the flow of communication. This, however, does not presuppose that correction should not or cannot take place during such classroom tasks and activities.

In contrast, many scholars in the field argue that corrective feedback is optimally effective and most helpful to the L2 learner when it is delivered as problems arise in the context of communication, and meaningful language use, as several studies indicate (Lightbown & Spada 2006). In the opinion of Swain, Harley, and Cummins (1990), "if teachers do not correct errors during the flow of communication, opportunities to make crucial links between form and function are reduced" (p. 76).

According to Doughty (2001), as cited in Ellis and Sheen (2006), corrective feedback is most effective and useful if it is provided at the moment of the occurrence of the error in order for the learner to attend to it. In the same line of thought, Long (1996) and Lyster (2004), both portend that this type of interactional feedback is very helpful to the learners' language development as it creates, and strengthens form-meaning relationships in the learners' interlanguage and consolidates their declarative knowledge base.

In Saito's (2018) opinion, there are many benefits to providing teacher's corrective feedback in the context of communicative language use as this contributes to L2 learning by promoting awareness, noticing, and "understanding of linguistic forms", especially when it is provided during meaning-based language practice as in "task-based language learning, and content based classrooms" (p. 2). Moreover, corrective feedback is also conducive, in this way, to learning by creating opportunities for L2 practice within the context of authentic,

communicative language practice, which can, in the long term, promote L2 learners' accuracy, fluency, and automaticity. (Lyster, Saito, & Sato, 2013) as cited in Saito (2018).

Although there is an increasing 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 would 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 & Robinson 1998; Lightbown & Spada 2006; Long 2007; Lyster 2018). To name but a few, Scrivener (2005), 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" (p. 299).

In contrast, 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). These divergences of opinion among researchers in the SLA field are further evidence of the unresolved questions pertaining to the complexity, and multifaceted nature of teachers' oral corrective feedback. In addition to this, the different preferences, views, and perceptions expressed by L2 learners about teacher's oral corrective feedback, make it even more difficult to reach a definite answer which will encompass all of the learners' expectations of teacher's corrective feedback. To give but one example, a classroom research was carried out by Rahimi & Dastjerdi (2012) which investigated how students perceived their teacher's oral correction, revealed that the students' perceptions of teacher's oral corrective feedback can

be a consequence of the timing of the provision of the teacher's correction. According to Rahimi & Dastjerdi, (2012), students expressed negative attitudes, and views towards teacher's oral corrective feedback, when it immediately followed the learner's error. In addition to this, the student informants in this study reported that the more the teacher used immediate correction, the more the students' anxiety levels increased, and this was one of the key factors, which significantly generated very negative perceptions among Rahimi and Dastjerdi's student informants towards their teacher's oral corrective feedback.

1.5. Ways of Delivering Corrective Feedback

The way teacher's corrective feedback is to be delivered has always been an issue (Richards & Lockhart 1996). The question of how L2 teachers are to deal with their learners' language errors, which was originally raised by Hendrickson (1978), remained partially unanswered even decades later (Lyster & Ranta 1997), and according to Pawlak (2014), is a question of great relevance to the teaching profession on a daily basis.

In order to enhance correction effectiveness, Sheen & Ellis (2011) suggest selective corrective feedback. According to these authors, teachers' corrective feedback will be more fruitful and effective if and when they do not address all of their learners' errors, but rather address a selected or a limited number of errors, or target language forms in their learners' performance.

Another proposal for increasing teacher's corrective feedback effectiveness came from Larsen-freeman (2003) as cited in Pawlak (2014), whereby she recommends the correction of global errors, i.e. errors with a potential of affecting overall meaning, and causing communication failure; whereas local errors which do not affect general meaning or the overall communication process, can be sidelined or ignored.

In order to optimize teacher's corrective feedback effectiveness, Sheen (2007) suggests the use of what she refers to as 'focussed feedback'. Put simply, focussed feedback means that teachers can focus their corrective feedback on one aspect/type of error in one lesson and on another aspect/error type in another lesson. According to Pawlak (2014), this technique can significantly enhance the teacher's corrective feedback as it will allow learners to gear their attentional resources, and abilities towards one specific aspect of the target language, with the advantage of deeper understanding, and analysis of the target form/item or rule in question by the learner.

Last but not least, according to Allwright and Bailey (1991), teacher's corrective feedback has to be delivered in such a way that it does not discourage the learners, and in ways which will ensure that the learners change or modify their erroneous output. To this effect, Allwright et al cite Vigil & Oller (1976), whose view of an effective feedback includes both positive affective, and cognitive negative feedback, with the former ensuring that the learner is not psychologically or affectively influenced in a negative way, and the latter ensuring that corrective feedback is clearly delivered which will eventually lead to the learners' modified output. Finally, both authors conclude that establishing a balance between the two aspects (the affective and the cognitive aspect) is vital to making corrective feedback effective and successful.

1.6. Corrective Feedback Providers to Learner Errors

As far as corrective feedback is concerned, an L2 learner's error can be corrected by the learner himself/herself (self-correction), by a peer (peer feedback), or by the teacher (teacher's feedback).

According to Hedge (2000), as cited in Ellis (2009), the practice of error correction would enhance L2 learning if learners are encouraged to correct their errors, and/or those of

their peers. According to her, the learner can be invited to self-correct, and that if he/she does not succeed in doing so, the teacher can invite other learners to do the correction. In Ellis's (2009) view, encouraging self and peer correction is very important because this promotes learner-centeredness, and the production of modified output which are posited to enhance the learners' interlanguage.

Due to several reasons, the fulfillment or provision of the correction, self-correction and peer correction is not always possible or feasible, nor is it preferable. For instance, many learners usually prefer the teacher to provide them with the correction (Ellis 2009). Moreover, learners may not always be in possession of the knowledge which is necessary to achieve or provide the self or the peer correction. Finally, the same author concludes that, due to the fact that some corrective feedback techniques are not explicit enough, and may not succeed in enabling the learner to have a clear idea of the nature (linguistic Vs communicative) of the problem, or its exact location in the learner's utterance, L2 learners consequently fail in correcting their errors, or in correcting those produced by their peers.

Conclusion

To conclude, teacher's oral corrective feedback to foreign language learners' errors is not an easy process, as it is associated with a large number of factors. Besides, one needs to mention the fact that the EFL teacher is usually called upon to simultaneously consider many questions such as whether, what, who, when, and how to correct, and often make and execute his/her decision about the correction, by taking into consideration all of these elements so quickly, sometimes, possibly, in less than a second, make the teacher's correction of L2 learners' errors a challenging, difficult, and very complex classroom practice which often lays a herculean burden on the EFL teacher's shoulders.

CHAPTER TWO: Research on Teacher's Corrective Feedback, Recasts & Prompts

Introduction

In this chapter, we present some definitions of teacher's oral corrective feedback, and discuss its advantages and disadvantages. We then move to presenting its different types, and discuss the body of research on teacher's oral correction in general, and on the two oral corrective feedback types of recasts, and prompts in particular.

2.1. Definitions of Teacher's Oral Corrective Feedback.

Teacher's oral corrective feedback is commonly referred to as the teacher's evaluative reaction to the learner's performance, indicating some imperfection, mistake or inaccuracy in this latter, teacher's oral corrective feedback has often been viewed and labeled differently by different researchers.

According to Lyster & Ranta (1997), these differences are due, in part, to "the disciplinary orientation of the researcher" (p. 38). Both authors further argue that, from an SLA perspective, it is viewed as corrective feedback, as negative evidence from a linguistic view point, as repair from a discourse analysis perspective, as negative feedback to a psychologist, and as focus-on-form within the relatively recent orientation in the field of SLA.

Richards and Lockhart (1996) portend that a teacher's "feedback on a student's spoken language may be a response either to the content of what a student has produced, or to the form of an utterance" (p. 188). According to Hedge (2000), teacher's corrective feedback is "considered to be one of the most complex aspects of classroom management, requiring substantial judgement and skill from the part of the teacher" (p. 292). In the context of classroom interaction, teacher's oral, and, therefore, interactive, corrective feedback is described by Mackey (2007) as "...the reactive information that learners receive, regarding the linguistic and the communicative success or failure of their utterances" (p. 14).

Throughout the EFL/ESL field, both positive and negative views have been expressed about the role and function of teacher's corrective feedback to the foreign language learner. While the positive views highlighted its vital role and emphasized its benefits and advantages in enhancing L2 learning, the negative views stressed its negative effects and the disadvantages that it may lay in the way of the L2 learner's learning.

2.2. Advantages of Teacher's Oral Corrective Feedback

Several scholars, in the field of foreign language learning and teaching, uphold the value of teacher's oral corrective feedback, which they consider to be of vital importance to foreign language learners, as a result of the many ways in which it benefits their L2 learning.

2.2.1. Building and Automatizing Learners' Knowledge

A basic function of teacher's corrective feedback is achieved when it helps the L2 learners address their needs of noticing their gaps of knowledge. This means that corrective feedback is likely to be amenable to L2 learning development, by enhancing the L2 learners' awareness of the target language rules being misused, and will eventually make them cognizant of what is correct, and what is incorrect, according to the target language rule system. A relatively recent study was carried out by Chin, Pillai & Zainuddin (2020), in which the researchers aimed at comparing the effectiveness of prompts and recasts in promoting noticing among L2 learners. This study's findings indicated that the teacher's corrective feedback in the form of recasts resulted in higher levels of noticing, in comparison with another type of teacher's oral corrective feedback known as prompts, whereby the student participants in the recasts group were able to produce significantly higher frequencies of noticing the gap, and noticing the target language rule (past simple tense rule), which they misused, and on which they received the teacher's correction. The study highlighted the importance of teacher's oral corrective feedback in leading to more students' noticing of the gap of knowledge, and in

enhancing, and solidifying their knowledge of the target language forms, and the rules underlying their correct use.

According to Lyster & Ranta (2012), teacher's oral corrective feedback has an important role to play in helping foreign language learners develop their linguistic knowledge base, and provide opportunities to further enhance their oral fluency. For them, teacher's corrective feedback can be the instrument which can help L2 students in both the acquisition of new knowledge, as well as in the automatization and retrieval of what they already know. Lyster et al (2012) emphasize this latter, and argue that "students need repeated opportunities to retrieve and restructure their knowledge to become fluent and accurate users of the target language" (p 178). Clearly, for Lyster et al (2012), CF is attributed the major role of ultimately helping learners to repeatedly use, and restructure their existing knowledge, in order for them to move towards higher levels of fluency, and accuracy. The same authors further explain that this is more important, especially when considering EFL learners who, even at relatively fairly advanced levels, may know a lot of target language forms, which they may not have used communicatively enough. In line with the above, Segalowitz and Gatbonton (2005) argue that "learners develop as they continuously receive help in separating accurate from inaccurate utterances from teacher's opportune and timely corrective feedback" (p. 340). In the same vein, Lyster (1998) contends that using corrective feedback during meaningful interaction is very vital to helping L2 learners' target language (TL) development, in that "...providing learners in these contexts with signals that facilitate peer- and self-repair may draw their attention to target-non target mismatches more effectively than merely supplying target forms in the interactional input" (p. 268).

According to a meta-analysis by Lyster & Saito's (2010), as cited in Lyster (2018), all of the techniques, or strategies used by L2 teachers to provide oral corrective feedback to learners lead to significant L2 learning benefits. However, when compared to recasts, prompts

are found to result in higher L2 learning gains. This was attributed to the fact that prompts provided explicit negative evidence, and withheld the correct forms, while pushing learners to self-correct, and produce modified output. In general, research reported higher effects for prompts in comparison with the effects of recasts in the acquisition of target language forms in classroom settings. However, this was not always the case as in some studies, which showed that recasts were as effective as prompts in leading to L2 development, and this was found in the research carried out by Mackey and Philp (1998), Ammar and Spada (2006), in which the equal benefits, and effectiveness of recasts, when compared with those of prompts, were attributed to the relatively high language proficiency of the learners in both experimental groups, which allowed them to notice, and to therefore benefit from the corrective intention of the recasts, as well as those of prompts. Moreover, some studies have also shown that equally significant learning outcomes were reported for recasts, in parallel with those of prompts, among L2 learners, with lower anxiety levels, and stronger working memory capacities (Sheen 2011).

2.2.2. Opportunities for Learners' Modified Output

According to many researchers, one of the benefits of corrective feedback is in its role in making students aware of the mistakes and inaccuracies in their L2 production, and in helping, and pushing them towards the production of modified, more accurate and more appropriate output which, in Mackey's (2007) view, is very beneficial for "L2 development through its role in stretching learners' linguistic abilities, testing hypotheses, and automatizing production" (p. 20).

Based on Lyster and Ranta (1997), and on Ellis and Sheen (2011), corrective feedback techniques such as elicitation, repetition, metalinguistic clues, and clarification requests are said to lead to higher amounts of modified output or repair among the learners in meaning-based,

and/or content-based L2 classrooms. Other researchers such as Goo and Mackey (2012) maintain that recasts, which is another widely used teacher's corrective feedback technique, when associated with a number of characteristics such as intonation, length, and number of changes, is also amenable to important amounts of learners' modified output or repair. Recasts also lead to more modified output/repair among L2 learners with phonological and lexical errors (Lyster 1998; Han 2008, as cited in Pawlak, 2014).

2.2.3. Enhancing Learners' Motivation and Engagement

Corrective feedback, if used effectively by the teacher, can lead to higher levels of student motivation and more engagement in the diverse classroom learning situations. This can be done by encouraging students to improve their performance by giving them hints as to how this can be achieved. In this way, teacher's feedback can tactfully make the task at hand more feasible to the student, and will likely increase students' self-confidence, and enhance feelings of achievement among students, and of control over their classroom learning, which are related to students' motivation (Williams & Burden 1997). Teacher's corrective feedback can also enhance students' motivation in the classroom by making them see that mistakes are positive, in that that they constitute invaluable opportunities to learn. Teacher's feedback can also enhance students' motivation if and when it recognizes students' accomplishment (Woolfolk 2006), by acknowledging students for their efforts, for doing their best, and for embarking on difficult tasks, persevering, and for being creative, and not only for achieving better than others in the classroom.

2.2.4. Meeting Learners' Needs and Expectations

Another very important role and function of teacher's oral corrective feedback is meeting learners' needs and expectations. Schechter (1983) as cited in Lyster and Ranta (2012), one of the major concerns of teachers is their learners' "nutritional needs", and that one of the

learners' nutritional needs is the provision of negative input, which is another word for corrective feedback. Moreover, L2 learners often look at their teacher as a model and guide, and expect their teachers to provide them with the necessary guidance, and feedback about what is correct or incorrect in their performance. This is evidenced by Lyster (2004) who maintained that many L2 learners expect, and prefer their teachers to correct them more often than their teachers thought they did. In the same vein, Ellis (2009) contents that many foreign language learners cannot always provide the correction, and prefer their teachers to correct their errors as they may not have the necessary knowledge to correct the errors themselves.

In a study which was conducted by Amador (2008), and which addressed the issue of corrective feedback from the learners' perspective, and preferences, it was found that the majority of the learners who were investigated were in favour of teachers' correction, when compared to being corrected by their peers, because the learner participants thought that the teacher is more knowledgeable, and is therefore the most qualified to provide them with a better correction. The same researcher also found that in spite of the fact that a majority of the student informants preferred teacher's corrective feedback, there were, nevertheless, some of the research participants who expressed their preference for peer feedback, since it made them feel more comfortable in comparison with corrective feedback coming from their teacher.

2.3. Disadvantages of Teacher's Corrective Feedback

According to some researchers in the EFL field, teacher's corrective feedback could run counter to an effective, and optimized oral communicative practice among learners in the EFL classroom. In other words, teacher's corrective feedback may, in many ways, have a harmful rather than a helpful effect on learners' classroom oral fluency practice, by negatively impacting a number of elements considered to be essential in promoting EFL learners' classroom oral fluency practice.

2.3.1. Disrupting the Flow of Oral Communication.

According to Allen, Swain, Harley, and Cummins (1990), teacher's interventions to correct learners' errors during communication-based activities may halt communication down, and disrupt the smooth process of oral fluency practice in the different tasks, and activities, which primarily focus on, and are driven, by the communication, and exchange of personal ideas, meanings and feelings among learners in the classroom (Lee & Van Patten 2003), because "...if teachers correct students' errors, there is a danger that the flow of communication will be interrupted, or even halted completely" (Allen et al, 1990, p. 76).

In the same vein, Allwright & Bailey (1991) argue that "interrupting the learner in mid-sentence" (p 101) in order to correct his/her errors can disrupt the flow of communication in the classroom, and may make students feel inhibited, and less willing to speak and communicate in the classroom. This will likely reduce the amount of oral fluency practice among the L2 learners in the FL classroom, which will, in turn, undermine their oral fluency development. Likewise, Truscott (1999) argues that "Correction, by nature, interrupts classroom activities, disturbing the ongoing communication process. (p. 442). The same author further argues that teacher's correction can distract students' attention from the communication task, and discourage them from expressing themselves freely.

In line with the above idea, Lightbown and Spada (2011) warn of the potentially damaging effect that excessive corrective feedback may have on the learners' motivation by arguing that "Excessive feedback on error can have a negative effect on motivation" and advise teachers to "be sensitive to their students' reactions to correction" (p.190). Both authors further

add that providing immediate reactions to learners' errors during oral communication may prove to be embarrassing, and may discourage many students from speaking.

2.3.2. Shifting Classroom Language Practice from Oral Fluency towards Accuracy.

According to Parrott (1993), stressing accuracy during oral communicative activities can severely impede learners' classroom oral fluency practice, and development, as the former diminishes and re-orientates the latter by shifting the learners' attention from a focus on expressing meanings towards a focus on forms, rules, and accuracy. Moreover, EFL learners may not be able to equally handle both of form and meaning when practicing oral fluency. According to Skehan (2009), when faced with this situation, whereby fluency and accuracy have to be equally and spontaneously paid attention to, EFL learners, because of their inability to do so, usually resort to trading-off one or the other. In other words, EFL learners may, at any given time, be more concerned with either fluency or accuracy when they are unable to spontaneously handle both. To sustain this idea, Skehan (2009) argues that:

If performance in each of these areas, complexity, accuracy, and fluency (CAF), requires attention and working memory involvement, then committing attentional resources to one may have a negative impact on others. In particular, one can propose that there is a tension between form (complexity and accuracy), on the one hand, and fluency, on the other.

(Skehan, 2009, p. 511).

Accordingly, teacher's corrective feedback whose aim is to orient the learners' attention towards problems of form in the context of meaningful, oral communicative/fluency practice

can, therefore, very likely cause the learner's attention to shift towards more accuracy, which in itself will likely halt or impede their oral fluency.

2.3.3. Increasing Fear of Negative Evaluation and Speaking Anxiety

Another potentially adverse effect of Teacher's corrective feedback is fear of negative evaluation and speaking anxiety. According to Horwitz & Cope (1991) as cited in Tsui (1995), L2 learners' fear of negative evaluation, and classroom speaking anxiety were strongly correlated and are, according to Tsui (1995), among the causes of learners' reticence to participate in the classroom since learners can resort to avoiding participation in order to avoid making mistakes, and appear incompetent in front of their peers. In the same vein, Hedge (2000) argues that teacher's negative feedback can lead to the feeling of anxiety or fear of 'loosing face by making mistakes when speaking in the classroom, which she considers as a form of public speaking. She further advises the L2 teacher to consider these affective factors, which may impede L2 students from practicing oral fluency in the classroom. She then contends that "There is always a need to balance negative feedback on errors with positive feedback on the students' attempts to produce the language, and this means consideration of affective factors, and knowing 'when to push and when to stop'" (p. 290).

In Idri's (2016) opinion, an increase in fear of negative evaluation among L2 learners usually leads to increased anxiety levels, which affects the learners' ego, self-esteem, and self-worth, and can result in an uncomfortable classroom learning experience. This means that teacher's oral corrective feedback can lead the students to experience negative feelings such as feeling uncomfortable, and excessively anxious, which will likely decrease, and undermine their motivation to speak.

As far as FL learners' oral communicative/fluency practice and development are concerned, this implies that an increase in teacher's error correction can increase the feeling of fear of negative evaluation, and speaking anxiety among learners. These negative feelings will likely have a negative impact on learners' classroom oral participation levels, and their amount of classroom oral fluency practice, and will, thus, undermine chances for its development.

2.3.4. Reducing the Amount of Student-student Interaction in the Classroom.

Another element that contributes to learners' oral fluency development is the optimization of student talk in the classroom. This can be achieved by reducing teacher talk and teacher-student interaction, in order to enhance students' TL use and student-student interaction, and for students to have a greater flexibility, and freedom over patterns of communication in the classroom (Lynch 1996).

If the teacher systematically corrects all of his/her students' errors, teacher-student interaction will likely be a predominant feature of classroom interaction, and teacher talk, rather than student talk, will predominate. This will likely be very detrimental to the students as far as students' oral fluency development is concerned, because most of the classroom talk time will be taken up by the teacher, as is often the case in teacher-led classroom interaction which is usually characterized by three typical, interactive moves known as the IRF (Initiation-Response-Feedback) (Pawlak 2012), the first and the last of which (i.e. the Initiation and the Feedback moves) are the teacher's prerogative, and that the students will speak through the fulfillment of the Response move only. This means literally that in the teacher-student IRF sequences, teacher talk will usually represent two thirds of the classroom teacher-student interaction. Consequently, students will be left with less talk time and with, therefore, fewer opportunities to use the target language communicatively, in order for their oral communicative abilities to be promoted, and developed.

2.4. Types of Teacher's Oral Corrective Feedback

The classroom interaction of FL learners is said to be of vital importance to L2 learners in many crucial ways. One way an L2 learner can benefit from classroom interaction is through teacher-student interaction, as this is thought to provide the student with an opportunity to practise the TL, and to benefit, among others, from the teacher's interactional corrective feedback. This latter can be delivered in through a variety of ways, techniques, and types.

In a seminal study on the different corrective feedback types SL teachers use to address their L2 learners' erroneous utterances, Lyster & Ranta (1997) identify six types which are: Explicit correction, recasts, elicitation, repetition, metalinguistic feedback, and clarification requests.

According to Lyster and Mori (2006), the four last corrective moves, i.e. Elicitation, repetition, metalinguistic clues, and clarification requests were later referred to by Lyster (2002) as form-focussed negotiation, and Prompts by Lyster and Ranta (2004). Thus, according to Lyster and Mori (2006), teachers' feedback moves can be classified as one of three types: explicit correction, recasts or prompts" (p. 271).

2.4.1. Explicit Correction

Explicit correction is the type of corrective feedback that clearly indicates to the learner his/her erroneous utterance, and provides the correction. So, explicit correction is characterized by:

- a. Indicating the error to the learner
- b. Providing the learner with the correct alternative/form.

An example of explicit correction is:

Student: He has catch a cold

Teacher: Not catch, caught.

Student: Oh, ok.

Nassaji & Fotos (2011, p. 78)

Explicit correction has the advantage of helping the learner notice the error (Nassaji & Fotos 2011). However, since it provides the learner with the correction, learners are not encouraged to self-correct or produce modified output, since this is not necessary as it is provided by the teacher (Lyster & Ranta1997).

2.4.2 Recasts

According to Lyster and Ranta (1997), recasts involve “the teacher’s reformulation of all or part of the student’s utterance, minus the error”. (p. 46). By recasting, the teacher reformulates the student’s erroneous utterance in a correct way, without indicating that the student has made an error.

An example of a recast is:

Student: My brother goed to the Gym Saturdays

Teacher: Oh, i see, your brother goes to the Gym on Saturdays

Student: Yes.

Because of the implicitness involved in this type of corrective feedback, recasts are usually considered as an implicit feedback type. However, recasts can sometimes be explicit when they occur without any apparent problem of communication (Sheen & Ellis 2011).

2.4.3. Prompts

Prompts are another category of teacher's corrective feedback, and include the following:

2.4.3.1.Elicitation

Elicitation is a corrective feedback type whereby the teacher uses a number of strategies or techniques in order to elicit the student to reformulate, and correct his/her error. According to Lyster and Ranta (1997), the teacher can repeat part of a student's sentence, and pause in order to get him/her to reformulate. The teacher can also ask the student to reformulate, or ask him/her questions such as: How do we express this in English?

2.4.3.2.Repetition

As its name suggests, this type of corrective feedback aims at drawing learners' attention to their errors, by means of repetition. So, the teacher may either repeat the whole utterance, or only part of the utterance that contains the error, usually using a special pronunciation such as a high tone, to highlight the error and get the student to self correct (Nassaji & Fotos 2011).

An example of repetition as corrective feedback is:

S: le...le girafe. (gender error)

T. le girafe?

(Lyster & Ranta 1997, p. 48)

2.4.3.3.Metalinguistic feedback

In Metalinguistic feedback, the teacher uses questions, comments or clues in order to indicate to the learner that there is an error in their utterance, and to get them to do the correction. For example, the teacher can say to the learner: This is not the correct way of saying

X in English. How do we use the present simple tense with 3rd person singular pronoun? ...etc in order to make the learner aware the error, and to push him/her to correct it.

Another example of Metalinguistic feedback is:

Student: I see him in the office yesterday

Teacher: You need a past tense. (Metalinguistic clue)

(Nassaji & Fotos 2011, p.77).

2.4.3.4. Clarification requests

A clarification request is a corrective feedback type in which the teacher, following the learner's ambiguous, or ill-formed utterance, asks the student to clarify the meaning of his/her utterance, and to incite him/her to reformulate, in order to correct his/her error (Lyster & Ranta 1997). The teacher may react by saying to the student: What do you mean? I'm not sure I understand what you mean. Sorry! , pardon! ...etc, in order to get the learner to reformulate, and modify his/her original erroneous utterance.

Example:

Learner: Can he makes a copy.?

Teacher: Sorry!

2.4.4. Translation

Translation is another feedback, which in addition to the six types of corrective feedback as identified by Lyster and Ranta (1997), Panova and Lyster (2002) added as a seventh type. Translation as another teacher's corrective feedback type refers to the teacher's corrective move which follows the learner's use of a language other than the L2, such as the learners' L1.

An example of the teacher's use of translation as a corrective feedback move is:

T: All right now, which place is near the water?

S: Non j'ai pas fini

T: You haven't finished? Okay Bernard, have you finished?

(Panova & Lyster, 2002, p .583).

In sum, by prompting, the teacher may use either one of the four Corrective feedback types of elicitation, repetition, metalinguistic feedback, and clarification request. These prompts share one thing in common, which is that the teacher indicates, or hints at the learner's language error, and pushes him/her to do the repair or self-correction, by withholding the correct form, and inciting the learner to provide it. Recasts, and Explicit correction, are different from prompts in that the correction or repair is provided by the teacher, "who initiates and completes the repair in one single move" (Lyster & Mori, 2006. p. 272).

2.5. Corrective Feedback, Learner Uptake, and Modified Output

The term uptake was first used by Chaudron (1977) as cited in Nassaji and Fotos (2011), and refers to the L2 learners' immediate reaction to the teacher's corrective feedback move, which: 1) constitutes successful uptake if they produced/incorporated the correction in their reaction, and/or: 2) unsuccessful uptake if they did not produce/incorporate the correction, and suggested for researchers to count the frequency with which L2 learners produce it as a measure of corrective feedback effectiveness. Later, in their seminal work on teacher's corrective feedback, Lyster and Ranta (1997) revised Chaudron's (1977) categorization of uptake by dividing it into: 1) Repair, when/if the learner produces a correct response in reaction to the teacher's immediate corrective feedback, and into 2) Needs Repair, when/if the learner

produces an incorrect response, in reaction to the teacher's immediate corrective feedback move.

The concept of repair is also referred to by modified output in corrective feedback research if the learner incorporates the correction, or produces a correct version in his/her immediate reaction to the teacher's corrective feedback.

The role of repair or modified output as a measure of L2 learning development in corrective feedback research has somewhat been controversial. For example, Lyster and Ranta (1997) contend that despite its being used in investigating research on teacher's corrective feedback effectiveness, learners' immediate repair or modified output is not to be used as an indicator of learning. In the same vein, Mackey (2007) argues that even when he/she incorporates the correction in their immediate reaction to the teacher's CF move, learners may simply be mimicking the teacher's words, as "...it is not clear whether they are parroting what their interlocutor has said" (p. 23).

Additionally, there are researchers such as Gass (2003), as cited in Mackey (2007), who think that even if corrective feedback does not lead the learner to the production of modified output, i.e. producing an accurate output after the original erroneous utterance, immediately following teacher's feedback corrective feedback, may still be helpful, in that it can open the door, or set the stage for future learning to occur. In line with argument, Mackey (2007) maintains that even though L2 learners "do not have a sufficient command of the L2 to modify their utterances, or choose not to modify them for some other reason, interactional feedback might still be associated with some part of language change" (p. 24).

According to Skehan (1998) as cited in Ellis (2003), output can promote L2 learners' language development by:

- Creating opportunities to practise the target language, i.e. the more output they produce, the more they use and practice the L2
- Consolidating and automatizing existing knowledge
- Developing discourse knowledge by being pushed to produce longer speech turns.

(p. 111)

In line with the above, Van Patten (2004), as cited in Erlam, Loewen, and Philp (2009) maintains that the production of output by L2 learners may facilitate their L2 acquisition by obliging learners to access form-meaning connections, which will lead to the strengthening, and reinforcement of existing form-meaning connections, and which contributes to the enhancement of the learners' fluency, as well as their accuracy.

In a nutshell, we have looked at the different strategies, and types of feedback L2 teachers can opt for in dealing with their learners' errors as they arise in the different classroom interactional situations. Then, we moved to the discussion of some important, and closely related variables and concepts, namely, learners' production of uptake/, and or repair/modified output, which, as a learner's optional reaction to teacher's interactional feedback, can provide the grounds for, and a context for the learners' classroom L2 development.

2.6. Research Studies on Recasts and Prompts

There is a huge body of research on the effects of Recasts and prompts in L2 learning. While some of these studies investigated the usefulness of these types of corrective feedback on L2 learners' acquisition of target language forms; others looked at their effectiveness in

leading to learners' uptake/repair/modified output. Tromfimovich, Ammar, and Gatabnton (2007). The following are some of these studies.

According to a study by Chaudron (1977), as cited in Lyster and Panova (2002), in which he investigated error treatment in immersion classroom settings, Chaudron found, with regards to the learners' repair, or modified output of the errors on which they received different corrective feedback techniques, that the amount of the learners' immediate repair following "repetitions with change, (i.e. recasts), plus reduction and emphasis, was higher compared to their repair following repetitions with change, (i.e. recasts) plus expansion" (p. 575). This implies that the absence of the expansion in the first category of recasts was the reason behind their superior effectiveness in leading to learners' modified output, compared to the second category (i.e. expanded recasts), whose expansion (s) might have lessened the learners' likelihood of noticing their errors, and hence their lower levels of modified output.

Another study was carried out by Slimani (1992), and was reported by Lyster and Panova (2002). In his observational study on classroom interaction, using recordings and recall charts, students' recall of the items on which they received corrective feedback failed to account for 36 per cent of those previously corrected items. When trying to explain the reason behind the students' failure in noticing those previously corrected items, Slimani found that the majority of those items were corrected implicitly (e.g. recasts), and that the corrective moves did not contain metalanguage, and did not elicitate students' reactions. Whereas, those teacher's CF moves which involved the students with the use of more "elicitative types of feedback" resulted in higher levels of recall among the students (Lyster & Panova, 2002, p. 575).

Mackey and Philp (1998) carried out a study in which they compared the effects of language input with interactional modifications, and the same language input with intensive recast, on the language development, and learners' reactions to recasts, two groups of learners.

Mackey and Philp found that more advanced learners in the group receiving intensive recasts benefited more from the recasts, compared to the less advanced learners with whom the recasts proved to be less effective. This shows that recasts effectiveness can be influenced by the learners' developmental readiness.

Lyster (1998) investigated the effects of prompts, recasts, and explicit correction on the learners' immediate repair/modified output, and the relationship of the teachers' use of these different corrective feedback types with learner error types. Lyster found that prompts (which he then referred to as negotiation of form) resulted in a higher amount of modified output, compared to recasts and explicit correction in what concerns lexical errors, grammatical errors, and the learner participants', and instances of their unsolicited use of their L1. However, Recasts were found to be more effective than prompts and explicit correction in leading to learner repair/modified output, in the case of phonological errors. Based on these findings, Lyster (1998) concludes that different corrective feedback types could have different effects on learning, because they engage students in different ways, and lead to different types of repair, which requires different degrees of attention.

Another research was conducted by Ammar and Spada (2006), who carried out a study in which the investigated the effectiveness of prompts, and recasts on the development of possessive determiners. The overall scores of the prompts group, in both the written and oral posttests, were superior to those of the recast group. However, similar to Mackey and Philp's (1998) study, the effectiveness of recasts was found to depend on the learners' proficiency, in that the high proficiency learners in the two experimental groups benefited equally from both the recasts and prompts, compared to the low proficiency learners who benefited less from the recasts, and more from the prompts. This also shows that the superior language abilities of the high proficiency learners might have enabled them to notice more, and to therefore, to benefit more from the recasts compared to the low proficiency learners.

Ellis, Loewen, and Erlam (2006) compared the effectiveness of recasts with one type of prompts (metalinguistic feedback) on the learners' language development at the level of past tense in English. Their study revealed the metalinguistic group made more language gains compared to the recast group. This shows that metalinguistic feedback which a type of prompt was more effective than recasts in the acquisition of past simple tense among the learners.

Lyster (2004) compared the effectiveness of recasts and prompts in the teaching of grammatical gender, among French immersion learners. He found that both the recasts and prompts groups significantly surpassed the control group. However, the prompts group was the one with the highest scores, and outperformed both the control group and the recasts group. This means that prompts were more effective than recasts in the acquisition of grammatical gender as a linguistic target.

In a study carried out by Sheen (2004) and which was reported in Ellis & Sheen (2011), the researcher investigated the effectiveness of recasts in enhancing students' uptake (i.e. students' immediate reactions to the teacher's CF move, whereby learners may or may not produce a modified output, i.e. repair/correcting their initial error) , in different instructional settings, and found that recasts are not necessarily effective in leading to learners' uptake in instructional settings with an orientation, and focus on form.

Another study conducted by Lyster and Mori (2006), looked at the effect of prompts and recasts on students' output or modified, (i.e. students' uptake), in two different instructional contexts (Japanese immersion in Japan, and French Immersion in Canada). The two researchers found that the effectiveness of recasts in leading to students' repair/modified output of their erroneous utterances was significantly higher in the Japanese immersion setting compared to the French immersion context. Lyster and Mori (2006) concluded that the overall orientation of the classroom to form in Japan, compared to the overall orientation to, and focus on

communication in Canada, was a significant factor in the recasts' effectiveness in the Japanese immersion learner setting. This led Lyster and Mori (2006) to formulate the Counterbalance Hypothesis which stipulates that in order for a corrective feedback type to be effective, it has to counterbalance the predominant overall orientation of the classroom.

A study which demonstrated the positive effects of both recasts and prompts was the one carried out by Lyster and Izquierdo (2009). In their study, Lyster and Izquierdo compared the effects of both prompts and recasts on the acquisition of gender among SL learners of French, in dyadic interaction. The researchers found that in both the immediate and delayed posttests, significant language gains (language accuracy) were made by both the recasts and the prompts group. The researchers attributed the recasts effectiveness to the learners' opportunities to receive positive evidence, and to infer negative evidence about the language forms in the recasts group, and to the availability of negative evidence about the language forms in question, and opportunities created for learners to produce modified output in the prompts group.

Another study by Sagarra (2004) studied the effects of recasts, sentence rejection, and metalinguistic explanation (a type of prompt), on L2 learners' production of Spanish gender-number agreement, and found positive effects for both recasts and prompts. This study reveals that both recasts and metalinguistic explanation are both helpful in improving the learners' production, and acquisition of the targeted language form (gender-number agreement in Spanish).

In sum, while the majority of these studies tend to point to the superior effectiveness of prompts in enhancing L2 learners' interlanguage, recasts have also proved to be as effective as prompts in the case of high proficiency learners with more developmental readiness, and with some error types such as phonological errors, and in some learning settings such as Japanese immersion in Japan.

2.7. Advantages of Recasts and Prompts.

2.7.1. Advantages of Recasts

According to many researchers in the field of SLA, recasts as a corrective feedback type are helpful to L2 learners. The following are some of the advantages which are commonly attributed to them:

1. Recasts provide L2 learner with both positive and negative evidence about the L2. This means that they provide signals which inform the learner of the non-target-like quality of their utterance, and provide them with correct target-like ones. Leeman (2007) as cited in Tromfimovich, Ammar, and Gatbonton (2007).
2. Long (1996) maintains that recasts have the advantage of being semantically contingent on the L2 learner's erroneous utterance, since they correct the learner's erroneous utterance, while keeping the meaning of the learner's original utterance. Because of this specificity, he considers them to be facilitative of L2 learning as the learner's understanding of the recast is enhanced. He also argues that because of their implicitness, and unobtrusiveness, they are potentially the most useful type of interactional CF, since they do not cause a break in the flow of oral communication in the classroom. Likewise, Goo and Mackey (2013) contend that the effectiveness of recasts is enhanced by message comprehensibility, since they, by definition, reformulate the learner's original sentence.
3. Recasts also have the advantage of the juxtaposition of the learner's incorrect utterance with the teacher's correct reformulation (i.e. recast), and allow the learner the opportunity to cognitively compare their erroneous sentence with its correct opposite provided by the recast (Long & Robinson, 1998).

4. Recasts are used in meaningful interaction, and as such, they help learners in relating forms with meanings, and are very useful in facilitating, and consolidating form-meaning connections, or “form-function mapping” among L2 learners (Long 2007, p. 77).
5. Recasts will likely result in learners’ increased and/or sustained effort, and motivation because of the personal involvement in, and relevance of the interaction, since “...as it is their exchange, learners will likely furnish more effort, attend more to the exchange, and feel more motivated” (Long 2007, p. 77).
6. Recasts are very flexible. Recasts can be short and simple, or long, and complex. They can also be isolated, incorporated, emphatic (with rising intonation), interrogative and/declarative. (Sheen 2006).
7. Finally, Lyster & Mori (2006), argue that recasts are effective in reducing the difficulties learners encounter in the learning of some language content, and in making it manageable to the L2 learner, as recasts are “ideal for facilitating the delivery of complex subject matter, because they provide supportive, scaffolded help” (p. 273).

2.7.2. Advantages of Prompts

Several researchers have expressed very positive views about prompts. The following is a presentation of some of their attributes.

1. Prompts have the advantage of encouraging, and of pushing L2 learners to produce modified output or to self-repair (Lyster & Panova 2006), which involves the L2 learner in processing language “at a deeper level” (Loewen & Nabei, 2007, P. 363).

2. Prompts are considered to have the attribute of activating, and consolidating learners' already existing, declarative knowledge, or their knowledge of partially learnt language forms. (Lyster 1998, 2004).
3. Prompts require, and lead to more engagement, and “more attention to the analysis of the target-non target mismatches than does repetition of a teacher’s recast, or explicit correction” (Lyster 1998, p. 268).
4. Compared to other implicit feedback techniques, prompts, as an explicit feedback type, are considered effective in enhancing the noticing of erroneous forms in the L2 learners’ utterances (Loewen & Nabei, 2007), and in raising L2 learners’ language awareness, which is amenable to L2 development (Ellis & Sheen, 2006).

2.8. Disadvantages of Recasts and Prompts

In the vast literature on the effectiveness of the different types of teacher’s corrective feedback strategies, a number of shortcomings or disadvantages have been attributed to both recasts, and prompts.

2.8.1. Disadvantages of Recasts

Some of the disadvantages which have been attributed to recasts can be summarized in the following:

1. Lower levels of learner uptake or repair/modified output. In their seminal study on L2 teachers’ use of the different CF types, and their effect on learner uptake and/or repair,

Lyster & Ranta (1997) found that, in spite of the fact that recasts were the most frequently CF type by teachers, they were nonetheless the type of teachers' CF which resulted in the lowest levels of learner uptake/output and repair/modified output.

2. Recasts ambiguity and lower levels of learners' noticing. One of the often cited problems related to recasts is their ambiguity, which is partially due to the fact that they are an implicit and indirect type of corrective feedback. To sustain this idea, Razaie (2011) argues that "recasts are among the least clear and indirect forms of negative feedback" (p. 23). Moreover, several studies pointed to the problem of L2 learners' failure in noticing recasts as corrections of their erroneous utterances, during fluency, or meaning-based language practice. According to Lyster (1998b, 1998c) as cited in Mackey (2007), this failure is due to the learners' perception of recasts as dealing with the content of their message, and not with its form. Because of their contingency on the meanings of the students' utterances which they reformulate, and especially in communicatively-oriented classrooms, recasts are sometimes easily confounded with other discourse moves such as confirmation checks. Consequently, many L2 learners "may perceive recasts as alternative ways of saying the same thing and that there is nothing wrong in their utterance" (Ammar & Spada, 2006, p. 568).
3. Since recasts supply learners with both negative, and positive evidence about their utterance in one single move, learners are not encouraged or obliged to react to them. To sustain this idea, Lyster and Ranta (2012), argue that recasts often do not make more participatory demands on the L2 learners, and may therefore, contrary to prompts, lead to lower levels of learners' modified output.

2.8.2. Disadvantages of Prompts

1. Since they explicitly draw learners' attention to, and push learners to react to form related problems, some researchers pointed to the potential constraints that prompts may present to meaning-based, oral fluency practice, in that prompts may impede the smooth flow of classroom communication. To sustain this idea, Loewen and Nabei (2007) contend that explicit corrective feedback types like prompts are "more likely to disrupt the flow of the interaction" (p. 363). In the same vein, Hedge (2000) contends that during classroom oral fluency practice, such corrections will likely lead to the negative consequence of distracting the learners from the message, or the meanings that they want to express.
2. Even though they are effective in making their corrective intention clear, prompts may, nevertheless, be ineffective in leading the learner to produce modified output, or to self-repair/peer repair as learners may not have at their disposal the necessary linguistic knowledge, in or order for them to make the correction. To sustain this idea, Loewen and Nabei (2007) argue that "...a prompt assumes that learners have the latent knowledge necessary to perform self-repair; consequently, prompts may not work on unknown or novel linguistic items" (p. 363). In the same vein, Ellis (2009) contends that "learners can only self-correct when they have the necessary linguistic knowledge" (p. 7).
3. In spite of their explicit nature, prompts may not help the learner in locating his/her error. Besides, prompts may require, and take up a lot of classroom time. To sustain this, Ellis (2009) argues that some prompts may not provide the learner with clear

indications as to either the nature, or exact location of the problem in the his/her utterance, and that prompts may prove to be “time consuming compared to other strategies like explicit correction and recasts” (p. 7).

Conclusion

In this chapter, we have seen that teacher’s oral corrective feedback plays several roles and functions in the EFL classroom. It is a very intricate pedagogical tool with both positive and negative effects on L2 learners, and may require very complex considerations from the part of the teacher, if it is to work for, and promote the L2 learners’ classroom learning. We have also highlighted some of the major studies, and the pedagogic attributes and limitations of both recasts and prompts. The considerable body of research which is attracted by these two types of teacher’s corrective feedback attests of the capital theoretical importance, and pedagogic value attached to these feedback types across the SLA spectrum. The different and inconclusive findings yielded by research on these CF types, together with the different effects that they may have in different teaching/learning contexts with different L2 learners highlights the complexity of teacher’s oral corrective feedback in general, and of that of prompts and recasts in particular.

CHAPTER THREE: Corrective Feedback and Related SLA Hypotheses

Introduction.

The role of teacher's corrective feedback, and its relation to second language acquisition (SLA) development has been viewed differently by different learning theories, and second language acquisition hypotheses. In what follows, we discuss, and highlight some of the most influential SLA hypotheses, and elucidate the crucial role teacher's oral corrective feedback plays in them.

3.1. Universal Grammar

Advocated by Naom Chomsky (1957), Universal Grammar posited that all humans are born with an innate predisposition called the LAD (Language Acquisition Device) to acquire language. According to this model, in order to acquire or learn a language, the language Acquisition Device needs to be exposed to correct uses, or positive exemplars of the language being learned. The process of learning a language does not need negative evidence about the language, i.e. corrective feedback, but needs, instead, positive evidence, i.e. correct sentences, and correct uses of it.

According to this view which places a central importance to positive evidence in the language acquisition/learning process, some corrective feedback types like recasts may have a role to play in language learning, because recasts provide correct reformulations of the learners' erroneous sentences, and can therefore act as positive evidence (Long 1996). Accordingly, he argued that recasts are very helpful for language learners as they supply positive evidence about the language, and will, compared to language modals, likely be clearly understood by the learner since recasts keep the meaning of the learner's original utterance.

3.2. The Noticing Hypothesis

Based on his foreign language learning experience of Portuguese, during which he observed that, of all the language input he received, only those language items he noticed and he attempted to learn appeared in his learning diaries, Schmidt (1991) formulated the Noticing Hypothesis, which speculates that noticing, or other forms of it such as attention or awareness, is a necessary first step towards learning a language. According to Schmidt, attention to specific items or aspects (not general attention to global meaning) is necessary, and sufficient in order to turn input into intake, i.e. in order to allow for input to be stored in the long-term memory, which the learner can access, and /or attend to later, for deeper learning and processing. The Noticing Hypothesis has been very influential in recent studies on error correction, as one of the major approaches to corrective feedback research investigated effectiveness of teachers' corrective feedback types in enhancing noticing among L2 learners (Tromfimovich, Ammar & Gatbonton, 2007).

According to Pawlak (2014), teacher's corrective feedback should be placed at the center of L2 classroom pedagogy as "...it is the main tool by means of which the microprocesses of noticing, selective attention, and cognitive comparison can be externally triggered and manipulated" (p. 53).

3.3. The Output Hypothesis

The Output Hypothesis posits that L2 learners' learning development is caused by the opportunities for learners to produce output. According to Swain (1995; 2005), when L2 learners are encouraged, or pushed towards producing a more comprehensible output, they will be obliged to move from semantic processing involved in comprehension, to the higher level

of syntactic processing, i.e. they will attend to grammar, which production will necessitate for the formulation of comprehensible output. In Swain's view, Comprehensible output is conducive to L2 development as it helps learners to:

- a) Test hypotheses. L2 learners use new language forms to test whether they are correct and meaningful based on the type of feedback they receive from others.
- b) Discover gaps of knowledge. When producing output, learners realize exactly what they know, and what they cannot say or express in the TL. So, they become aware of their gaps of knowledge.
- c) Metalinguistic function. Learners use metalanguage to reflect, think, or talk about the output/language they produced, which leads to more awareness and more language development.

The production of comprehensible output is amenable to language development as learners will be constantly encouraged to modify, reshape, and refine their output as they receive feedback on the comprehensibility of their output, in order to make it more comprehensible, and, therefore, more target-like.

3.4. The Interaction Hypothesis

Originally, the interaction Hypothesis as advocated by Long (1981; 1983) as cited in Long (1996) argued that interaction facilitates L2 learning because it leads to comprehensible input which is made more comprehensible due to the meaning negotiation that characterizes interaction. Later, the Interaction Hypothesis was revised by Long (1996) and posited that interaction is responsible for L2 learning due to the favourable conditions (internal and external to the learner) that it creates, when he contends that: "Negotiation work that triggers adjustments by the NS or competent interlocutor facilitates acquisition because it connects

input, internal learner capacities, particularly selective attention, and output in productive ways” (p. 451-452).

In addition to the important role given to input, cognitive capacities like selective attention, and output in language learning, Long (1996) further adds that negative feedback that learners receive during meaning negotiation is facilitative of L2 development, and recommends recasts which he considers very helpful to that effect, in that they are semantically contingent on the learner’s original utterance, and that this may create opportunities for learners, which will induce, and enable them to make cognitive comparisons between their erroneous sentences, and their correct equivalent ones provided by the recasts.

3.5. Skill Acquisition Theory

Skill Acquisition/Learning Theory stipulates that the learning of an L2 is like the learning of any other skill, and goes through the same learning processes. According to De Keyser (1998) as cited in Ellis (2003), learning goes through the three stages of:

- a) The declarative stage: which is the initial stage, whereby learners learn new information, such as the learning of a language rule.
- b) The procedural stage: the stage at which learners learn how to perform, and use the knowledge gained in the declarative stage. E.g. the use of the language rule in interaction,
- c) The automatic stage: in this stage, the skill/knowledge which is learned in the procedural stage will become automatic through constant and repetitive practice. E.g. Learners’ language production, and oral fluency practice is thought to lead to the automatization of learners’ knowledge (Ellis 2003).

Skill acquisition Theory is related to corrective feedback, because it stresses the importance of corrective feedback in reinforcing learners' linguistic knowledge, and in providing practice opportunities for the proceduralization of knowledge. According to de Bot (1996) as cited in Lyster and Mori (2006), the category of corrective feedback known as prompts "assist learners in the transition of declarative knowledge to the procedural knowledge" (p. 273). In the same vein, Lyster et al (2006) also contend that this type of feedback "...can prove to be very effective in improving learners' control of previously or recently taught forms by getting the learner to apply these in the modified output that prompts elicit" (273).

This theory is also closely related to oral fluency development, in that L2 learners' language productivity, or encouraging learners to produce as much L2 Output as possible is posited to be conducive to the automatization of the learners' knowledge of the L2, i.e. their attainment of automaticity in speaking, or of fluent speech (Ellis 2003). In the same vein, Segalowitz (2016) maintains that "it is experience in using the language that sharpens the learners' cognitive-perceptual systems, so that these cognitive operations become rapid, efficient, and fluid" (p. 17).

3.6. Sociocultural Theory

According to Vygotsky (1978), as cited in Lightbown and Spada (2011), Sociocultural theory views learning as act of socially-mediated activity, in that learners come to learn things, including language learning, by being socially engaged, and by interacting with others, which eventually gears the individual towards learning, and development. Central to this theory is the notion of (ZDP), which refers to the Zone of Proximal Development, i.e. the things, or the level of learning that the learner can, at any given time, reach and perform with the help or mediation of another person.

According to this view, teacher's corrective feedback can, therefore, be seen as a type of mediation, in that the teacher's interaction, and corrective feedback can be very helpful in providing the learner with the assistance, and useful knowledge scaffolds which learners may be in need of, in order to cope with the linguistic difficulties, or form-related problems, that arise in the interaction, or the communication process. In the opinion of Long and Robinson (1998), teacher's corrective feedback types such as recasts can help L2 learners' language learning through the correct reformulations, and the more target-like versions that teacher's recasts supply, to the learner, and by helping the learners notice the differences between their incorrect, and non-target-like utterances, with their target-like versions which the corrective feedback provides in the interaction. Accordingly, Lyster & Mori (2006), maintain that the teacher's mediating, and facilitating role can be seen in the interactive provision of corrective feedback such as recasts, which are effective in making the learning of some language content manageable, and possible as "they are ideal for facilitating the delivery of complex subject matter, because they provide supportive, scaffolded help" (p. 273).

3.7. The Direct Contrast Hypothesis

The Direct Contrast Hypothesis as advanced by Saxton (1997), as cited in Pawlak (2014), Originated from L1 acquisition research, which revealed that in their L1 interactions with adults such as parents, or caretakers, children seldom receive explicit correction to their errors, and often received, instead, correct reformulations of their erroneous utterances, i.e. Recasts. The direct contrast between the child's erroneous utterance, and its correct version provided by the adult attracts the child's attention to the conflict between the two utterances, which are juxtaposed one against the other at the level of form, provides the ground for the child to dismiss his/her utterance, and thus conditions for language acquisition are stimulated (Saxton, 1997). Accordingly, the teacher's use of recasts which are posited to create these

contrasts between learners' erroneous, and the teacher's correct reformulations, will, if learners' attention is drawn to these target/ non target mismatches, likely lead to the L2/EFL learners' target language development.

3.8. The Counterbalance Hypothesis

The instructional Counterbalance Hypothesis is a hypothesis which was elaborated by Lyster and Mori (2006) which simply posited that L2 Instruction, notably corrective feedback is more effective when it counterbalanced the overall predominant communicative orientation of the leaning setting.

According to this Hypothesis, if the overall focus or orientation of classroom pedagogy is meaning-based or communicatively oriented, then the teacher's corrective feedback will be more effective if it counterbalanced it, i.e. learners' attention will be enhanced, and stimulated if the corrective feedback type, or strategy orients the learners' attention away from the communicative orientation of the classroom (Lyster & Mori, 2006). This, implies that, if the teacher's interactional/oral corrective feedback is in parallel with the communicative predominance of the L2 classroom, (e.g. recasts whose central focus is on meaning), learners' attention to the feedback, and therefore the feedback effectiveness will likely be minimized, or undermined.

Conclusion

In this chapter, we have discussed the role of teacher's oral corrective feedback in light of the different second language acquisition hypotheses. Although it is viewed from very different perspectives, and is given very differing interpretations among the different second language acquisition hypotheses, teacher's oral corrective feedback has always occupied a

central place, and had a crucial, and important role to play in each, and every one of them, and is deemed an important element in the advancement of foreign language learners' learning.

CHAPTER FOUR: Research Design and Methodology

Introduction.

In this chapter, we present the analysis of the research results obtained through the use of the four data collection tools of Audio-recording, The Students' Reflective Log, The Teacher's Field Notes, and The Students' Perceptions of the Teacher's Oral Corrective Feedback Questionnaire, followed with a discussion of the results for every data collection instrument, which culminates in answering the relevant research questions and hypotheses.

4.1. Aims of the Research

Many researchers in the SLA domain such as Lyster and Mori (2006) consider that different teacher's oral corrective feedback types are expected to influence the factors, and mechanisms that are involved in second/foreign language learning, in different ways. Accordingly, our study aims at finding out whether there are differential effects in the teacher's use of Recasts, and Prompts on first year Algerian EFL University students of English, at the University of Bejaia, during oral meaning-based language use, in terms of the following:

1. The students' amount of modified oral output following the teacher's use of recasts and prompts in the prompts group, and recasts group, during classroom oral meaning-based practice
2. The students' feelings about the teacher's use of recasts and/or prompts during their classroom oral fluency practice
3. The students' views and perceptions towards the teacher's use of recasts and/or prompts during their classroom oral fluency practice.

4.2. Restating the Research Questions

This research strives to answer the following Research Questions:

Q 01. Are there any differential effects of the teacher's use of Recasts and Prompts on the amount of modified output among the 1st year EFL students' at the University of Bejaia?

Q 02. Are there any differential effects of the teacher's use of Recasts and Prompts on the feelings (positive or negative) of the student participants?

Q 03. Are there any differential effects of the teacher's use of Recasts and Prompts on the views and perceptions (positive or negative) of the student participants?

Q 04. Which type of teacher's oral corrective feedback (Recasts or Prompts) would lead to more modified output among the student participants?

Q 05. Which type of teacher's oral corrective feedback (Recasts or Prompts) would to more positive feelings among the student participants?

Q 06. Which type of teacher's oral corrective feedback (Recasts or Prompts) would lead to more positive views and perceptions among the student participants?

4.3. Hypotheses

The present research aims at answering the following Research Hypotheses:

H 01. There are differential effects of the teacher's use of Recasts and Prompts on the 1st year EFL student participants' amount of modified output.

H 02. The teacher's use of Prompts during classroom oral fluency practice would lead to a higher amount of modified output among the 1st year EFL student participants, at the University of Bejaia.

H 03. There are differential effects of the teacher's use of Recasts and Prompts on the 1st year EFL student participants' feelings.

H 04. The teacher's use of Recasts during classroom oral fluency practice would lead to more positive feelings among the 1st year EFL student participants, at the University of Bejaia.

H 05. There are differential effects of the teacher's use of Recasts and Prompts on the 1st year EFL student participants' views and perceptions.

H 06. The teacher's use of Recasts during classroom oral fluency practice would lead to more positive views and perceptions among the 1st year EFL student participants, at the University of Bejaia.

4.4. Data collection Instruments.

One of the reasons researchers use more than one data collection tools is the need to obtain a rich amount of information which is necessary for a deep understanding of the studied phenomenon. Another very important reason is to look at the variable (s) under study from multiple angles, which is referred to as triangulation, with the aim of maximizing the validity of the findings (Maxwell, 1996). In the present research, four data collection instruments are used, which are:

- Audio Recording
- The Teacher's Field Notes
- The Students' Reflective Log

- The Students' Perceptions of Teacher's Oral Corrective Feedback Types Questionnaire

4.5. Data Collection Instruments and their Pilot Study

Before any research project is undertaken, it is of extreme importance that the researcher carries out a pilot study for the research instruments, and procedures, before they are officially implemented for the collection of data for the research. This is a very important initial step as it will enhance, and maximize the reliability and validity of the research findings (Dorneiy, 2007). In the same vein, Griffee (2012), argues that this step is also essential as it allows the researcher to get “negative and positive feedback...” on the data collection instruments, informing the researcher about, for example in terms of clarity of questions, relevance of the data collection tool content, or categories to the research participants. Piloting the research instruments is also very important, in that it can possibly orient the researcher's attention to important points, or issues “of which” he/she is “previously unaware” (pp.163-164). This will help the researcher to modify, and improve his/her research instruments, which will result in increased levels of validity in the research results.

Accordingly, all of the data collection instruments which are used in the present research were first piloted, and their effectiveness was tested before they were used for the official collection of data. Our pilot study therefore concerned the four data collection instruments, which are presented in the following.

4.5.1. Classroom Observation

Classroom observation is a commonly used technique for gathering data in research on SL/FL learning and teaching. According to Dorneiy (2007), unlike other data-collection

instruments such as self-reports, classroom observation has the advantage of providing the researcher with “direct information” and “it is one of the three basic data sources for empirical research” (p, 178).

Accordingly, the present research made use of classroom observation, The reason for our choice of classroom observation lies in its suitability for gathering, capturing, and recording the type of data or information on variables that are the main focus of the present research, which are the amount of students’ modified output following the teacher’s oral corrective feedback type used (prompts and recasts), and their observable feelings in their reactions to these corrective feedback moves, in the two experimental groups. According to Lightbown and Spada (2006), classroom observation allows the researcher to record information on many important elements such as the overall orientation, and focus of classroom activities in terms of whether they are form-based/accuracy-oriented, or meaning-based/fluency-oriented, the amount of language produced by learners in the classroom, and “...whether and how teachers respond to learners’ errors” (p. 115). The classroom observation instruments of audio recording, and teacher’s field notes are among the four data collection tools which are used in the present research, as they are deemed very pertinent, and crucial for obtaining the necessary data in order to reach the aims of the present research, and answer the research questions.

4.5.1.1.Audio recording

Classroom audio recording is one of the classroom observation instruments used in the present research. According to Wallace (1998), audio recording is a very reliable tool for the collection of data in research on classroom interaction. He further argues that even with the use of very simple, and less sophisticated audio recording devices such as audio cassette recorders, the researcher can obtain very reliable data pertaining to classroom interaction variables. In the case of the present study, a Galaxy G7 cell phone was used. According to Flick

(2018), new technological tools such as mobile phones can be used for recording, and obtaining very high quality video and audio data. The same author further adds that the use of mobile phones will not likely have a negative impact on the behaviour of the research subjects, as they are less likely to attract their attention, and that research subjects are more likely to be familiar with them. Finally, the same author further suggests that his advantage can easily be enhanced if the researcher use the mobile phone for recording a few sessions, in order to habituate his/her research participants with this tool, before starting to use it to record data for the research.

In order to obtain the necessary data for the present research, an audio recorder is used to record the interaction of the teacher researcher with his student participants in the classroom. The recordings did not include the preparation/pre-communicative phase of the sessions, because it was not practical as students either prepared alone, or did so by interacting mostly with their peers. Moreover, in order to help the students in both experimental group better cope with the cognitive demands of the preparation phase, the teacher researcher, though his infrequent interactions at this phase, did not use the oral corrective feedback types, which were being experimented with (recasts and prompts). This made the infrequent teacher-student interactions during this preparation phase, as far as the present research is concerned, irrelevant as they did not involve the teacher's use of recasts and prompts.

The parts of the experimental sessions which were audio recorded were the ones during which the student participants experienced an oral communicative use of language, which was attended to by the whole class, including the teacher-researcher who used prompts and recasts, as much as possible, with the Prompts and the Recasts group, respectively. This means that during the whole class oral communication phase of all the experimental sessions, which involved, in addition to student-student interaction, teacher-student classroom interaction moves containing the teacher researcher's use of the recasts and prompts, and the student

participants' verbal reactions to them in the Recasts group, and the Prompts group, respectively, were thoroughly audio recorded. In other words, the audio recorder was the main instrument, which allowed for the systematic recording of classroom interaction, and which enabled the teacher researcher to obtain a data base of information about his use of recasts and prompts, and of their effect on the student participants in terms of the amount of modified output that they produced, in reaction to the teacher researcher's use of the two corrective feedback types, in the two experimental groups.

4.5.1.2. The Pilot Study of the Audio Recording Technique

After obtaining the student participants' consent on the use of audio recording in the present research, the teacher researcher proceeded to the subjection of this technique to a pilot study. This was done with the aim of testing its effectiveness, and reliability as a data collection tool. Accordingly, the teacher researcher implemented the use of audio recording in the oral expression classroom, by putting, and playing an audio recorder on a table situated between him and the rest of the student participants who sat in the form of a semi-circle, on June, 24th, 2020, a week before the experimental sessions began. This was done with both experimental group, in that the classroom interaction involving student-student, and teacher- student interaction was equally recorded with the recasts group, and the Prompts group. In order to test the audio recording technique under the same conditions, the teacher researcher also created the same conditions, in both classroom settings, by using the same sitting arrangement, and using the same type of task (classroom oral survey as oral communicative task was used). In addition to testing the audio recorder, and the effectiveness of its implementation, this session was also meant to be as a preparation session for the student participants. In other words, the use of audio recording with the student participants some time prior to the experimentation phase aimed also

at habituating them to perform under it, and feel more familiar with it when the researcher uses it as a data collection tool, later.

After the classroom interaction in both experimental groups was recorded, the teacher researcher played it back several times, in order to evaluate the extent to which his implementation of it was successful. In other words, the teacher researcher tested whether the needed data was captured by the recording instrument, and whether the recorded data was clear enough, in order for it to be used for later transcription, and analysis. After listening to the recorded data several times, with the aim of extracting from it all the instances of students' errors being corrected by the teacher-researcher, and the student participants' verbal reactions to them, the teacher researcher reached a negative evaluation of the recorded data, in that it lacked clarity. In other words, the parts of the recorded data which contained the teacher's interaction were very clear, whereas those containing some of the students' interaction were not clear enough to be transcribed accurately, and confidently by the teacher-researcher.

This lack of clarity of some of the recorded data was attributed to the fact that the audio recorder was situated very close to the teacher-researcher, and relatively far from many student participants. This was also thought to be the result of the sitting arrangement adopted by the teacher researcher, which was a U form type, and which caused a number of students, especially those sitting around the angles and the bottom of the U shape to be relatively far from the teacher and the other students.

Consequently, the teacher researcher changed the sitting arrangement from the U shape form to sitting in the form of a circle. The teacher-researcher has also changed the place of the audio recorder, by moving it to the middle of the circle. After a number of trials, the teacher-researcher reached an ideal size for the circle, which produced a high quality, and clarity of the voices of everyone involved in the classroom interaction.

4.5.1.3. The Teacher's Field Notes.

Through the use of classroom participant observation, the teacher-researcher kept a regular written record of information of relevance to the student participants' reactions to the two types of CF (i.e. recasts and prompts) in the recasts, and prompts group, respectively. This was achieved with the use of Field Notes, which the teacher-researcher designed specifically to collect the type of information related to the research aims, and which he used by the end of every experimental session, with the recasts, and the prompts group. The type of information which was recorded in the Teacher's Field Notes concerned remarks on the student participants' modified/unmodified output in reaction to the teacher's use of either prompts or recasts, as well as any changes in students' feelings, and emotions through observable signs denoting the student participants' changes in their motivation, or willingness to communicate, feelings of comfort or discomfort, or any signs of anxiety, following the teacher's use of prompts and recasts, in the prompts' and recasts group, respectively.

4.5.1.4. Aims of The Teacher's Field Note

The teacher's Field Note was designed in order to collect qualitative data relating to the students' immediate reactions to the teacher's use of prompts, and recasts. The immediate reaction of the students to teacher's oral corrective feedback are the main focus of The Teacher's Field Note, whereby all possible observable reactions of relevance to our research objectives such as students' production of modified output, and all visual signs which can denote the students' feelings and emotions following the teacher's use of prompts, and recasts, in the two experimental groups, constitute the main aims of The Teacher's Field Note, which, by the end of every experimental session, the teacher-researcher used, in order to keep a regular written record of data pertaining to the above-mentioned types of information.

4.5.1.5. Description of The Teacher's Field Note

In order to help the teacher-researcher enter the different types of observational information pertaining to our research objectives, we have structured The Teacher's Field Note in such a way as to facilitate the report of every type of data into its relevant category. Accordingly, The Teacher's Field Note is comprised of three parts, or sections. The first is related to the students' verbal reactions following the teacher's use of either a prompt, or a recast in the prompts group, and the recasts group. The second part concerns information in terms of the students' visual signs of emotion and feelings, in reaction to the type of teacher's oral corrective feedback used. The third and last part is related to any other possible information which could be related to our research aims, and variables.

4.5.1.6. The Pilot Study of the Teacher's Field Note.

The Teacher's Field Note was piloted in class on the same day as the pilot study of the Audio Recording, in that by the end of the class session the teacher researcher took the field note and wrote down any remarks pertaining to whether the student participants produced modified output in response to the recasts and prompts used in both experimental groups. He also wrote remarks pertaining to the student participants' interaction, and flow of oral communication, as well as any observable feelings among the student participants following his use of the two oral corrective feedback types.

The analysis of the recorded data revealed that the Teacher's Field Note recorded very pertinent data which was relevant to the research objectives, however, as the recorded information seemed to relate to two aspects/types of data (verbal and non-verbal observable data), we decided to improve the Field Note by organizing it according to these distinct types of observational information. We thereupon inserted the following guiding information:

1. Students' reactions after receiving the teacher's corrective feedback.

.....

2. Students' observable feelings after receiving the teacher's corrective feedback.

.....

Other Remarks.....

4.5.2. The Students' Reflective Log

Student logs are widely used in foreign language learning and teaching to promote student reflection on their learning experiences, and to gather data in case study research on students' reflections, evaluations, and feelings during their learning process, over a period of time (Friesner and Hart, 2005; Phillippi and Lauderdale, 2018). In the present research, The Student Reflective Log is used in order to keep a written record of, and obtain information related to the student participants' feelings, either positive or negative, towards the two types of teacher's oral corrective feedback used (recasts and prompts), during the three experimental sessions with the recasts and the prompts group, which lasted for three weeks. In order to facilitate their use for the student participants, and to maximize objectivity in the interpretation of the obtained data, a structured log was used.

4.5.2.1. Definition of The Students' Reflective Log

The Students' Reflective Log is composed of five items with every item inviting the student participants to select one of its contradictory statements, which are either positive or negative. While the first log item requires the students to express whether the teacher's corrective feedback make the expression of their thoughts easier, or more difficult, the second item is related to the students' feelings comfort, and relaxation, or feelings of discomfort and anxiety. The third item is related to the student participants' motivation, and willingness to

communicate, whereas, the fourth item asks the students to say whether the teacher's correction causes an increase or a decrease in their feelings of self-confidence to speak. The fifth and the last item is related to whether the student participants perceived the teacher's oral corrective feedback as a teacher's reaction to the students' ideas and messages, or to the language the students used to express them.

4.5.2.2. Aims of The Students' Reflective Log

The Students' Reflective Log is used with the aim of collecting data on the student participants' feelings, and emotions (positive or negative) towards the two types of teacher's oral corrective feedback, which are experimented with in the present research. Therefore, this research instrument is specifically designed in order to obtain the information, which describes the students' classroom learning experiences, feelings, and emotions, in response to the teacher's use of prompts, and recasts during the three experimental sessions with these two oral corrective feedback types.

4.5.2.3. The Pilot Study of the students' Reflective Log

The Students' Reflective Log was piloted on the same session with the Teacher's Field Notes, and the Audio recording, with the prompts group and the recasts group. This means that by the end of the two sessions, The Students' Reflective Log was given to the student participants in both experimental groups, who expressed how they felt in relation to the teacher's use of recasts and prompts, by answering its four items.

The pilot study revealed that many of the student participants provided irrelevant information to the open ended questions of The Student Reflective Log. For example, on many occasions, they mistakenly substituted some of the characteristics of the teacher researcher for his feedback, and expressed many positive feelings, and described their learning experiences in relation to the teacher researcher's qualities, and aspects other than the oral corrective feedback

types he used. They also provided some vague answers which were difficult to interpret. Consequently, we have decided to improve The Students Reflective Log by making it more structured, and by adding two options to every question (one related to a positive feeling, and another one related to a negative feeling), from which the student participants could choose. Thus, the original log items and their improvement are as follows:

Question 01. How was my teacher’s interaction and feedback to me today?

.....

Was turned into:

Question 01. Today, the teacher’s interaction with me, and his feedback to me was:

- 1. Useful, and made the expression of my ideas and thoughts easy
- 2. Not useful, and made the expression of my ideas and thoughts difficult

Question 02. How did my teacher’s feedback make me feel today?

.....

Was transformed into:

Question 02. Today, the teacher’s feedback to me as i was speaking was:

- 1. Making me feel comfortable and relaxed to speak
- 2. Making me feel uncomfortable, and anxious to speak

Question 03. How motivated does my teacher’s feedback make me feel?

Was transformed into:

Question 03. Today, the teacher's reactions and feedback made me feel:

1. More motivated and more willing to communicate
2. Less motivated and less willing to communicate

Question 04. How confident does the teacher's feedback make me feel?

.....

Was transformed into:

Question 04. Today, the teacher's interactional feedback made me feel:

1. More confident when speaking
2. Less confident when speaking

In addition to these modifications, we also added a fifth log item through which we seek information about which factor (language or meaning) do they relate the teacher's feedback to, in order to find out how they interpret the teacher's feedback provided to them within classroom oral meaning-based practice. We therefore added to The Students' Reflective Log the following item:

Question 05. Today, the teacher's feedback to me is related to:

1. The messages/ideas that I wanted to express
2. The language rules/grammar and forms of English which I used

4.5.3. The Students' Perceptions of Teacher's Oral Corrective Feedback Questionnaire

The questionnaire is one of the very frequently used instruments for the collection of data in SLA research, and is, according to Mackey and Gass (2005) “one of the most common methods of collecting data on attitudes, and opinions from a large group of participants” (p.92). The same authors further argue that this data collection tool is highly useful in the types of research which aim at obtaining information from participants in terms of “...beliefs and motivations about learning, or their reactions to learning, and classroom instruction and activities” (p. 93), which the two authors consider as an important advantage. Moreover, Dorneiy (2007) adds that “besides language tests, questionnaires are the most common data collection instruments in Applied Linguistics” (p.95). The same author further argues that “questionnaires are uniquely capable of gathering large amounts of information quickly in a form that is readily processible” (pp. 101-102). The questionnaire is also a very convenient instrument for the collection of information about research participants' feelings, beliefs, and opinions about their experiences (Griffiee 2012). The same author also adds that because questionnaires are answered anonymously, respondents may feel more secure and provide answers, resulting in higher response rates, and very reliable data. Moreover, questionnaires allow the researcher to reach wider audiences in a relatively short period of time (Angers 1997; Allwright & Bailey 1991), and obtain personal information which is relatively easy to process, and analyse (Dorneiy 2007), thus, enhancing objectivity in the interpretation of the results. This instrument is also credited with the advantage of allowing the researcher to ask all respondents the same questions in the same way, thus enhancing the reliability of the results.

4.5.3.1. Aims of The Students' Perceptions of Teacher's Oral Corrective Feedback Questionnaire

The Students' Questionnaire aims at collecting information from the student participants in terms of their preferences of teacher's oral corrective feedback strategies, in general, and in terms of their views about, and perceptions of the types of teacher's oral corrective feedback used during the experimental of the present research. In particular, the information that this data collection instrument is designed to collect, will enable us to answer the research questions, which are related to whether the teacher's use of prompts, and recasts have differential effects, either positive or negative, on the student participants' views and perceptions, and which type of teacher's oral corrective feedback (prompts or recasts) is more effective in leading to more positive views, and perceptions among the student participants.

4.5.3.2. Description of The Students' Perceptions of Teacher's Oral Corrective Feedback Questionnaire.

There are four sections in The Students' Perceptions of Teacher's Oral Corrective Feedback Questionnaire.

Section one (Q 1 - Q 7). Students' profile and their preferences in learning English

In this section, we ask the student participants questions which are related to their gender, age, the language skills of more interest to them, their English language proficiency, and the language aspects (fluency or accuracy) that they pay more inclined to attend to, when communicating orally in the target language, and which one of these they are more interested in developing.

Section two (Q 8 – Q 15). Students' perceptions of teacher's oral corrective feedback, and the strategies involved in providing it.

In this section, the student participants are required to answer questions, which seek to find out information about their perceptions of teacher's oral correction in general, the learners

errors to be corrected, and the different strategies teachers use to deliver it such as timing, and the frequency of teacher's corrective feedback, in particular. This section also asks the students questions related to their views on self and peer correction, and their opinions about whether teacher's oral correction of students' errors can potentially lead to negative effects on students' learning.

Section three (Q 16 – Q 18). Students' preferences, and perceptions of prompts and recasts.

This section asks the student participants questions, which are about their preferences, views, and perceptions (positive or negative) related to the teacher's use of prompts and recasts to correct the students' errors, and which type of teacher's corrective feedback (prompts or recasts) is more positively viewed by the student informants, as far as their classroom learning is concerned.

Section four (Q 19). Students' personal suggestions.

In this section, we ask, through question 19, which is an open ended question, the student participants to provide opinions and their suggestions, which can be implemented in the classroom, in order to make teacher's oral corrective feedback better, and more fulfilling of the students' needs and expectations.

4.5.3.3. The Pilot study of The Students' Perceptions of Teacher's Oral Corrective Feedback Questionnaire

The students' Perceptions of the Teacher's Oral Corrective Feedback Questionnaire was piloted on seven students belonging to the student population, who were kindly asked to fill in the questionnaire items in class, in order to test this instrument for any eventual weaknesses, such as the clarity of the questions, and whether the students possessed the necessary knowledge

to answer it. The researcher was also interested in finding out the amount of time that this data collection tool would take the students to answer, because this turns out to be an excessively time consuming experience for the students, it can negatively affect its answerability rate, when it will be used for official data collection. As the students to provided their answers this questionnaire, the researcher sat at the end of the classroom, and waited for them to complete the task of answering all of its items. All of the Seven (07) students answered, and handed back the questionnaire in a relatively short amount of time, in that the first student to handed the questionnaire back in Ten (10) minutes time, and the last student to hand the questionnaire back did so in the time of Thirteen (13) minutes.

This pilot study revealed the original version of Question 13, which contained the word “Peer”, and with which many of the students were unfamiliar, could only be answered after I explained the meaning of this word. Consequently, this question which was as follows:

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

- a. The teacher
- b. The student himself/herself
- c. A peer

Was modified by removing the difficult word with a more familiar expression, and thus the question was transformed into the following:

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

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

There was also another question which the students found difficult to relate to, and this was question 18. This was because this question asks the students to evaluate their learning experiences, and perceptions of the teacher's use of recasts and prompts during the experiment, which these students were completely unaware of. The teacher researcher informed these students that they need not answer this question as they are not concerned with it. However, the teacher researcher nevertheless asked them to read it, and say if its wording, and the multiple options in the form of positive, and negative statements that it contains are clear, and understandable, to which they responded in the affirmative. Consequently, question 18 of The Students Perceptions of Teacher's Oral Corrective Feedback Questionnaire was excluded from any further reconsideration, and is kept in its present form.

4.5.3.4. Administration of The Students' Perceptions of Teacher's Oral Corrective Feedback Questionnaire.

The Students' Perceptions of Teacher's Oral Corrective Feedback Questionnaire was administered to all of the student participants in the prompts group, and the recasts group, on Tuesday, June 7th, 2021, a week after the end of the experimental period. It was handed, answered and returned by all of the students who constitute the prompts group, and the recasts group, except the three student absentees, who did so the next day. It was handed, and answered in the classroom, and was returned by the end of the learning sessions of the two student groups (the recasts group, and the prompts group).

All of the handed questionnaires were returned on the same day, except the three students who were absent (two students from the prompts group, and one student from the recasts group, who were absent that day, and who answered and returned it the next day. This means that the totality (100 %) of the student participants (the Eighteen (18) students who constitute the prompts group, and the Eighteen (18) students who make up the recasts group),

in the present research, received, answered, and returned The Students' Perceptions of Teacher's Oral Corrective Feedback Questionnaire.

4.6. Research Design and Methodology

The present study is a mixed-methods research, in that it makes use of both qualitative and quantitative methods at the level of data collection, and data analysis. According to Dorneiy (2007), mixed methods research can be achieved by combining either qualitative with quantitative "data collection instruments", or by combining qualitative, and quantitative methods "at the data analysis levels" (p.24). The same author further argues that, by mixing the two methodologies, the researcher benefits from the corroboration of the two methods, thus, adding into the interpretation of the findings more richness, and detail.

Accordingly, the present research used a mixture of the quantitative and qualitative methods at the two levels, i.e. at the level of data collection instruments, and at the level of data analysis. For example, at the level of data collection instruments, the present research employed quantitative methods such as the use of The Students' reflective Log, and the Students' Perceptions of Teachers' Oral Corrective Feedback Questionnaire, and qualitative methods such as the employment of the classroom observation techniques such as the Audio Recording of classroom teacher-student interaction, and The Teacher's Field Notes, as well as the items comprising the open ended questions in the above-mentioned students' questionnaire. The present research also used a mixed methodology at the level of data analysis, in that descriptive statistics, and content analysis are both used for the analysis of the different types of data collected through the different data collection instruments.

4.6.1. The population and the Sample

4.6.1.1. The Student Population

The Population from which our student Sample is taken is the 1st year students of English, University of Bejaia, Algeria. They constitute a total number of 176 students, who are grouped into Ten (10) intact classes/groups, containing mostly Eighteen (18) students each.

4.6.1.1.2. The Student Sample

The student participants in the present research are two intact classes of 1st year students of English, at this University, enrolled for the academic year of 2020/2021. They are thirty-six (36) in number, and are grouped, like the other eight groups of first year students, by the administration into two groups (group 1 and group 2) containing 18 students each, in order to enhance their learning in practice/workshop-based Courses like Oral Expression. The sample of students who took part in the present research represents (20.45 %) of the total population of 1st year students of English, at the university of Bejaia.

4.6.1.1.3. The Sampling Procedure

At the time of the experiment, the teacher researcher was not teaching the course of Oral Expression to the 1st year student groups. After the research problem was identified with this student population through a number of informal discussions with some of the 1st year teachers, to whom the teacher researcher expressed his need and intention to conduct a quasi-experimental research with two groups of 1st year students, and that the researcher will act as a teacher of oral expression to these student groups, during the whole experimentation period. After one of the teachers volunteered and expressed his permission, the teacher researcher then

asked for the permission, and consent of the two groups of students, (group one and group two), to carry out an experiment, as part of his doctoral research, with them and that the students' identity would remain anonymous, which was also granted by the students.

Once this was achieved, the next step was the assignment of these two groups of 18 students each into the two treatment groups. Accordingly, and with the use of the 'toss coin' technique, the two groups were randomly assigned into a recast group, receiving recasts only as the teacher's oral corrective feedback type, and a prompts group, receiving prompts only as the teacher's oral corrective feedback type, for the whole period of the treatment/experimentation.

The student sample in the present research is a convenience sample, whose choice is based on a number of practical considerations that can be summarized in Dorneiy's (2007) words as "convenience of the researcher... easy accessibility, or the willingness to volunteer" and that "audiences such as students in the researcher's own institution are prime examples of convenience sampling". (pp. 98-99).

In addition to the numeric representation of our sample which represents (20.45 %) of the total population, it is to be mentioned that the student participants share many characteristics with the population of 1st year students to which they belong. For example, as in the other groups that make up the population, an overwhelming majority of students in our sample are females, speak Kabyle (a variety of Berber) as their mother tongue, and have learnt English as a fourth language (in their first year of the Middle school), after Kabyle (mother tongue), Arabic, and French, which they learnt since their primary school education.

4.6.2. The Treatment

The student participants (36 students) who, as mentioned earlier, like the other classes of 1st year students of English, at the University of Bejaia, are grouped, for study purposes, into two groups (group 1 and group 2) comprising 16 students each, are the ones who receive the treatment, in the form of the two types of teacher's oral corrective feedback (i.e. recasts and prompts). With the use of the 'toss coin' technique, the two groups of student participants were randomly assigned into a Recasts group, receiving Recasts only as the teacher's oral corrective feedback type, and a Prompts group, receiving prompts only as the teacher's oral corrective feedback type, for the whole treatment period, which lasted for a period of three weeks.

During the three weeks' treatment period, each one of our experimental groups received three subsequent experimental sessions (one session of one and half an hour per week), the teacher-researcher experimented with the use of recasts with the Recasts group, and experimented with the use of prompts with the prompts group. In other words, the treatment took the form of the teacher-researcher's use of recasts, and prompts in the Recast group, and Prompts group, respectively, who, by the end of the treatment, had three experimental/treatment sessions each.

4.6.2.1. The Recasts Group Treatment.

This is the group which received, during the whole treatment/experimentation period, recasts as the teacher's oral corrective feedback type. The teacher-researcher used recasts as the only teacher's oral interactional corrective feedback type, in order to address as many student language errors as possible, as they emerge in the students' classroom oral communication. During the three experimental sessions with recasts, in the recasts group, the teacher researcher used oral corrective feedback, which fits the category of recasts in line with the definition

provided by Lyster and Ranta (1997) as the type of teacher's oral corrective feedback which "involve the teacher's reformulation of part or all of the learner's utterance, minus the error". (p. 46). Therefore, the teacher researcher used recasts in reaction to the students' errors, by reformulating their erroneous utterances, or part of their erroneous utterances, in a correct manner.

4.6.2.2. The Prompts Group Treatment.

This is the group which receives, during the whole experimentation period, prompts as the only teacher's oral interactional corrective feedback type, in reaction to as many students' language errors as possible, as they appear in the students' output, in their classroom oral communicative practice. In the Prompts group, the teacher researcher used oral corrective feedback in the form of prompts which, in line with Lyster and Ranta (1997), who identify them as being comprised of the following four oral corrective feedback techniques, and who define them as:

Clarification requests: are those corrective feedback moves which "indicate to students that their utterance has been misunderstood by the teacher or that the utterance is ill-formed in some way and that a repetition or reformulation is required". (p. 46).

Metalinguistic feedback: is feedback which "contains either comments, information or questions related to the well-formedness of the student's utterance, without explicitly providing the correct form. Metalinguistic comments generally indicate that there is an error... (e.g. Can you find your error? ...)" (p. 47).

Elicitation: This "refers to at least three techniques that teachers use to directly elicit the correct form from the student. First, elicit completion of their own utterance by strategically

pausing to allow students to ‘fill in the blank’Second, teachers use questions to elicit correct forms.... (e.g. How do we say X in French?).” (p. 48).

Repetition: This type of prompt “refers to the teacher’s use, in isolation, of the student’s erroneous utterance. In most cases, teachers adjust their intonation so as to highlight the error.” (p. 48).

4.7. The Transcription and Categorization of the Classroom Audio-recorded Data

The present research adopts Lyster and Ranta’s (1997) observational, and analytic scheme, which is mentioned on page 86, and which we used for transcribing and analyzing classroom interactions, involving teacher’s classroom oral corrective feedback strategies, (recasts and prompts) in response to learners’ errors and the learners’ reactions to them. This highly used scheme is chosen because of its relevance to the present research aims. According to Gass & Mackey (2005), using appropriate observation schemes that are applicable to the research questions under study is of utmost importance, in that this promotes the validity of the research findings.

The same authors further argue that adopting an already existing and relevant observation scheme is crucial in many ways, as it will likely allow for the following advantages:

- Prevent a duplication of effort in developing new schemes
- Relative ease of use when compared with nonsystematic classroom descriptions with no preexisting guidelines or descriptions of data based on the schemes
- Facilitates comparability of findings with other studies
- Simplified analysis of complicated and rich, but possibly overwhelming, classroom data
- Possibility of measuring change or status over different time periods
- More reliable focus of the researcher’s attention on facets of the instruction related to the research problem

- Imposition of regularity on classroom observations, allowing the researchers to systematically compare instruction in different classroom contexts.

(pp. 198-199).

In line with the above-mentioned recommendations, and relying on the fact that our research aims at drawing possible connections between types of oral CF used by the teacher researcher (recasts vs. prompts, in the two experimental groups), and their potential differential effects on learners' modified output, it is strongly thought that Lyster & Ranta's (1997) observation scheme on teacher's oral corrective feedback, is a very suitable one to adopt in our research.

Lyster & Ranta's (1997) observation scheme/model is also chosen because of the following advantages:

- a. It was specifically designed to collect information on teachers' use of different CF types, and techniques, and their effects on the learners' uptake, during classroom oral interaction.
- b. The model was used by many researchers in content-based, and L2 communicative settings, including ESL and EFL contexts.
- c. The model enables the researcher to examine the learners' immediate reactions to the teacher's corrective feedback moves, by highlighting the types of CF used, and the frequency with which they result in learner'' modified output.

d. Lyster & Ranta's (1997) model is also very useful, because it, as Lyster & Panova (2002) argue, allows for a detailed examination, and simplifies it to the researcher by focusing on the main following moves:

- Learner error
- Teacher feedback
- Learner uptake, with either repair of the error, or needs repair. (p.581)

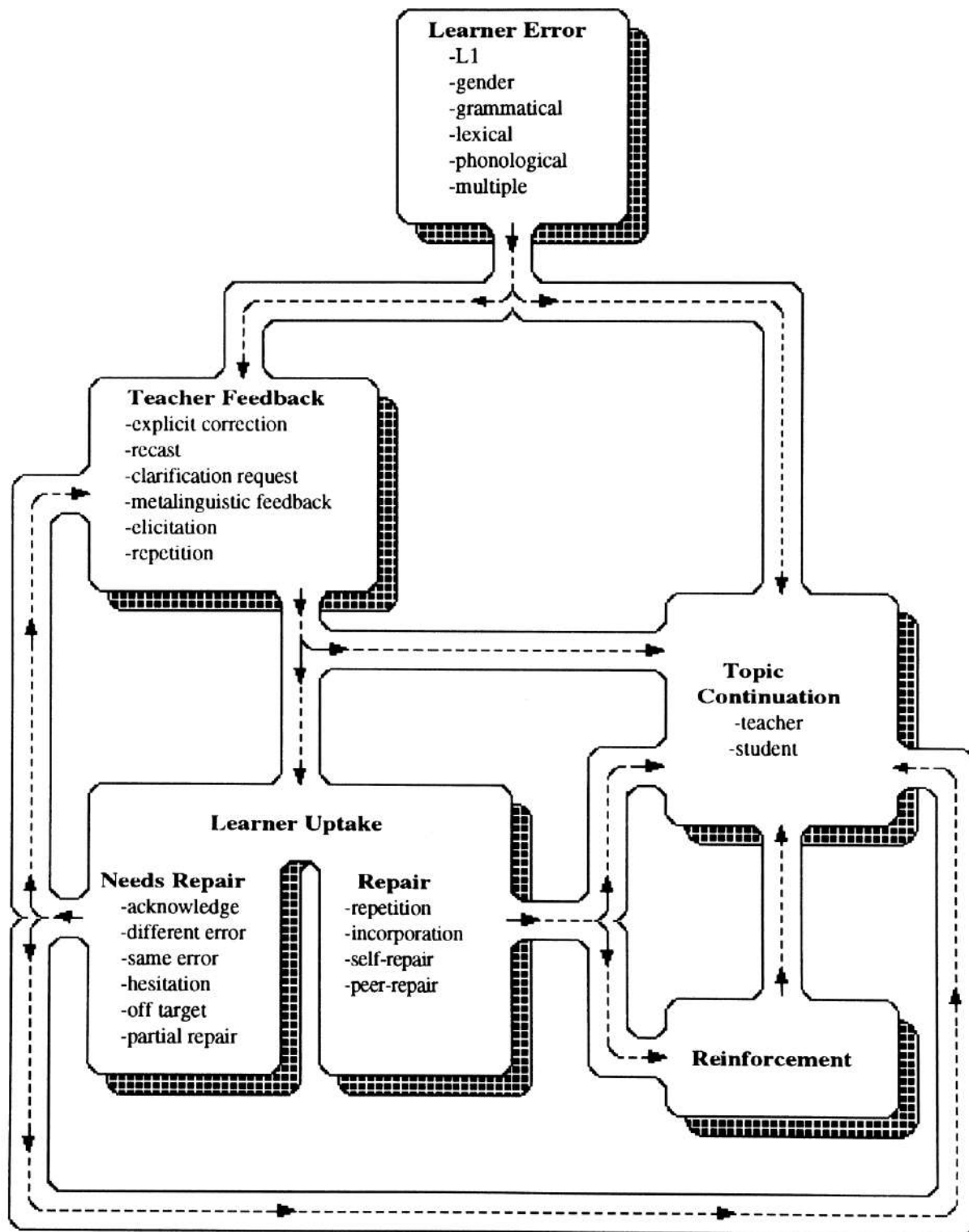


Figure I. The Observational and Analytic Scheme used in the Transcription and Analysis of the Audio recorded Data adapted from Lyster and Ranta (1997: 44)

4.8. Classroom Instructional Tasks Used in the Recasts and Prompts Groups

During all of the treatment/experimental period, both the recasts group, and the prompts group were involved in the same classroom communicative tasks/activities. As far as the present research is concerned, this is a very important element as the two treatment groups are involved in similar oral communication situations requiring the same type of oral communicative demands. This means that both of the recasts group and the prompts group are put, in what concerns the type of oral performance, on an equal par, and this is very crucial for enhancing the validity of the research results, as Chelhoub-Deville (1996) maintains that among the fundamental elements of “establishing validity of L2 oral performance” is “the method” or technique that is used to elicit that oral performance (p 55). This means that if the researcher changes the technique with which to elicit students’ oral performance such as the type of oral activity, the students’ oral performance will likely change. In the same vein, Bygate (1987) as cited in Luoma (2004), argues that “speakers’ use of language differs from one category of talk to another” and that “if someone is good at describing” he/she is not necessarily good at comparing things, telling a story, or justifying an opinion” (p. 32). To this effect, both of our treatment groups, i.e. the Recast group and the Prompts group are taught, during the experimentation period, with the use of the same classroom oral fluency/communicative tasks, in the same order.

Moreover, it is thought that it is equally important that the classroom oral meaning-based/ fluency activities or tasks are not only the only element that ensures sameness in the two classroom settings, but that their implementation is equally carried out in the same way in the two classroom experimental settings, for both experimental groups. Accordingly, the teacher-researcher strove as best as possible to ensure that sameness at all levels is established in the classroom settings for the two experimental groups, except for the independent/treatment

variables, (i.e. the teacher's exclusive use of recasts in reaction to as many students' language errors as possible, and his exclusive use of prompts in reaction to as many students' language errors as possible, in the recasts group, and in the prompts group). This is done under the same classroom conditions, with the exception of the treatment variables (recasts vs. prompts) for the two experimental groups, in order to avoid any effects of other extraneous or intervening variables, and thus maximize the reliability of the results of the present research.

4.8.1. Classroom Instructional Tasks and implementation

The following are the instructional/oral communicative tasks, and how they were implemented during the experimental sessions with the Prompts group and the Recasts group. Since our research deals with the effects of teacher's oral corrective feedback (prompts and recasts) on EFL learners' modified output, feelings, and perceptions during classroom oral communicative practice, all of the selected instructional tasks for classroom use are communicative in nature.

4.8.1.1. Classroom Discussion

4.8.1.1.2. Aims of the Task

During this first experimental session, Classroom Discussion was used as an oral communicative activity, which aims at encouraging the student participants in both experimental groups (recasts' group and prompts' group) to think, express their opinions and views, agreement and/disagreements about a number of issues, themes and around a variety of topics which are suggested by the students, with the help of the teacher. Classroom Discussion was therefore used as a fluency-based oral communicative activity, since it is a meaning-based oral communicative task since it encourages students to practice transactional, information-

oriented talk, since classroom discussion is a topic-based activity, in a free and spontaneous way.

4.8.1.1.3. Implementation

The implementation of Classroom Discussion went through three main phases:

Phase one: During this phase, the teacher informs the student participants about the nature, and purpose of classroom oral discussion as an oral communicative activity, about the different learning benefits of it. The teacher also motivates the student participants, by informing them of the importance of the students' having a very active role, and of their full involvement, and contribution in order for this task to succeed, as it is a free, and student-centered oral communicative task.

Phase two: In this phase, the student participants are involved in the process of thinking, and suggesting topics and themes for discussion, which they write down on small sheets of paper to be read out loud, and used for classroom discussion, later.

Phase three: This is the phase in which the student participants, in both experimental groups, are involved in the practice of personal, oral communicative practice through classroom discussion. During this phase, students express their own thoughts, react to the ideas expressed by their peers, and express their feelings, and opinions autonomously, freely, and orally communicatively. It is also at this stage that the student participants receive the treatment in the form of prompts and recasts, with the Prompts' Group and the Recasts' Group, respectively.

4.8.1.2. Story Telling

4.8.1.2.1. Aims of the Task

Story telling/oral narration was used as a fluency based activity, in that students were encouraged to narrate stories of their own choice spontaneously, and orally communicatively.

That is to say, students were involved in the telling of personal stories, stories they may have read in books, watched in movies, or were told to them by others, through the use of the target language in a free, autonomous, and spontaneous manner.

4.8.1.2.2. Implementation

The implementation of this task went through three phases:

Phase one: In this phase the students were told that they were about to have free oral narrative practice, and the teacher explained to them the objectives, and learning benefits of this type of language practice. Then they were invited to think about, and choose a narrative of their own in order to narrate it orally to the class, later.

Phase two: The students were given around fifteen minutes' preparation time, in order to think, and prepare the stories or narratives they have chosen to narrate. During the preparation, students sometimes could use the dictionary, ask and cooperate with their peers, and ask the teacher for help when needed.

Phase three: This is the phase of oral narration, which is the part of the session in which the students narrated their stories to the class, and it was the phase in which the student participants received the treatment, i.e. receiving the teacher's corrective feedback, in the form of prompts and recasts, in the Prompts Group, and the Recasts' Group, respectively. By the end of this task, the student participants in both experimental groups were encouraged to speak about the stories which interested them most, and react to them by expressing their personal impressions about those stories.

4.8.1.3. Story Re-telling

4.8.1.3.1. Aims of the Task

This task builds on the previous one (oral narration /story telling), with which it has some similarities, because it aims at providing the student participants with further practice of oral narration, in order to enhance their oral narrative abilities. This task (Story re-telling) is, nevertheless, different from the one used in the second experimental session, because it uses a different technique and classroom arrangement, which are explained below.

4.8.1.3.2. Implementation

The implementation of the task of Story-retelling went through three main phases:

Phase one. At this phase, the teacher explains to the students the nature and purpose of this task. He also informs them of the difference between it (re-telling a story), and the one they experienced in the previous session (telling their own stories), and of the different communicative demands, and roles that this task will impose on them, since they have to actively listen to their partner's story, interact with him/her, with the aim of ultimately re-telling it to the whole class.

Phase two. During this phase, the student participants are paired with one another, i.e. the class is divided into small groups of two, and the students are given fifteen minutes to narrate their stories to their partners, with who they equally collaborate in terms of the clarity of the meanings, and correctness of the language used, since they are encouraged by the teacher to do so, with the aim of both facilitating the task of narrating for the teller of the story, and of enhancing the understanding of the story by the student partner who is expected to re-tell it to the whole class, later. Consequently, this phase resulted in a lot of student-student interaction.

Phase three. This phase was the phase in which the student-participants in both the recasts’ group, and the prompts’ group, practiced free oral narration, by reporting to the whole class through their re-telling of the stories which were shared among the paired students, during the previous phase. By the end of this phase, the original tellers (i.e. the student participants who originally told those stories to their peers during phase two) were invited to react and express their appreciations as to the extent to which their stories had been accurately and faithfully reported to the whole class. This phase was also brought to an end by having the students express their personal interpretations of those narratives, and the different moral lessons that they could be said to carry and convey.

4.9. The Plan of the Present Research

	Experimental groups	The treatment	Instructional Tasks	Data Collection Tools used
<u>Week One.</u> Experimental Session One.	Prompts Group	Prompts	Classroom Discussion	- Audio recording. The Students’ Reflective Log.
	Recasts Group	Recasts		- Teacher’s Field Notes

Tuesday, May 24 th , 2021				
<u>Week Two.</u> Experimental Session Two.	Prompts Group	Prompts	Story Telling	- Audio recording. The Students' Reflective Log.
				- Teacher's Field Notes
Tuesday, May 31 st , 2021	Recasts Group	Recasts		
<u>Week Three.</u>				

Experimental Session Three. Tuesday, June 7 th , 2021	Prompts Group	Prompts	Story Re-telling	- Audio recording.
	Recasts Group	Recasts		The Students' Reflective Log. - Teacher's Field Notes
A Week after Experimental Session Three. Tuesday, June 14 th , 2021	Prompts Group	/	/	The Students' Perceptions of Teacher's Oral Corrective Feedback Questionnaire.
	Recasts Group			

Conclusion

In this chapter, we presented the type of methodology this research adopts, and elucidated how we dealt with the treatment, and the instructional tasks used during the experiment. We also presented the different data collection instruments used for the collection of the data, together with the data analysis procedures. We concluded this chapter with an overview of the plan of the present research.

CHAPTER FIVE: Data Analysis

Introduction

This chapter presents the analysis of the results obtained through the four research instruments used in the present research, concludes every presentation with a discussion of the findings, and provides answers to the relevant research questions and hypotheses.

5.1. Results of Audio-recording for the First Experimental Sessions

The following is a presentation of the analysis, and discussion of the results obtained through the classroom audio recordings of the first experimental sessions with prompts, and recasts, which were carried out with the two experimental groups, at the University of Bejaia, on Tuesday, May 24th, 2021. The first experimental session with prompts was performed with the prompts group at 11:20 – 12:50, in classroom 01 (S 01), building 03 (B 03), while the first recasts experimental session was carried out with the recasts group, at 13:00 - 14:30, in classroom 03 (S 03), building 03 (B03).

The classroom instructional oral communicative task which was used during these first experimental sessions was classroom discussion revolving around different topics suggested by the students at the beginning of the session. Classroom discussion was used as a meaning-based, oral communicative task and was implemented, as we explained in the research and methodology chapter, in the same way in the two classroom settings (i.e. the prompts group, and the recasts group classroom settings).

5.1.1. Prompts

In what follows, we first present our analysis of the findings reached via our analysis of the audio recorded, and transcribed data for the first experimental session with prompts, in the form of a graph which highlights the frequencies and percentages of the students' modified output and unmodified output following the teacher's use of prompts to address the students' errors as they emerged in the process of classroom meaning-based oral communication.

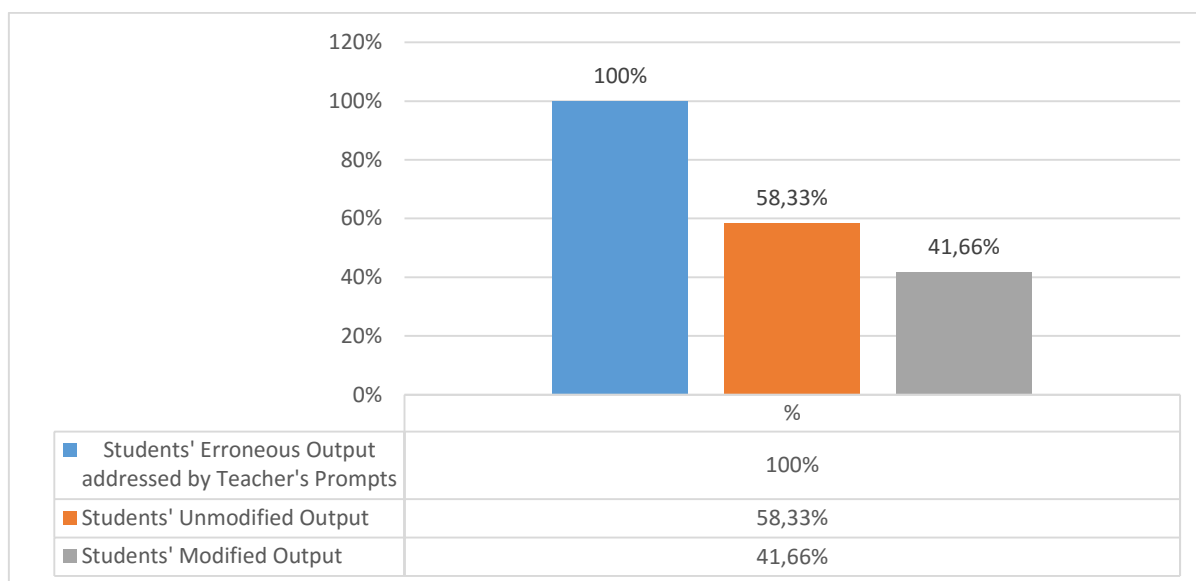


Figure 1. Students' Modified Output Following the Teacher's Use of Prompts during the First Prompts Session

According to the figure above which presents the results obtained for this first experimental session with prompts, in terms of the amount of students' modified output of their erroneous output as a result of the teacher's use of prompts, a majority of the student participants' erroneous utterances (58.33 % of them) were modified/corrected by the student participants immediately after receiving the teacher's corrective feedback in the form of prompts. On the other hand, less than half of the students' erroneous output (41.66 % of it) which was addressed by the teacher's prompts, remained unmodified by the student participants. The results displayed on the figure above clearly indicate that as a direct consequence of the teacher's use of prompts, the amount of students' modified output is higher than the amount of students' unmodified output, which represent (58.33%) and (41.66 %), respectively.

The following are some of the examples taken from the first prompts experimental session transcription of the classroom student-teacher interactions, which involve a student's erroneous output followed by the teacher's prompt which then leads to the production of either

modified or unmodified output by the student (self-correction), or by another student (peer correction).

Example 01.

Student: *I agree because it improve our vocabulary.* (student's error)

Teacher: *I agree because it....* (Teacher's prompt/elicitation)

Student: *Improves.* (Modified output)

Here, the teacher has used a prompt (elicitation) as a corrective feedback strategy, and succeeded in leading the student to produce the modified output (the verb improves) which is the correct version of the erroneous original output.

Example 02.

Student: *It help us to get...* (student's error)

Teacher: *It....?* (Teacher's prompt/elicitation)

Student (other): *It helps.* (Modified output)

Here, a student other than the one who made the error is led, thanks to the teacher's elicitation, which is a type of prompt, to produce the modified output (peer feedback) to his/her classmate's erroneous utterance.

Example 03.

Student: *The is people who...* (Student's error)

Teacher: *How do we conjugate the auxiliary to be?* (Teacher's prompt/metalinguistic information)

Student: *There are people.* (Modified output)

As in the previous example, the modified output comprising the correct form of the auxiliary "to be" was produced by the student, following the teacher's use of metalinguistic information/clue which is another type of prompt.

Example 04.

Student: *Friends are a source of our good being.* (student's error)

Teacher: *Pardon, what do you mean?* (Teacher's prompt/clarification request)

Student: *You have to know how to choose your friends.* (Unmodified output).

Here, the teacher's use of a prompt in the form of a clarification request did not succeed in leading the student to correct or modify his/erroneous output, leaving thus his/her output unmodified.

5.1.2. Recasts

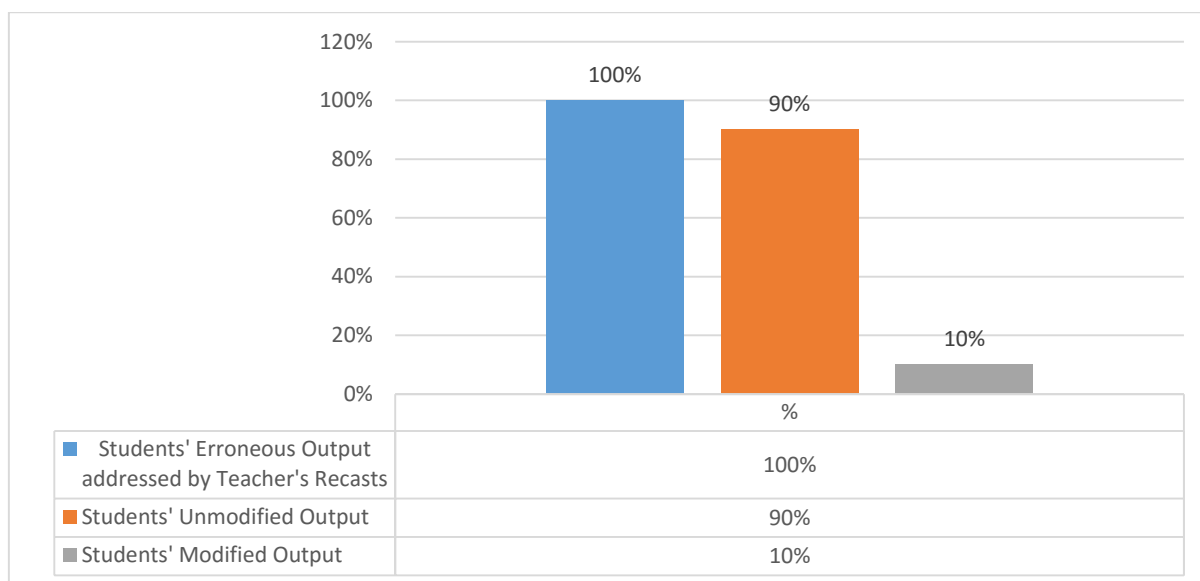


Figure 2. Students' Modified Output Following the Teacher's Use of Recasts during the First Recasts' Session.

The figure above clearly shows that most of the student participants' reactions, in the recasts group, to the teacher's use of recasts did not succeed in producing modified output as (90 %) of them failed in doing so, and represent students' unmodified output. In response to the teacher's use of recasts, only (10 %) of the students' reactions succeeded in the production of modified output (i.e. immediately correcting their erroneous utterances, or those of their peers), which is a very low amount of modified output, compared to that of the prompts group, for the equivalent experimental session (41.66 %), which is slightly more than four times higher than that of recasts.

The following examples are taken from the transcript of this session, and illustrate some cases of teacher's use of recasts to address students' erroneous output, and the students' reactions in terms of whether this led to instances of modified or unmodified output:

Example 01.

Student: ...and internet websits. (Student's error)

Teacher: *internet websites*. (Teacher's recast)

Student: *You can keep your money with safety*. (Unmodified output).

The above example illustrates the teacher's use of a recast to correct the student's error (phonological error), upon which the student does not provide any correction or modified output to the mispronounced language item.

Example 02.

Student: *I went to go*. (the student's error)

Teacher: *you want*. (Teacher's recast)

Student: *Went*. (Unmodified output)

Teacher: *You want to go*. (Teacher's recast)

Student: *I want to go*. (Modified output).

In this interaction which involves two student's errors, and the teacher's use of recasts to address them, the student first reproduces his/her error, after receiving the first recast from the teacher. Then the teacher recasts the whole student's sentence, and succeeds in leading the student to correctly incorporate the corrected item in his/her reaction to the teacher's recast, and produces modified output. In this interaction we can notice that a relatively longer recast "*You want to go*" has led to modified output, in comparison with a relatively short one "*You want*", and that the teacher's recast succeeded in leading to the student's production of modified output, only when the teacher used it for a second time to address the same error, with the same student, and all of this occurred in one single teacher-student interaction.

Example 03.

Student: *Happiness don't have...* (Student's error).

Teacher: *Happiness doesn't have.* (Teacher's recast)

Student: *Yes, doesn't have.* (Modified Output).

In this interaction, the teacher's recast to address the student's grammatical error is effective in making the student aware of his/her error, who confirms the correctness of the teacher's recast, and immediately demonstrates, and incorporates the correct use of the corrected item, in his/her immediate output.

Example 04.

Student: *...but when she wents to Europe.* (Student's error)

Teacher: *When she goes to Europe.* (Teacher's recast)

Student: *Yes, Europeans are free.* (Unmodified output)

In this teacher-student interaction, the student's reception of the teacher's recast did not seem to attract his/her attention to his/her error, and does not provide a correction for it in his/her immediate verbal response to the teacher's recast.

5.2. Results of Audio recording for the Second Experimental Sessions

The Second experimental sessions with the teacher's use of prompts, and the use of recasts, took place on Tuesday, May 31st, at the University of Bejaia. The experimental session with prompts was performed with the prompts group at 11:20 – 12:50, in classroom 01 (S 01), building 03 (B 03), while the recasts experimental session was carried out with the recasts group, at 13:00 - 14:30, in classroom 03 (S 03), building 03 (B03).

The classroom instructional oral communicative task, which was used with the two experimental group sessions was oral narration/ story telling. This type of activity/task was used

as a meaning based, oral communicative activity, in order to provide context for a focus on form through the teacher's corrective feedback, during meaning-based classroom interaction. This task was implemented, as shown in the research design and methodology chapter, in a similar manner by the teacher-researcher, in the prompts and the recasts groups classroom settings.

5.2.1. Prompts

In what follows, we provide a presentation of the analysis, and discussion of the results of the classroom audio recording of the second prompts' experimental session.

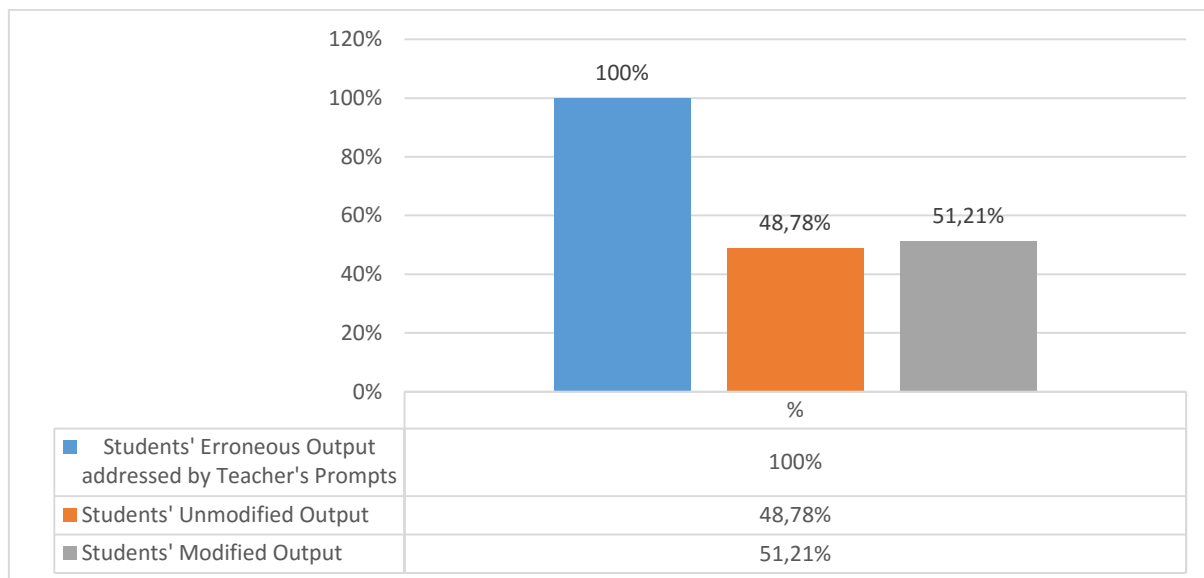


Figure 3. Students' Modified Output Following the Teacher's Use of Prompts during the Second Prompts' Session

As the figure clearly shows, the amount of students' modified output following the teacher's use of prompts, in the prompts group, for this this second experimental session with prompts is (51.21 %), which means that more than half of the students' errors which were addressed by the teacher's prompts, were successfully corrected by the students in the prompts group, during this session. This high percentage of modified output (51.21 %) is also higher than the one obtained in the first prompts session, and five times higher than that obtained in the first recasts experimental session.

The following are a few examples taken from the transcript of the second prompts' session, which highlight some of the classroom interaction situations involving teacher's use of prompts in reaction to students' errors, and students' reactions to the teacher's prompts.

Example 01.

Student: *The story which his friend tell him.* (Student's error)

Teacher: *The story which his friend....* (Teacher's prompt/elicitation)

Student (other): *Told him.* (Modified output)

The above teacher-student interaction shows the student's commission of a grammatical error, to which the teacher reacted with the use of a prompt in the form of elicitation. This corrective move from the teacher led the student to notice his/her error, and to consequently correct it, by producing a modified and correct form of it.

Example 02.

Student: *...and the dog come.* (Student's error)

Teacher: *The verb. How do we conjugate the verb?* (Teacher's prompt/metalinguistic information/clue)

Student: *Come.* (Unmodified output)

In this example, the teacher's use of a prompt in the form of a metalinguistic clue to bring the student to notice, and correct his/her language error has not succeeded in doing so, as the learner reproduced the same error in his/her reaction to the teacher's metalinguistic clue, which failed in leading to student modified output.

Example 03.

Student: *One day her grandmother go out...* (Student's error)

Teacher: *Go out.* (Teacher's prompt/repetition)

Student: *Yes, her grandmother go out.* (Unmodified output)

This example illustrates the teacher's use of a prompt in the form of repetition, which aims at getting the student to notice the error, by repeating it. As can be seen in this interaction, the student failed in producing the intended correction, as he/she seems to be unaware of the corrective intention of the teacher's repetition, which is evident in his/her reaction to it, in the

form of a confirmation check, or a restatement of what was said earlier, through the student's reactive response to the teacher by saying "Yes, her grandmother go out".

Example 04.

Student: ...*where the old man sit...* (Student's error)

Teacher: *Pardon?* (Teacher's prompt/clarification request)

Student: *Sat.* (Modified output)

In this teacher-student interaction, the teacher's use of a prompt in the form of a clarification request, succeeded in attracting the student's attention to his/her error, and in bringing the student to produce modified output, immediately following the teacher's corrective feedback, performed through the use of a clarification request.

5.2.2. Recasts

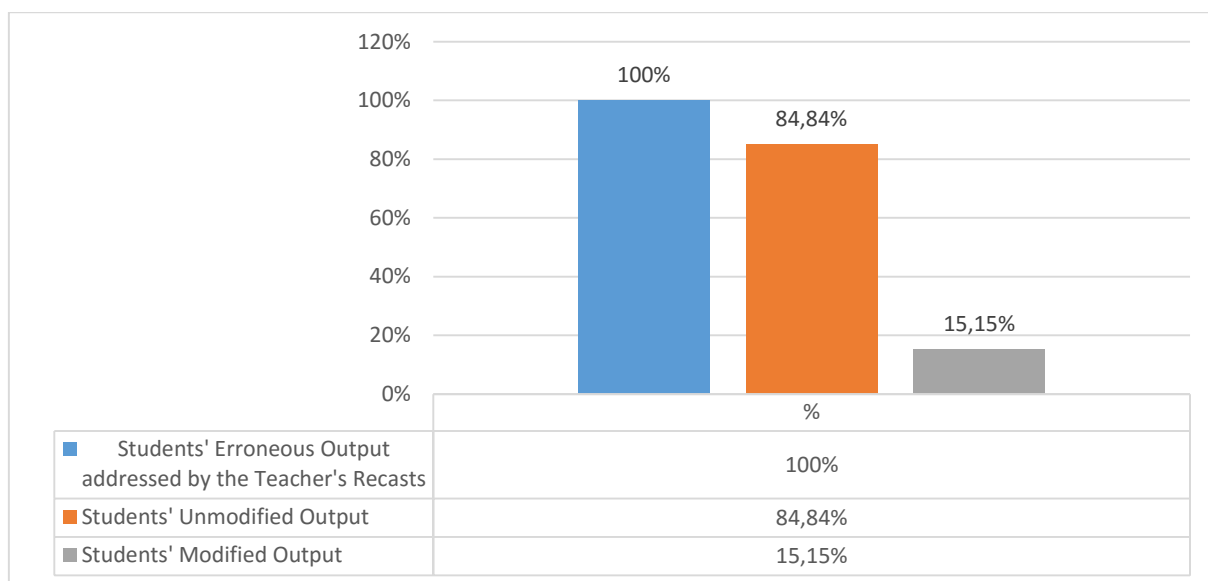


Figure 4. Students' Modified Output Following the Teacher's Use of Recasts during the Second Recasts' Session.

As the figure illustrates, the amount of modified output as a result of the teacher's use of recasts, during this second experimental session with recasts, is very low, in comparison with that of prompts in the second experimental session. Of all the students' utterances which were addressed by the teacher's recasts, on (15.15 %) resulted in modified output, by the student participants, in the recasts group. On the other hand, we notice that modified output for recasts has increased from (10 %) in the first experimental session with recasts, to (15.15 %), in the second experimental session. Nevertheless, the different amounts of modified output in this second experimental session with the prompts group, and the recasts group remain significantly high, which are (51.22 %) for prompts, and (15.15 %) for recasts.

In the following, we present a number of examples from the transcribed classroom interaction of this second recasts experimental session, in order to elucidate some of the teacher-student interactions, and highlight the teacher researcher's use of recasts, and the student participants' reactions to them, with and without students' modified output.

Example 01.

Student. *The story of a woman who was attending to go abroad. (lexical error)*

Teacher. *Who was preparing to go abroad. (Teacher's recast)*

Student. *Attending to go abroad. (Unmodified output)*

Teacher. *A woman who was waiting to go abroad. (Teacher's recast)*

Student. *Yes. (Unmodified output)*

In this student-teacher interaction, the student repeats his/her erroneous utterance even after receiving the teacher's recast, which is a possible version of what the student wanted to convey. The teacher's use of another recast solved the problem of meaning, in that the teacher knew what the student was trying to say, but did not succeed in making the student address, and correct his/her form. In other words, the corrected student did not produce modified output.

Example 02.

Student. *They felt in love in the first... (grammatical error)*

Teacher. *They fell in love. (Teacher's recast)*

Student. *Yes. (Unmodified output).*

Example 02 above is another instance of the teacher's use of corrective feedback in the form of a recasts, which as in the previous teacher-student interaction, failed in bringing about a correction of the error from the corrected student, or from any of his/her peers. We can also notice, as in many previous examples, that the students' production of 'yes' utterances is common feature in the students' verbal responses to the teacher's recasts, which suggests that

the students may be reacting to the meaning of the teacher's recasted utterances, and not to the forms which the teacher's recasts were addressing.

Example 03.

Student. Then his friend telled him. (grammatical error)

Teacher. His friend told him. (Teacher's recast)

Student. Yes. (Unmodified output)

Again, upon the student's ungrammatical utterance, the teacher provides a recast to the student in question, by reproducing the student's erroneous utterance in a correct way, to which the student provides a 'yes' response, which is another instance of unmodified output, as no modification is provided by the corrected student, or any of his/her peers.

In this example, the student's incorrect use of the verb 'to tell' in the past simple tense has led the teacher to use the corrective feedback of recast in order to provide this latter with a correction. However, the teacher's recast of "his friend told him" did not lead the student to produce modified output in his/her reaction, since he/she reacted to the teacher's corrective feedback with a mere 'yes' reaction, which leaves his/her original erroneous output of "*his friend telled him*" still unmodified. Instances like these occurred overwhelmingly frequently during this experimental session with recasts, as well as the other recasts experimental sessions.

Example 04.

Student...*and the boy worked and succeed to go...* (grammatical error)

Teacher. *And succeeded.* (Teacher's recast)

Student. *Yes, he succeeded to go to France.* (Modified output).

In the previous student-teacher interaction, the teacher's use of the recast (and succeeded) to correct the student's incorrect use of the verb 'to succeed' in the past simple, was effective in leading the student to produce modified output, by incorporating the correct form of the recasted verb in his/her immediate reaction to the teacher's corrective feedback move.

5.3. Results of the Audio recording of the Third Experimental Sessions

The Third experimental sessions with the teacher's use of prompts, and the use of recasts, were performed by the teacher researcher on Tuesday, June 7th, 2021, at the University of Bejaia. The experimental session with prompts was performed with the prompts group at 11:20 – 12:50, in classroom 01 (S 01), building 03 (B 03), while the recasts experimental session was carried out with the recasts group, at 13:00 - 14:30, in classroom 03 (S 03), building 03 (B03).

The classroom instructional oral communicative task, which was used during the third experimental sessions with the two experimental groups was oral narration/ story re-telling, which was used as an oral communicative, meaning based task, whereby students were first made to work in pairs in order to stories to each other, which they later retold to the whole class. This oral communicative task was implemented, as we illustrated in our research design and methodology chapter, in the same way, in the two experimental group classroom settings.

5.3.1. Prompts.

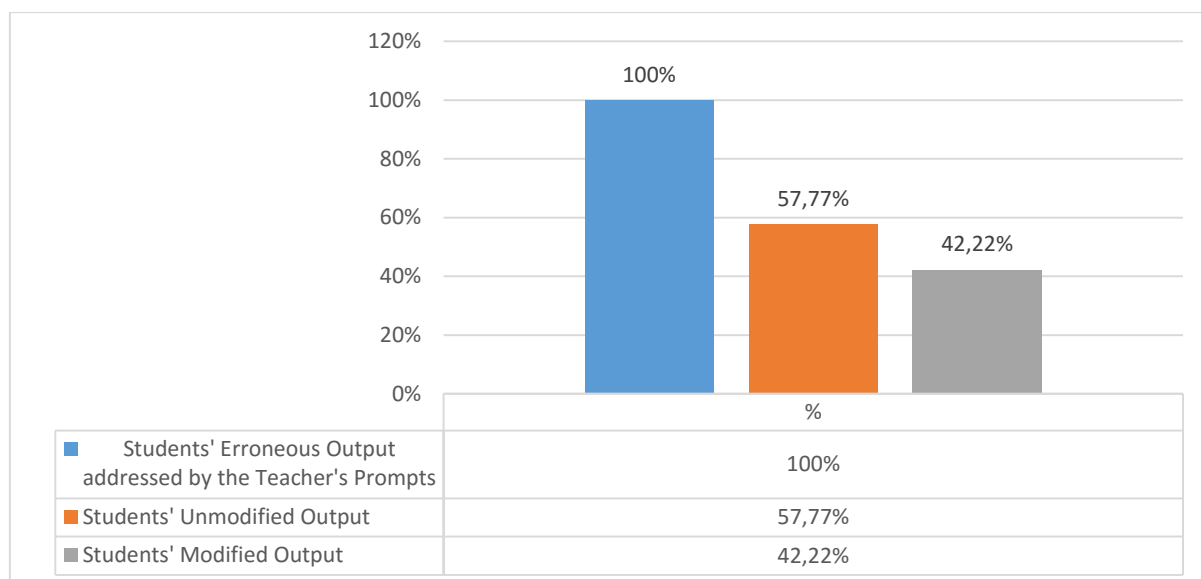


Figure 5. Students' Modified Output Following the Teacher's Use of Prompts during the Third Prompts' Session

The figure above reveals that the teacher's use of prompts in the prompts group, during this third experimental session with prompts, led the students in this group to immediately correct them, with a rate of (42.22 %), which is lower than the amount of modified output produced by the same group, in the second experimental session (51.21 %), and slightly higher than the amount produced by the same group, in the first experimental session (41.66 %). Nevertheless, this amount of modified output remains significantly high, and is higher than the amounts produced by the recast group in the first, and second experimental sessions, which are (10 %), and (15.15 %), respectively.

The following examples which are extracted from the third prompts experimental session will highlight those classroom interaction situations, comprising the teacher's corrective moves with the use of prompts, and the students' production of modified or unmodified output which ensued.

Example 01:

Student: *The joy of the woman turned to choke.* (Student's error)

Teacher: *Choke.* (Teacher's prompt/repetition)

Student: *Yes.* (Unmodified output)

In this student-teacher interaction, the student's misuse of the word 'shock' led the teacher to address it by his use of a prompt, in the form of a repetition, in order to push him/her to correct his/her error. As can be seen in the interaction above, the teacher's use of repetition is ineffective in leading the student, nor any of his/her peers to produce modified output.

Example 02.

Student: *...and she looked herself in a room.* (Student's error)

Teacher: *and she.....* (Teacher's prompt/elicitation)

Student: *Locked herself.* (Modified output)

Here, the teacher's use of elicitation to address the student's erroneous utterance, who incorrectly used the verb 'to lock' in the past, is successful in helping the student realize his/her error, and to immediately produce a correct version (modified output) for his/her originally incorrect utterance.

Example 03.

Student: *Her story involves around...* (Student's error)

Teacher: *Her story....* (Teacher's prompt/elicitation)

Student: *Involves around.* (Unmodified output)

Through this interaction, as in the previous example, the teacher used a prompt, in the form of elicitation, to remedy the error contained on the student's utterance. However, unlike the previous interaction which led the student's production of modified output, the teacher's use of the same elicitation technique has failed to make the student alter, or amend his/her erroneous utterance, and who, as if thinking that the teacher had not heard the second part of his/her utterance, which the teacher deliberately did not pronounce, so as to push the student to self-correct, repeated this latter in the same incorrect way. Based on this interaction, we can also say that the corrective intention of some types of prompts such as elicitation is sometime not perceived by the students, and this can explain why the students fail in producing modified, and correct versions of their erroneous output.

Example 04.

Student: *...and he put an object in the table.* (Student's error)

Teacher: *An object.....the table. Which preposition do we use here?* (Teacher's prompt/metalinguistic information/clue).

Student: *On the table.* (Modified output)

In this example, the teacher's use of prompts in the form of metalinguistic information was effective in helping the corrected student become cognizant of his/her error, and in subsequently providing modified output, by replacing his/her the incorrect part of his/her utterance "*in the table*", with a correct one "*on the table*".

5.3.2. Recasts

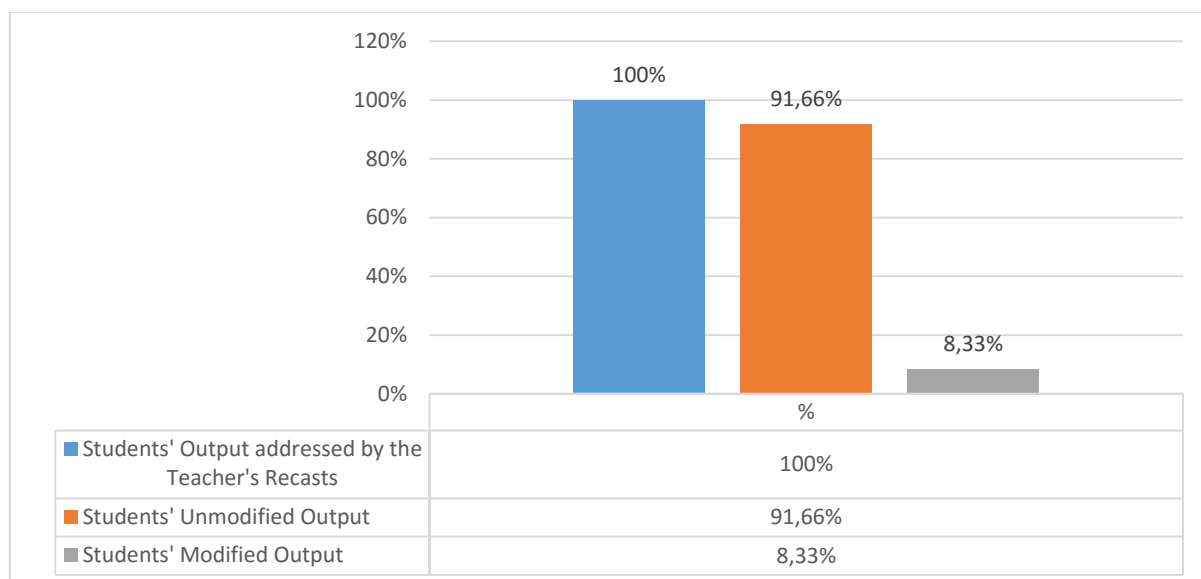


Figure 6. Students' Modified Output Following the Teacher's Use of Recasts during the third Recasts' Session

As the figure above shows, almost all of the teacher's recasts did not succeed in leading the students' to correct or modify their original erroneous output, as (91.66 %) of them led to students' unmodified output. As in the two previous recasts' experimental sessions, during which instances of students' modified output following the teacher's recasts are exceedingly rare. Out of all the students' output, which received the teacher's recasts, only a tiny portion, i.e. (8.33 %) resulted in students' modified output.

What follows is a presentation of a number of examples, taken from the transcription of the audio recorded data from this third experimental session with recasts, illustrating the reactions of the students to the teacher's use of corrective feedback moves, in the form of recasts, during the story re-telling oral communicative task.

Example 01.

Student: ...and then each time he make a noise... (Student's error)

Teacher: *He made a noise.* (Teacher's recast)

Student: *Yes, it disturbed them.* (Unmodified Output)

In this student-teacher interaction, while using the target language orally narratively to retell a story which had been told to him/her by one of his/her classmates, the student's failure to correctly use the verb 'to make' in the past simple tense could not be brought, by the teacher's corrective feedback in the form of a recast, to produce a correct version for his/her erroneous sentence. In spite of the teacher's recast of "*He made a noise*" which aimed at correcting the student's erroneous utterance of "*..he make a noise..*", the student reacted to the teacher's recast by "*Yes, it disturbed them*", which shows that the student probably thought that the teacher's recast was related to the meaning the student expressed, instead of the incorrect form he/she used to express it. This example also shows that the student is unaware of the corrective intention of the teacher's recast, which did not succeed in drawing the student's attention to his/her error, and which eventually led to the student's failure to produce modified output.

Example 02.

Student: ...when he talk or laugh... (Student's errors)

Teacher: *When he talked or laughed.* (Teacher's recast)

Student: *He losed all his concentration.* (Unmodified Output).

Teacher: *Lost all his concentration.* (Teacher's recast)

Student: *Yes.* (Unmodified Output)

In this interaction, the student failed to produce correct versions of his/her erroneous utterances, on two subsequent occasions in one single interaction with the teacher, even when they were immediately addressed by the teacher, who corrected them through the use of recasts.

This interaction ends with the student's reaction to the teacher's recast with a "Yes" reaction, which is regarded as an instance of unmodified output. Here, the corrected student may have produced his/her 'Yes' reaction as a reaction to the meaning recasted by the teacher's recast, rather than the correct form that it aimed at highlighting. Thus, the student may have thought that the teacher was simply trying to make sure that he understood what the student wanted to say.

Example 03.

Student: *...then his friend was choked.* (Student's error)

Teacher: *Shocked.* (Teacher's recast)

Student: *He was shocked.* (Modified Output)

In this teacher-student interaction, the teacher's recast succeeded in bringing about modified output from the corrected student, who, after receiving the teacher's recast of "shocked", immediately incorporated it correctly in his/her reaction to the teacher's recast. In this interaction, we can also notice that the teacher used a very short, and isolated recast, i.e. he recasted the erroneous word only. This may constitute the reason for the effectiveness of the teacher's recast in leading the student to notice his/her error, and to subsequently produce modified output.

Example 04.

Student: *...and she said why did he do not...* (Student's error)

Teacher: *Why he didn't do.* (Teacher's recast)

Student: *Yes.* (Unmodified Output)

Example 04 above further demonstrates the prevalence of the recasts group student participants' production of "Yes" reactions to the teacher's recasts which, during this third experimental session with recasts, as in the first, and second experimental recasts sessions, are prominently high.

The predominance of 'yes' reactions by students which immediately follow the teacher's use of recasts are a standing evidence of the ineffectiveness of this type of teacher's corrective feedback in leading students to correct their errors, or produce correct versions of their erroneous language output.

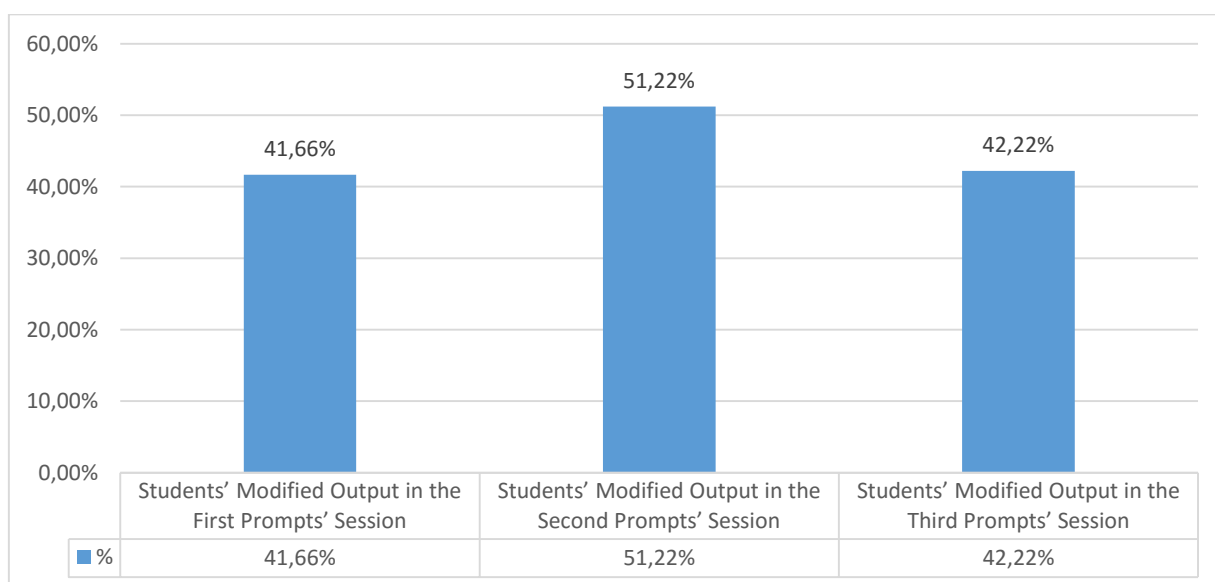


Figure 7. Students' Modified Output during the three Prompts' Experimental Sessions

The figure above provides a summary of the amounts of modified output produced by the students during the three prompts experimental sessions, which are (41.66 %) in the first experimental session, (51.22 %) in the second experimental session, and (42.22 %) in the third experimental session.

The figure above also shows that the amount of students' modified output increased in the second prompts' experimental session (51. 22 %), after it was (41.66 %) in the first

experimental session. We also notice that compared to the second prompts' session, there is a slight decrease in the amount of students' modified output, which is produced by the prompts' group, in the third experimental session. We think that this increase in the student participants' amounts of modified output, in the prompts group can be attributed to the difference in the communicative demands imposed by the different oral communicative tasks used in these experimental sessions. Despite the fact that students practised oral narration in both the second and the third session, there is a marked difference between the two sessions, in that while the students told their stories in the second prompts' session, they had to retell the stories of their classmates in class, in the third session. This means that the students were more familiar with their speaking content (their stories vs. the ones they received from peers, which they subsequently retold), and that this superior topic familiarity may have allowed the students a greater freedom over which language forms to use to present their stories in the second session, and may, therefore, have slightly boosted their oral performances, and that students did not have this advantage in the third session in which they retold the stories of their peers, hence the relative decrease in the amount of modified output produced by them in the third session. This may also have been caused by the likely increased students' motivation in the second experimental session during which they chose the stories they wanted to tell, and preferred, compared to the third session in which they did not have the choice over the stories they retold, because it was their partner who chose them. This factor may therefore explain the increase in the amount of their modified output in the second experimental session, and its decrease during the third experimental session.

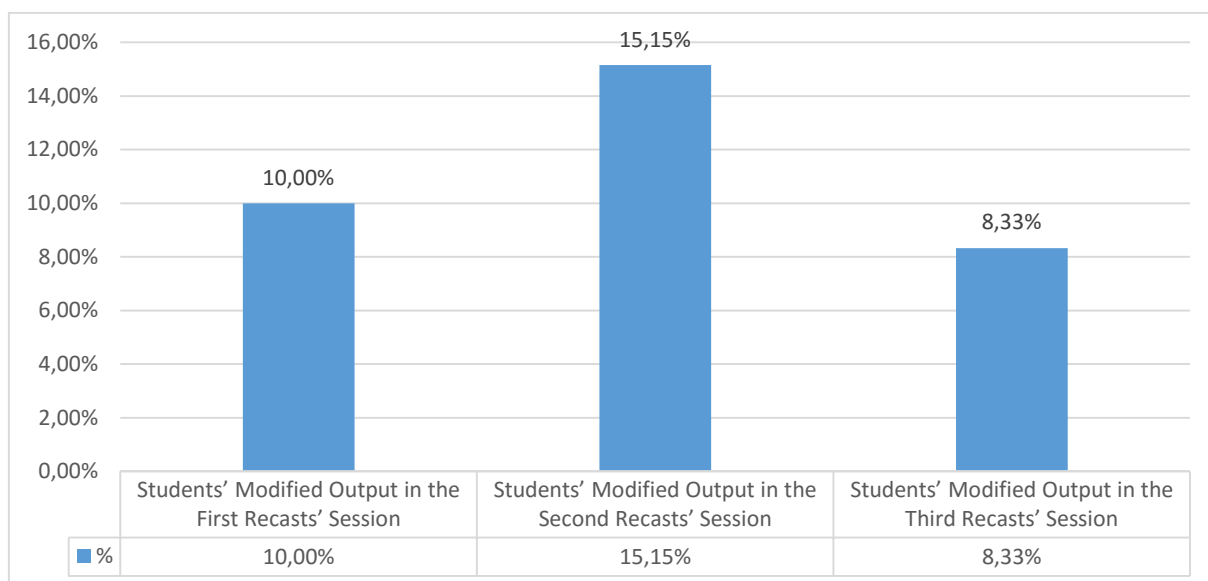


Figure 8. Students' Modified Output during the Three Recasts' Experimental Sessions

The figure clearly shows that even during this third experimental session with recasts, the amount of students' modified output is consistently low (8.33 %), and is even lower than that of the first and second experimental sessions, in comparison with that of prompts for this experimental session, which is (42.22 %). This means that modified output in the third and last experimental session for recasts is consistently four times lower than that of prompts for the same experimental session.

Again, the same pattern can be observed on the figure, in terms of the increase, and decrease in the amount of modified output produced by the students in the second experimental session, and in the third experimental session with recasts is noticed. As can be seen on the figure above, the amounts of students' modified output moved from (10 %) in the first recasts experimental session, to (15.15 %) in the second recasts experimental session, and finally decreased to (8.33 %) in the third experimental session with recasts. As discussed above, this fluctuation in the amounts of students' production of modified output can be attributed to the factor tasks demands of the oral communicative activity (Story telling), which were relatively less demanding because of the likely enhanced students' topic familiarity, and students' task

motivation, which were likely higher in the second experimental sessions. This can be explained by the fact that during the second experimental sessions with prompts and recasts, students in both groups chose the stories which they preferred to tell, and with which they were very, and sometimes, personally, familiar. Whereas, in the third experimental sessions, the students in both experimental groups did not choose the stories they retold, because they had to hear them first from their partner, which they then reported to the class. This fact may have reduced their familiarity with their speaking content, i.e. the narratives which they then had just received, and retold, and may also have felt less motivated because they did not choose the stories which they retold, hence the decrease in the amount of modified output they produced in the third experimental session.

5.4. Discussion of the Findings

The amounts of modified output produced by the students' in the recasts group, during the three experimental sessions with recasts, which are (10 %, 15.15 %, and 8.33 %), are deplorably low, and significantly lower than those produced by the students in the prompts group, during the three experimental sessions with prompts, which are (41.66 %, 51.22 %, 42.22 %), respectively. In fact, the combined amounts of modified output for recasts in all of the experimental sessions, is lower than any single amount of modified output for prompts, in any of the three results, during any experimental session. These findings are similar with the findings of many researchers, such Lyster and Ranta (1997), Lyster (1998), and other similar research findings reported by Lyster and Panova (2002), who found that prompts are conducive to higher frequencies of modified output across a range of L2 classrooms, than did recasts, which usually resulted in lower frequencies of students' modified output. These findings are also consistent, and in line with the findings of Sheen (2004), who reported superior effects for prompts than recasts in leading to repair, or modified output, among L2 learners in different communicative classrooms.

Based on these findings, we now answer our research questions (Q 01 and Q 02), and the relevant research hypotheses (H 01 and H 02), and say that:

There are differential effects of the teacher's use of prompts and recasts on the 1st year EFL students' amount of modified output, and that:

The teacher's use of prompts led to more amounts of modified output, among the student participants.

Therefore, our H 01, and H 02 are both confirmed and accepted.

5.5. Results of the Students' Reflective Log for the Three Experimental Sessions

5.5.1. Results of The Students' Reflective Log for the First Experimental Sessions

5.5.1.1. Prompts.

During this session, among the 18 Eighteen students who make up the Prompts Group, 04 were absent. So, in total, (14) Fourteen of them took part in this session, and answered the students' Reflective Log at the end of it.

Question 01. Today, the teacher's interaction with me, and his feedback to me was:

1. Useful, and made the expression of my ideas and thoughts easy
2. Not useful, and made the expression of my ideas and thoughts difficult

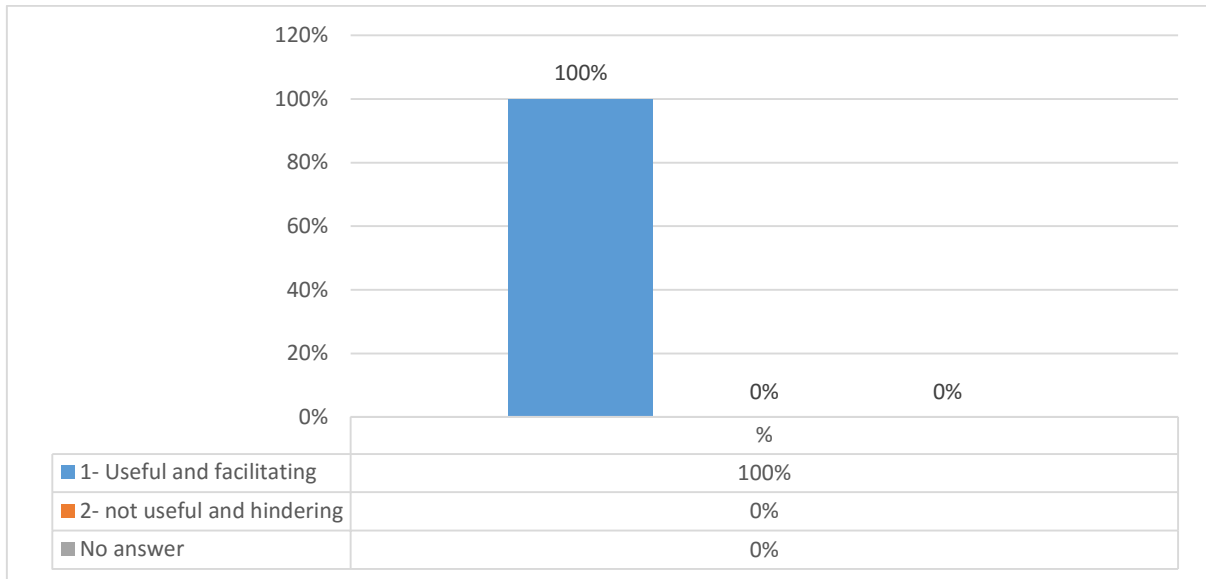


Figure 9. Usefulness of Teacher’s interaction and feedback on Participants’ oral Expression

The figure above shows that during the second prompts’ experimental session, the totality (100 %) of student participants in the prompts group find the teacher’s interaction and feedback (prompts) useful and facilitating in the expression of their ideas, and thoughts.

Question 02. Today, the teacher’s feedback to me as i was speaking was:

1. Making me feel comfortable and relaxed to speak
2. Making me feel uncomfortable, and anxious to speak

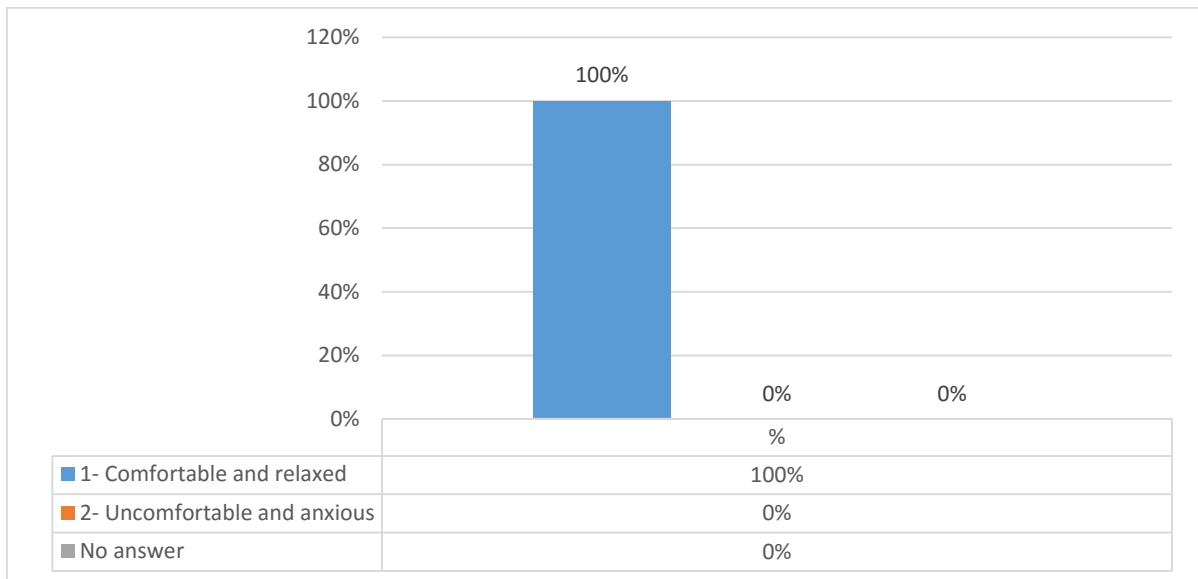


Figure 10. Impact of Teacher’s Feedback on Participants’ Feelings when Speaking

The above figure reveals that all of the student informants in the prompts group feel comfortable and relaxed when speaking, and receiving the teacher’s feedback in the form of prompts. None of them (0 %) expressed feeling uncomfortable and anxious following the teacher’s use of prompts when speaking.

Question 03. Today, the teacher’s reactions and feedback made me feel:

1. More motivated and more willing to communicate
2. Less motivated and less willing to communicate

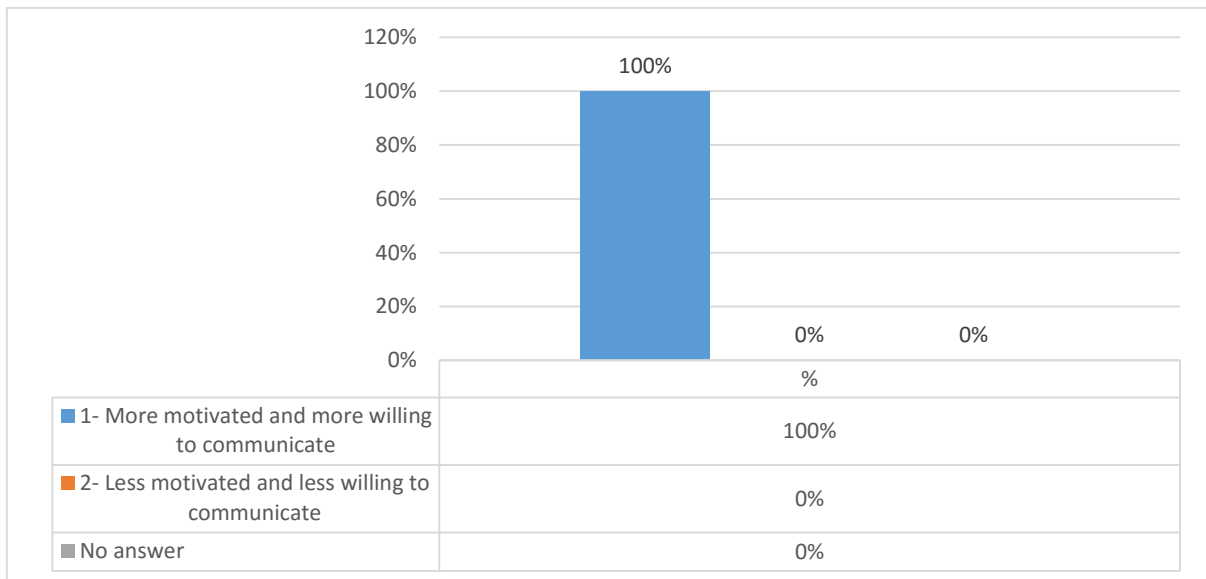


Figure 11. Impact of Teacher’s Feedback on Participants’ Willingness to Communicate

According to the results displayed in the above figure, all of student participants (100 %) in the prompts group are made to feel more motivated and more willing to communicate by the teacher’s feedback (prompts), and no one among them, (0 %) of them is made to feel less motivated and less willing to communicate as a result of the teacher’s feedback (prompts).

Question 4. Today, the teacher’s interactional feedback made me feel:

1. More confident when speaking
2. Less confident when speaking

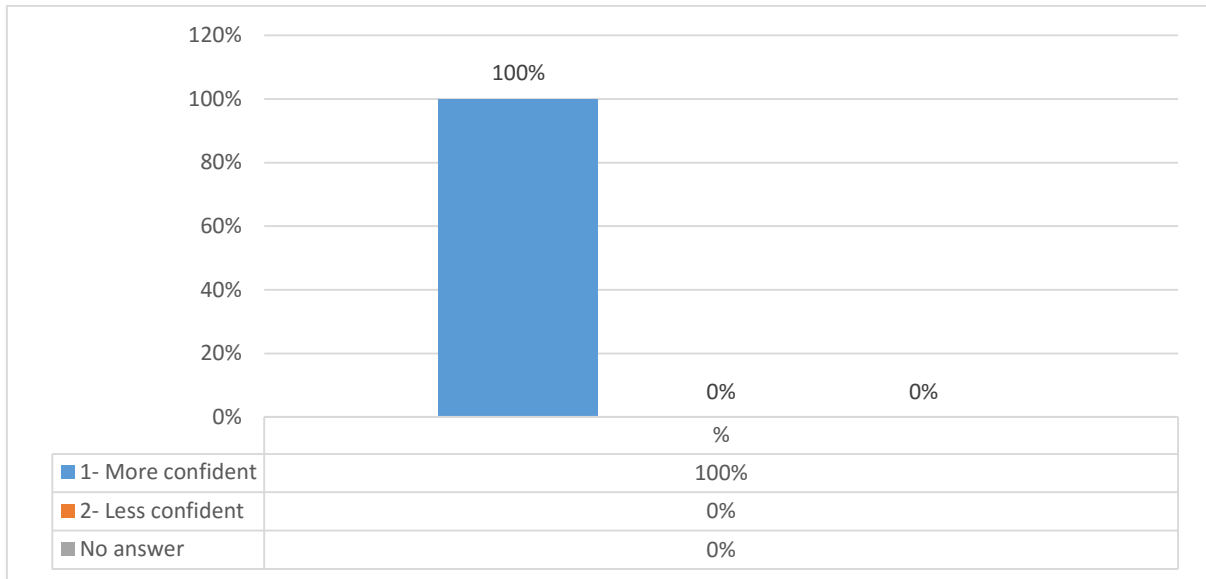


Figure 12. Effect of Teacher’s Feedback on Students’ Confidence when Speaking

Based on the results being displayed by the figure above, all of the student informants in the prompts group (100 %) feel more confident when speaking and receiving teacher’s corrective feedback in the form of prompts. None of the students (0 %) expressed feeling less confident a result of the teacher’s feedback (prompts) to them.

Question 05. Today, the teacher’s feedback to me is related to:

1. The messages/ideas that I wanted to express
2. The language rules/grammar and forms of English which I used

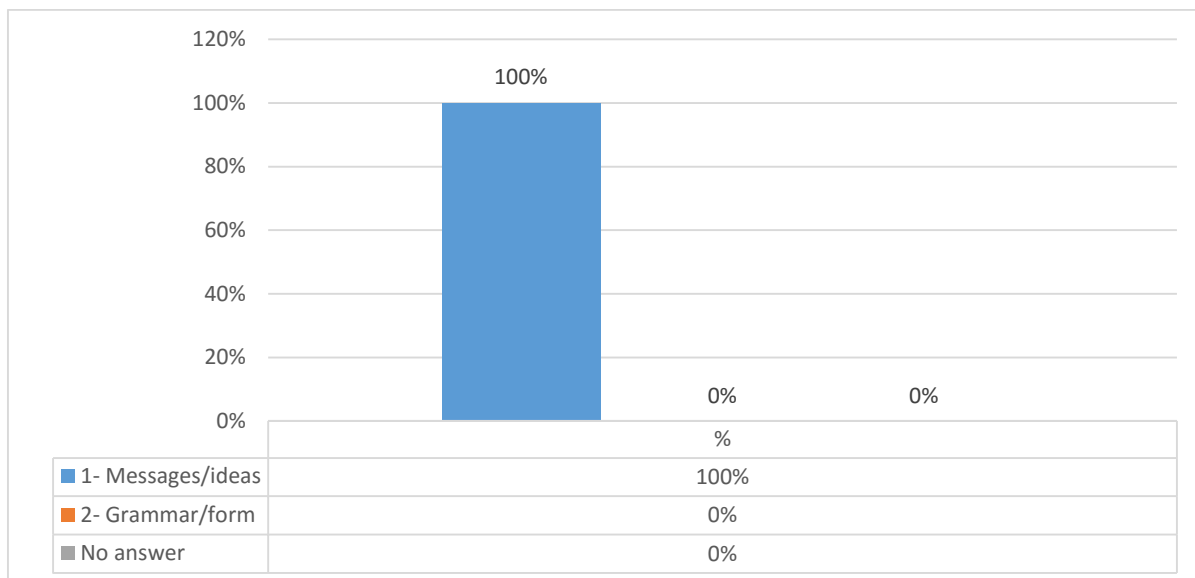


Figure 13. Participants' Perceptions of the Focus of Teacher's Feedback

As the figure above reveals, all of the student participants in the prompts group (100 %) think that the teacher's feedback (prompts) was directed towards the messages and ideas the students wanted to convey, rather than the grammar and forms they used to express them. During this second prompts experimental session, none of the students thought that the teacher's feedback (prompts) related to the grammatical and formal aspects of the student participants' output.

5.5.1.2. Recasts.

During this first experimental session with recasts, out of the eighteen student participants who make up the Recasts Group, two of them were absent. The total number (100 %) of student participants who answered The Students' Reflective Log by the end of the session is therefore (16) sixteen.

Question 01. Today, the teacher's interaction with me, and his feedback to me was:

1. Useful, and made the expression of my ideas and thoughts easy
2. Not useful, and made the expression of my ideas and thoughts difficult

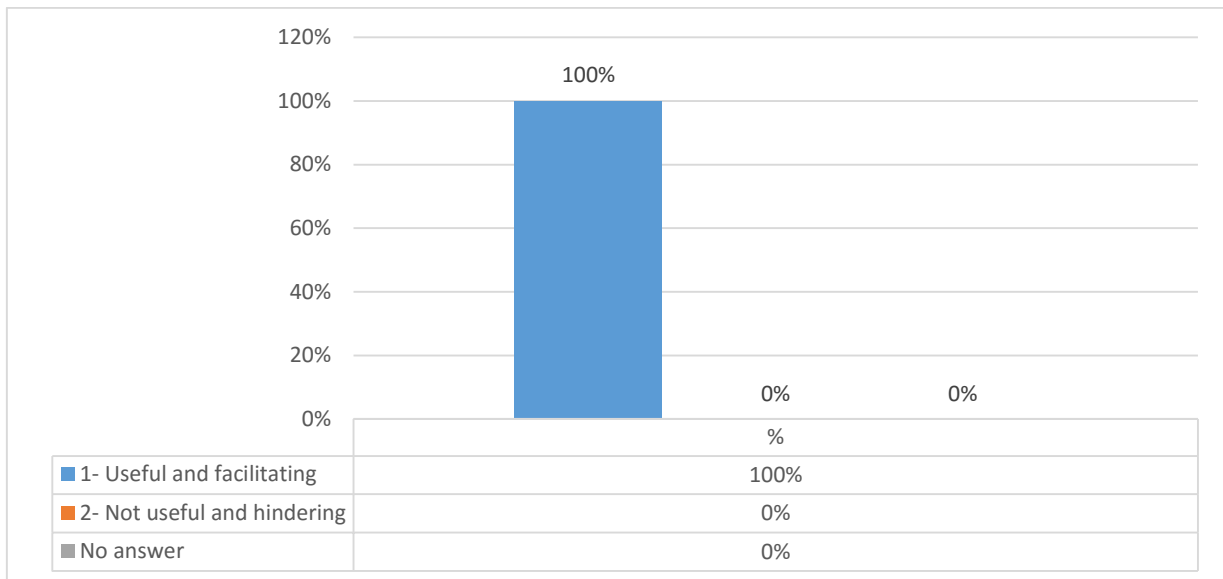


Figure 14. Usefulness of Teacher’s interaction and feedback on Participants’ Oral Expression

The figure above indicates that during this first experimental session with recasts, all of the student participants (100 %) find this type of teacher’s corrective feedback to be useful and facilitating. No student participant (0 %), during this session, found the teacher’s recasts as not useful and hindering to them as they orally expressed their ideas, and thoughts.

Question 02. Today, the teacher’s feedback to me as I was speaking was:

1. Making me feel comfortable and relaxed to speak
2. Making me feel uncomfortable, and anxious to speak

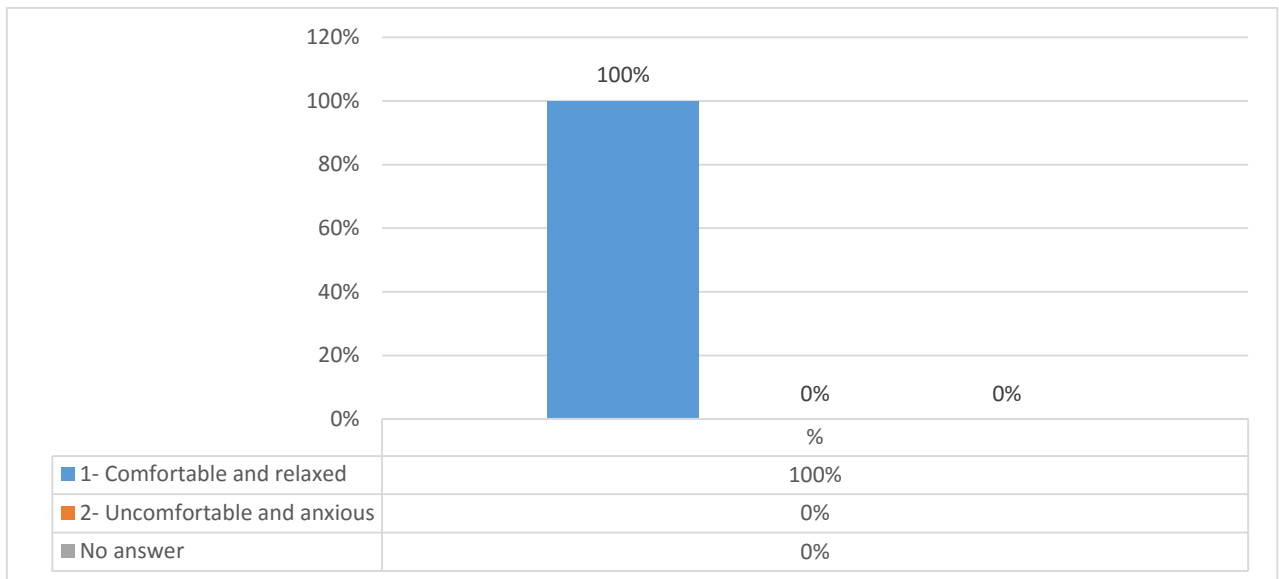


Figure 15. Impact of Teacher’s Feedback on Participants’ Feelings when Speaking

According to the results shown in the figure above, all of the student participants (100 %) in the Recasts’ Group feel comfortable and relaxed with the teacher’s use of recasts as corrective feedback with them. None of the respondents expressed feeling uncomfortable and anxious with the teacher’s recasts.

Question 03. Today, the teacher’s reactions and feedback made me feel:

1. More motivated and more willing to communicate
2. Less motivated and less willing to communicate

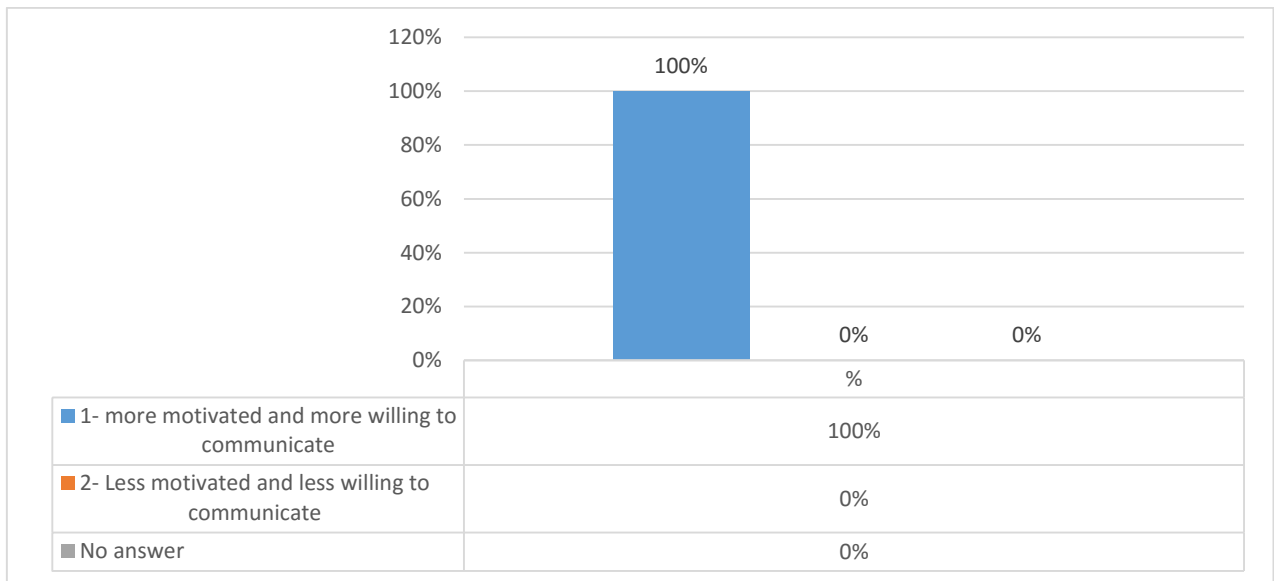


Figure 16. Impact of Teacher’s Feedback on Participants’ Willingness to Communicate

As the figure above indicates, all of the student participants (100 %) in the recasts group feel more motivated, and more willing to communicate as a consequence of the teacher’s use of recasts with them. No student informant (0 %) declared feeling less motivated, and less willing to communicate as a result of the teacher’s use of recasts as corrective feedback type.

Question 4. Today, the teacher’s interactional feedback made me feel:

1. More confident when speaking
2. Less confident when speaking

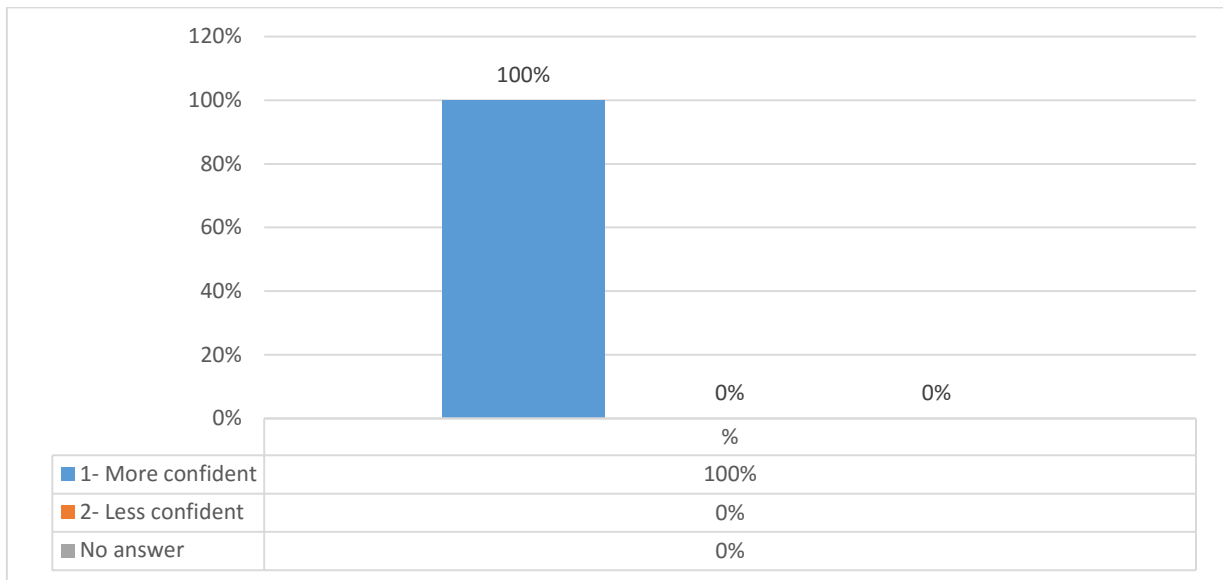


Figure 17. Effect of Teacher’s Feedback on Students’ Confidence when Speaking

As indicated by the figure above, the totality of the student informants (100 %) feel more confident after receiving the teacher’s corrective feedback in the form of recasts, when speaking. No student participant, (0 %) of them, expressed feeling less confident as a result of the teacher’s implementation of recasts.

Question 05. Today, the teacher’s feedback to me is related to:

- 1.The messages/ideas that I wanted to express
- 2.The language rules/grammar and forms of English which I used

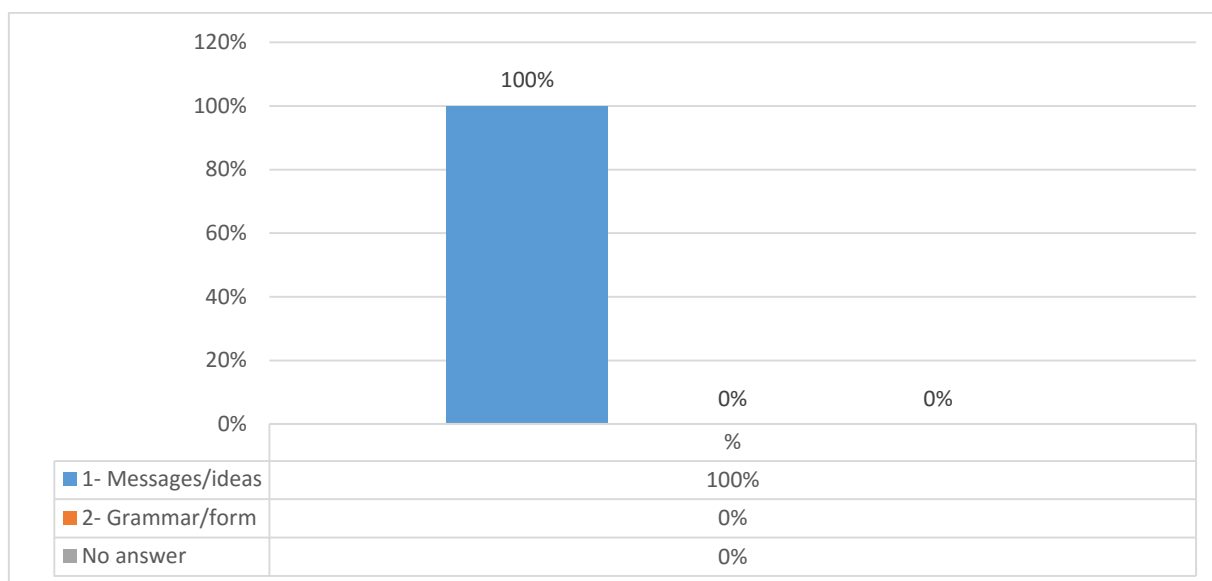


Figure 18. Participants' Perceptions of the focus of Teacher's feedback

According to the results of this reflective log item, which the figure above displays, all of the student participants (100 %) think that the teacher's recasts aim at dealing with the messages, and ideas they wanted to convey. None of the student participants (0 % of them), consider the teacher's recasts to be related to the grammar, or forms of language they used to express their messages and ideas.

5.5.1.3. Discussion of the Results

The results of the analysis of the data obtained through the Students' Reflective Log in the first experimental sessions with prompts, and recasts allow us to highlight the following:

As far as the student participants' feelings towards the teacher's use of prompts and recasts are concerned, we have not found any negative emotions, or feelings among the student participants in both experimental groups. All of our student participants (100 % of them) in both experimental groups (i.e. the prompts group, and the recasts group), have expressed equally positive feelings related to the teacher's use of either prompts or recasts, to address their language errors, during their classroom oral communicative language use. Moreover, there are no differences in the students' positive feelings towards either the teacher's prompts or recasts,

as all students in both experimental groups, expressed exactly the same positive feelings. This means that these two types of teacher's oral corrective feedback (prompts and recasts) have both conducted to an equal generation of positive feelings among the students, and there are no differences whatsoever with regards to this. In addition to this, almost all of the student informants in the prompts group (92.30 %) consider the teacher's prompts to relate to the ideas they were trying to express, as did all of the student participants (100 %), with regards to the teacher's use of recasts, which they thought was addressing the meanings of their sentences, instead of the forms they were using in conveying them.

5.5.2. Results of The Students' Reflective Log for the Second Experimental Sessions.

5.5.2.1.Prompts.

During this second experimental session with prompts, there were five student absentees. The total number of the students who took part and answered The Students' Reflective Log is thirteen students.

Question 01. Today, the teacher's interaction with me, and his feedback to me was:

- 1.Useful, and made the expression of my ideas and thoughts easy
- 2.Not useful, and made the expression of my ideas and thoughts difficult

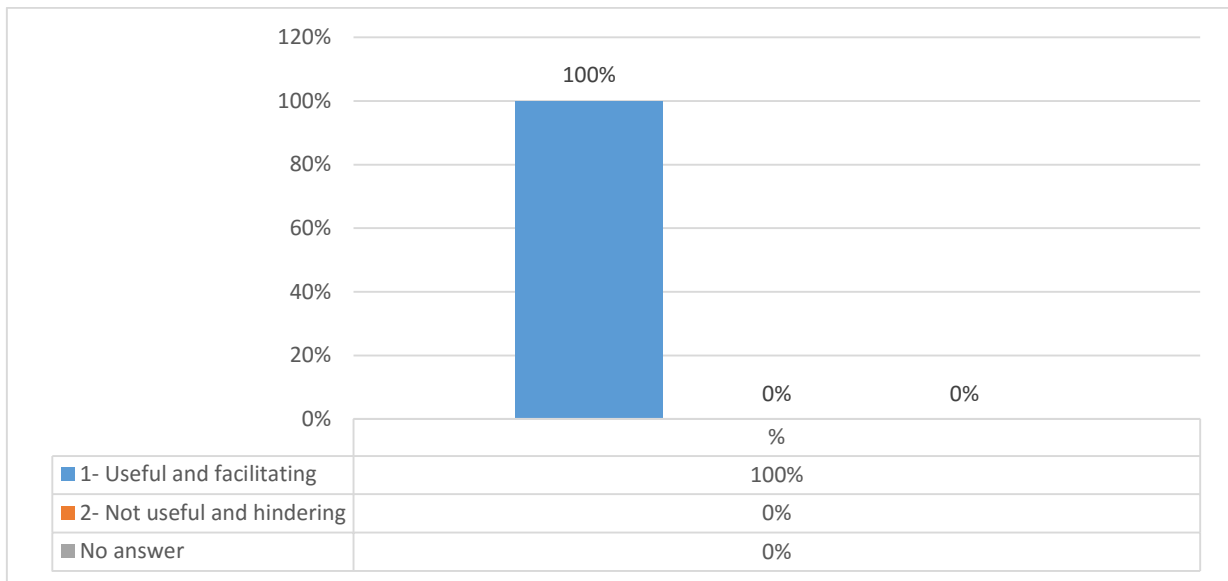


Figure 19. Usefulness of Teacher’s interaction and feedback on Participants’ oral Expression

As the figure above reveals, all of the student participants (100 %) find teacher’s interaction and feedback provided to them useful and facilitating. None of the student informants (0 %) found teacher’s interaction and feedback (prompts) as being not useful or hindering.

Question 02. Today, The Teacher’s Feedback to me as i was speaking was:

1. Making me feel comfortable and relaxed to speak
2. Making me feel uncomfortable, and anxious to speak

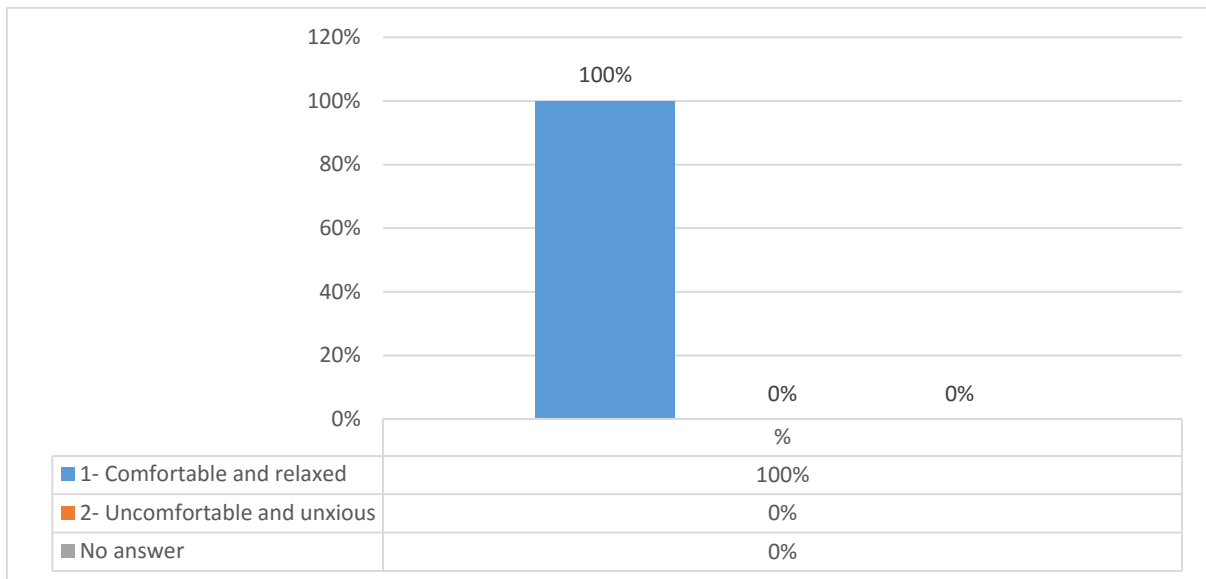


Figure 20. Impact of Teacher’s Feedback on Participants’ Feelings when Speaking

The figure above shows that (100 %) of student informants felt comfortable and relaxed after receiving the teacher’s corrective feedback in the form of prompts. None of our student participants, (0 %) of them, expressed being uncomfortable and anxious as a result of the teacher’s prompts.

Question 03. Today, the teacher’s reactions and feedback made me feel:

1. More motivated and more willing to communicate
2. Less motivated and less willing to communicate

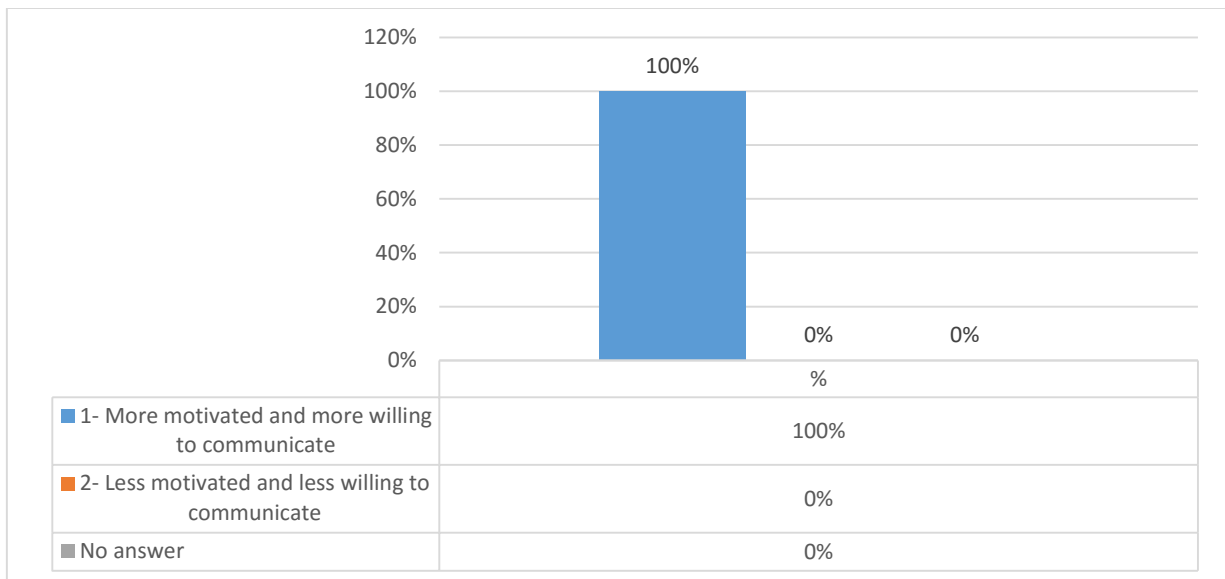


Figure 21. Impact of Teacher’s Feedback on Participants’ Willingness to Communicate

As can be clearly seen on the above figure, the totality of the student informants (100 %) in the Prompts group feel more motivated and more willing to communicate upon the teacher’s use of prompts as corrective feedback, and that no student informant (0 %) expressed feeling less motivated and less willing to communicate, as a consequence of the teacher’s use of prompts.

Question 4. Today, the teacher’s interactional feedback made me feel:

1. More confident when speaking
2. Less confident when speaking

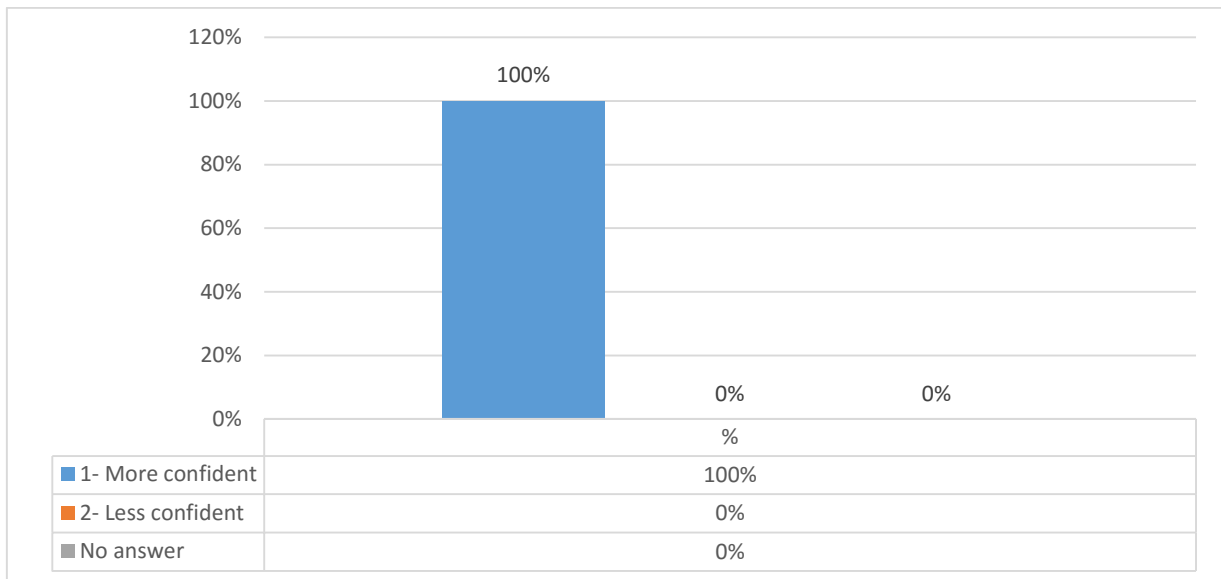


Figure 22. Effect of Teacher’s Feedback on Students’ Confidence when Speaking

The figure above shows that (100 %) of the student participants in the prompts group feel more confident when speaking following the teacher’s interactional feedback, i.e., the teacher’s prompts which were provided through interaction, and that none of our student informants (0 % of them) feels less confident upon the teacher’s use of prompts.

Question 05. Today, the teacher’s feedback to me is related to:

1. The messages/ideas that I wanted to express
2. The language rules/grammar and forms of English which I used

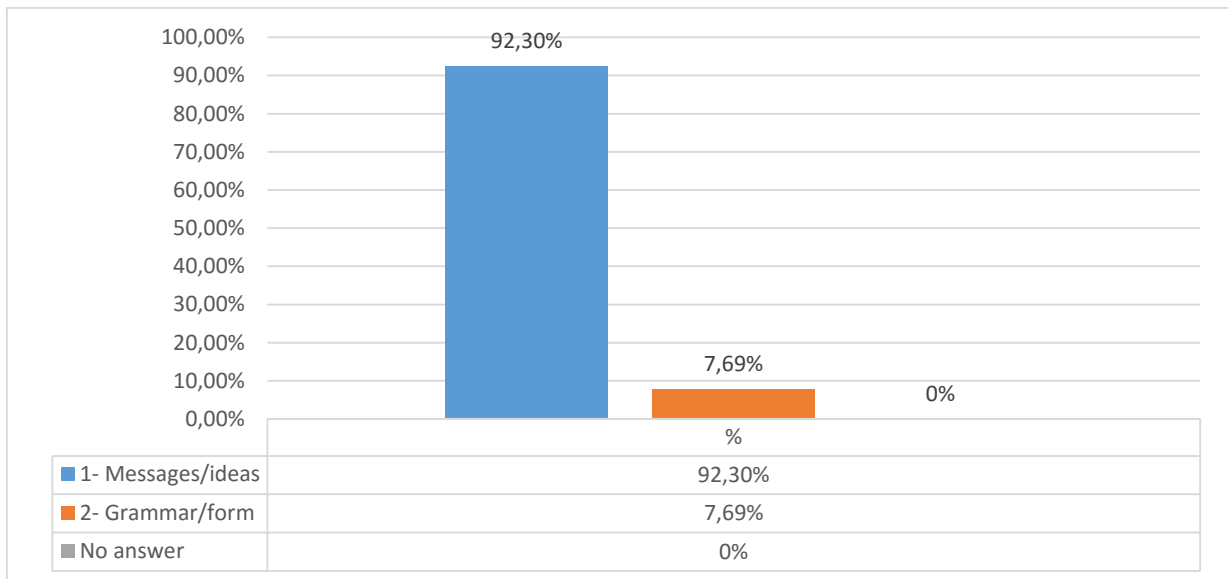


Figure 23. Participants' Perceptions of the Focus of Teacher's Feedback

According to the figure above, the overwhelming majority of students (92.30 %) in the prompts' group think that the teacher's feedback (i.e. prompts) is related to the messages, and ideas they were trying to express. On the other hand, (7.69 %) of them think that it is related to the grammar and the language forms they used when they expressed themselves orally.

5.5.2.2. Recasts

The number of student participants who took part in this session, and who answered the student reflective log is (16) sixteen students.

Question 01. Today, the teacher's interaction with me, and his feedback to me was:

1. Useful, and made the expression of my ideas and thoughts easy
2. Not useful, and made the expression of my ideas and thoughts difficult

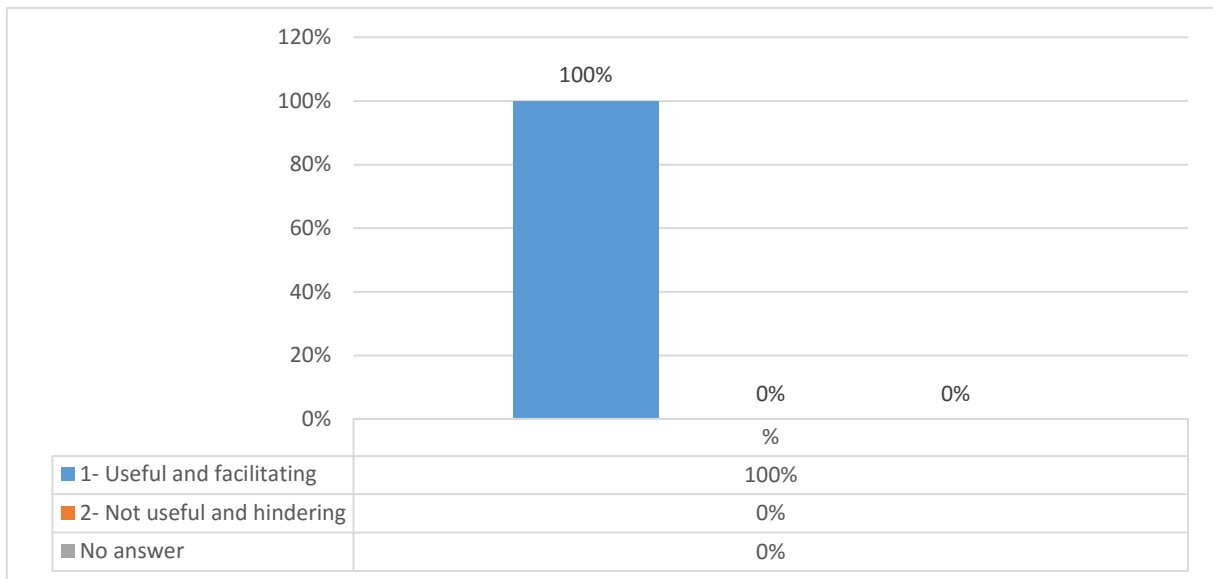


Figure 24. Usefulness of Teacher’s Interaction and Feedback on Participants’ Oral Expression

As can be noted on the figure above, during this second experimental session with recasts as teacher’s corrective feedback type, all of the student participants (100 %) consider the teacher’s recasts to be useful and facilitating, as the expressed their ideas and thoughts. No one among the respondents finds the teacher’s recasts to be lacking in usefulness or hindering in their expression of their thoughts, and ideas.

Question 02. Today, the teacher’s feedback to me as i was speaking was:

1. Making me feel comfortable and relaxed to speak
2. Making me feel uncomfortable, and anxious to speak

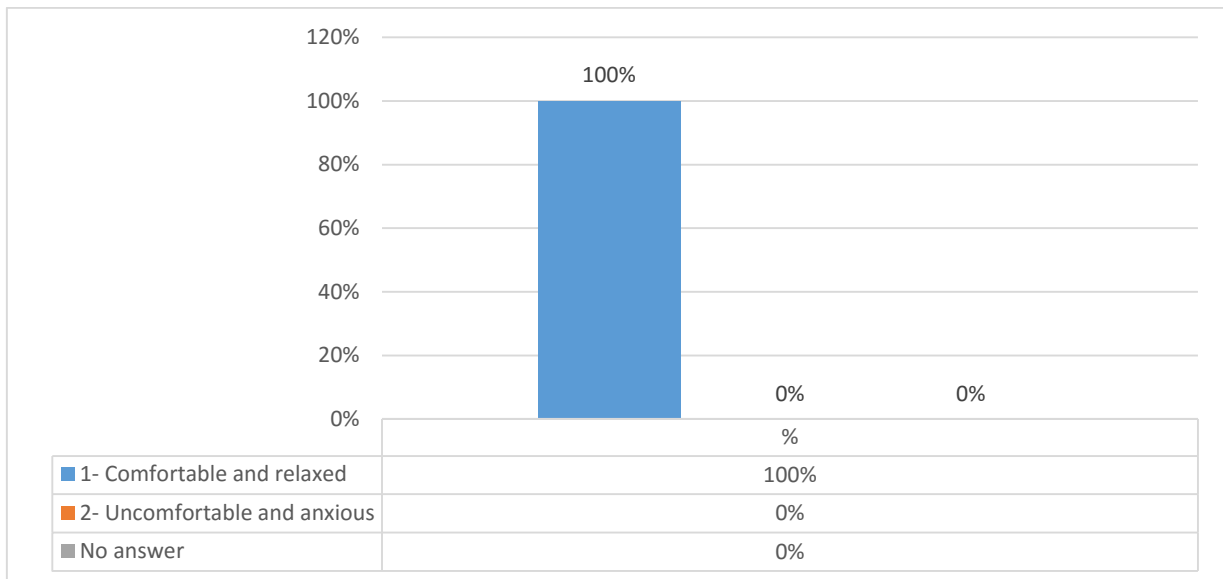


Figure 25. Impact of Teacher’s Feedback on Participants’ Feelings when Speaking

According to the above figure, all of the student participants (100 %) feel comfortable and relaxed with the recasts used by the teacher as corrective feedback. None of the student participants expressed having felt uncomfortable nor anxious as a result of the teacher’s use of corrective feedback in the form of recasts.

Question 03. Today, the teacher’s reactions and feedback made me feel:

1. More motivated and more willing to communicate
2. Less motivated and less willing to communicate

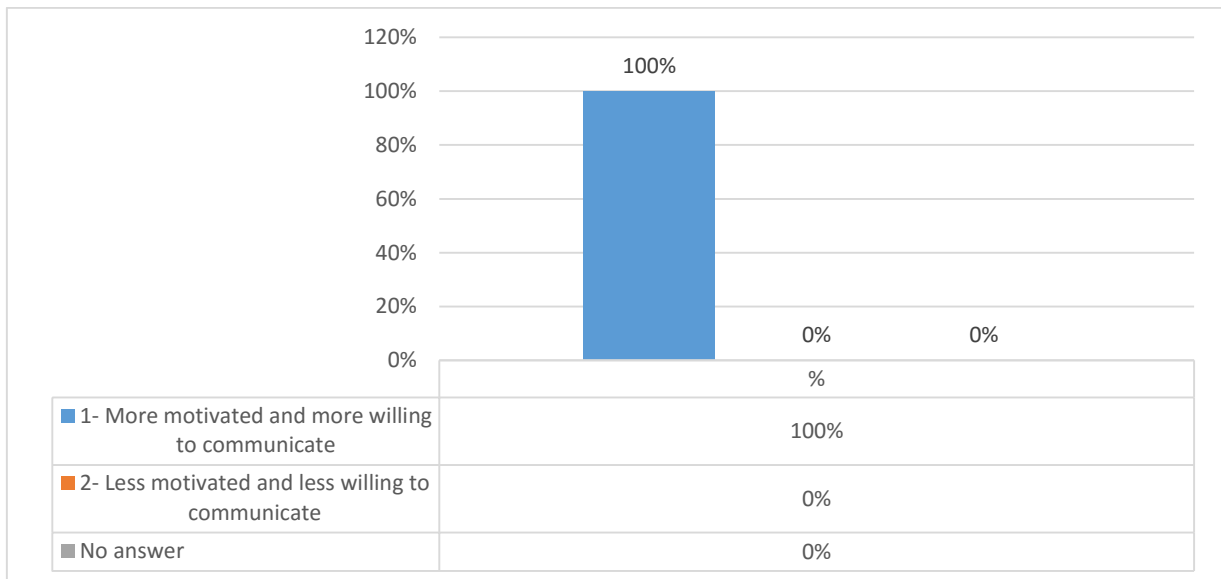


Figure 26. Impact of Teacher’s Feedback on Participants’ Willingness to Communicate

According to the above figure, all of the student participants (100 %) feel more motivated, and more willing to communicate as a result of the teacher’s reactions, and feedback in the form of recasts. None of the student informants feels less and less willing to communicate due to the teacher’s use of recasts as a corrective feedback type.

Question 4. Today, the teacher’s interactional feedback made me feel:

1. More confident when speaking
2. Less confident when speaking

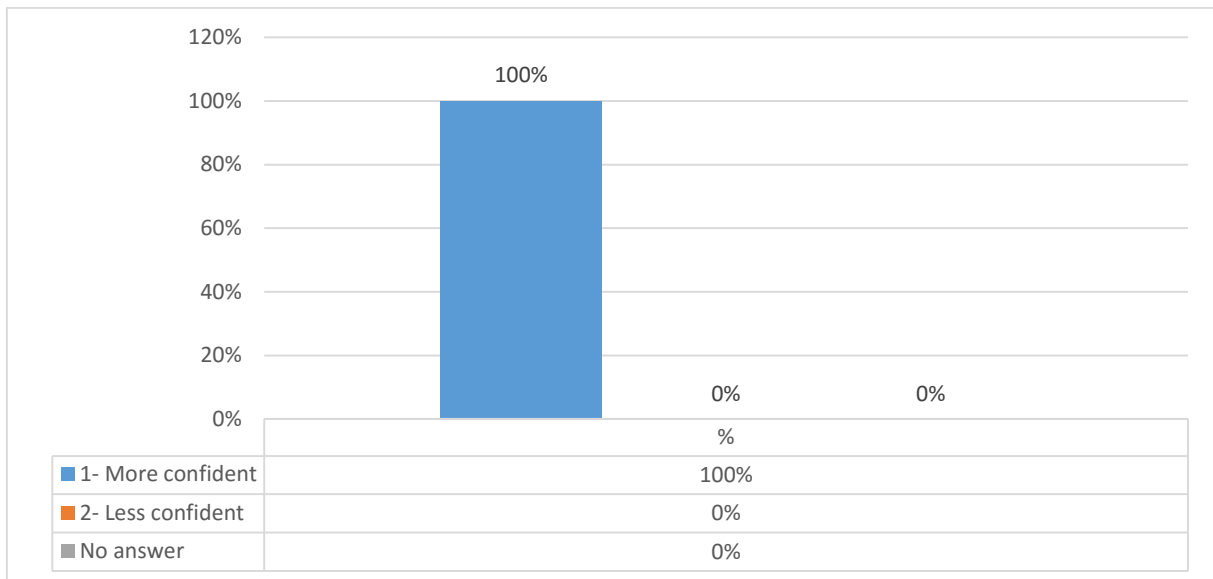


Figure 27. Effect of Teacher’s Feedback on Students’ Confidence when Speaking

According to the above figure, the totality of our student participants (i.e. 100 %) expressed feeling more confident as they expressed themselves, and received teacher’s feedback in the form of recasts. No student informant (0 % of respondents) expressed feeling less confident when speaking and receiving teacher’s feedback through the teacher’s use of recasts.

Question 05. Today, the teacher’s feedback to me is related to:

- 1.The messages/ideas that I wanted to express
- 2.The language rules/grammar and forms of English which I used

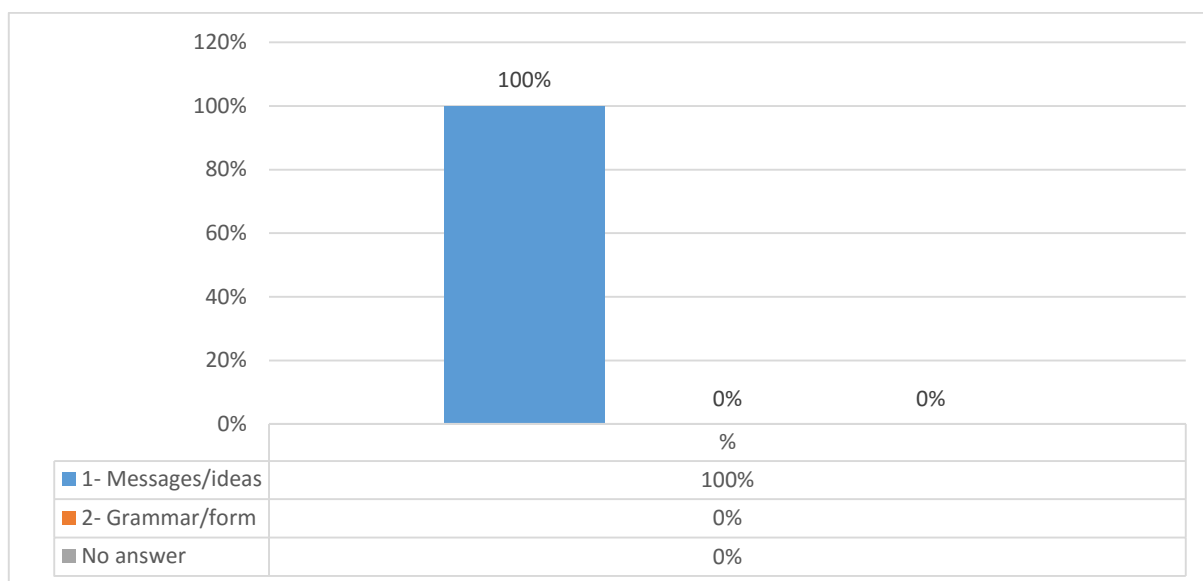


Figure 28. Participants' Perceptions of the Focus of Teacher's Feedback

As can be noted on the above figure, the teacher's recasts are thought to relate to the messages, and ideas that the students wanted to express by the totality of the student participants (100 %). None of the student participants (0 % of them) considered the teacher's recasts to aim at the grammar and forms of the language used by the student participants to express their ideas, and thoughts.

5.5.2.3. Discussion of the Results

The results of the second experimental sessions with the prompts and the recasts group highlight the important role played by the two types of teacher's oral corrective feedback (i.e. prompts and recasts), in generating very positive feelings and emotions, among the student participants. The totality of the teacher's recasts used in the recasts group, and the prompts used in the prompts group led to equally more positive feelings among the student participants in both experimental groups, and that there are no differences, as in the first experimental sessions, in the student participants' feelings towards the teacher's use of prompts and recasts. The teacher's use of recasts and prompts are perceived to relate to the content of the students'

message by all of the recasts student participants, and by almost all of the student participants in the prompts group, as (92.30 %) thought that the teacher's prompts were addressing the meanings the students were expressing, rather than the language forms they were using to express them.

5.5.3. Results of The Students' Reflective Log for the Third Experimental Sessions.

5.5.3.1. Prompts.

Among the (18) eighteen students who constitute the Prompts group, (16) Sixteen took part in this session, and constitute the total number (100 %) of participants who answered The Students' Reflective Log, in the prompts group, by the end of this session.

Question 01. Today, the teacher's interaction with me, and his feedback to me was:

1. Useful, and made the expression of my ideas and thoughts easy
2. Not useful, and made the expression of my ideas and thoughts difficult

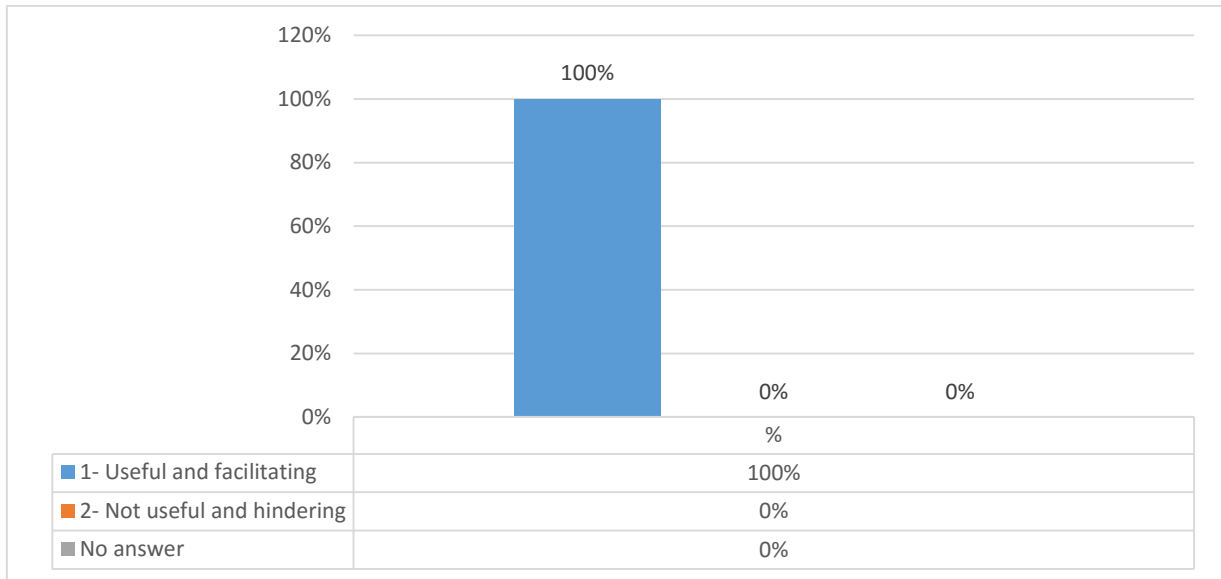


Figure 29. Usefulness of Teacher’s Interaction and Prompts on Participants’ Oral Expression

As the figure above shows, all of the student informants (100 %) in the prompts’ group find the teacher’s prompts useful, and facilitating as they expressed their ideas, and thoughts. None of the respondents (0 % of them) finds teacher’s prompts as not useful and hindering.

Question 02. Today, the teacher’s feedback to me as i was speaking was:

1. Making me feel comfortable and relaxed to speak
2. Making me feel uncomfortable, and anxious to speak

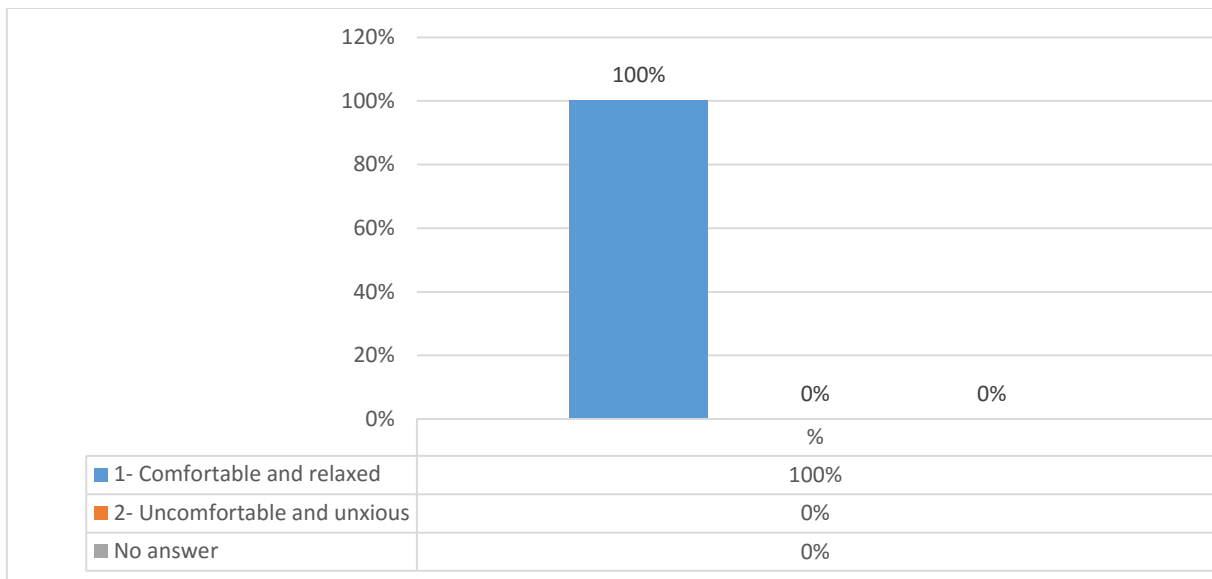


Figure 30. Impact of Teacher’s Prompts on Participants’ Feelings when Speaking

The results of this log item show that the totality of the student informants (100 %) in the prompts group feel comfortable and relaxed with the teacher’s prompts. No student, among our respondents, finds the teacher’s prompts as something that makes him/her feel uncomfortable and anxious, when speaking.

Question 03. Today, the teacher’s reactions and feedback made me feel:

1. More motivated and more willing to communicate
2. Less motivated and less willing to communicate

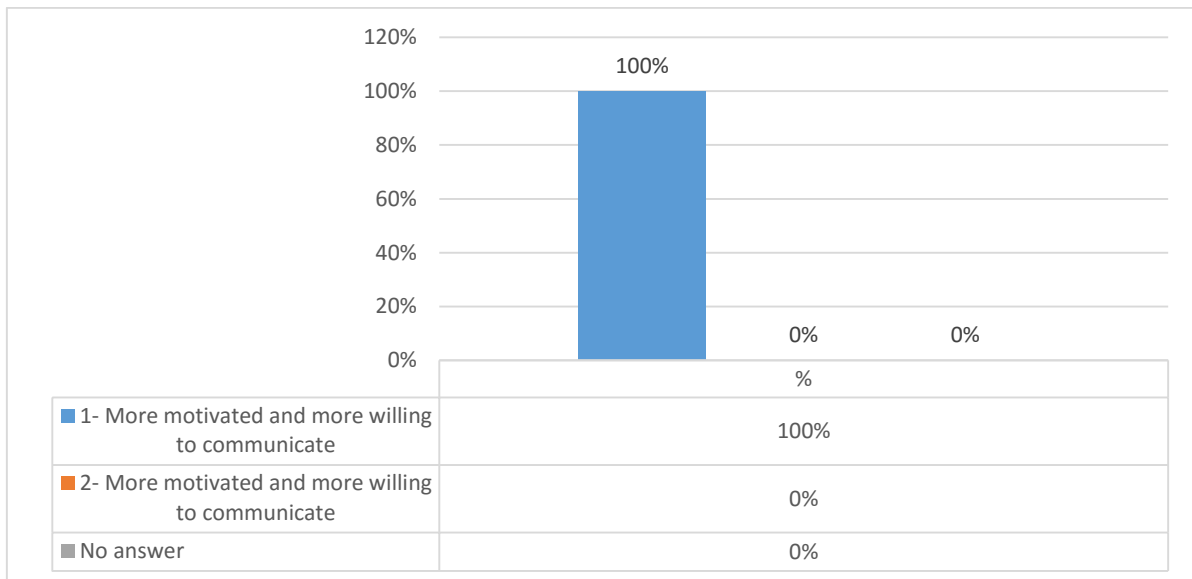


Figure 31. Impact of Teacher’s Prompts on Participants’ Willingness to Communicate

As can be noted on the figure above, all of our student informants (100 %) feel more motivated and more willing to communicate with regard to the teacher’s use of prompts as corrective feedback with them, and that no student informant (0 % among the informants) feels less motivated and less willing to communicate as a result of the teacher’s prompts.

Question 4. Today, the teacher’s interactional feedback made me feel:

1. More confident when speaking
2. Less confident when speaking

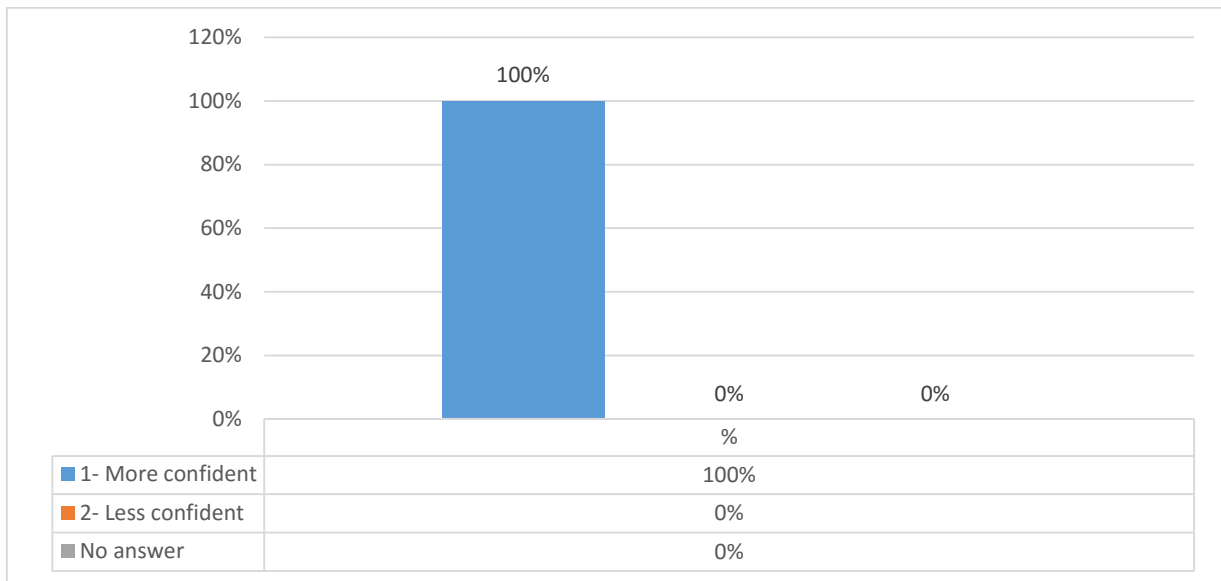


Figure 32. Effect of Teacher’s Feedback on Students’ Confidence when Speaking

The figure above reveals that the totality of student participants (100 %) in the Prompts’ group feel more confident after receiving the teacher’s prompts when speaking. Therefore, no one among our student respondents in the Prompts’ group feels less confident as a result of the teacher’s prompts with him/her when speaking.

Question 05. Today, the teacher’s feedback to me is related to:

- 1.The messages/ideas that I wanted to express
- 2.The language rules/grammar and forms of English which I used

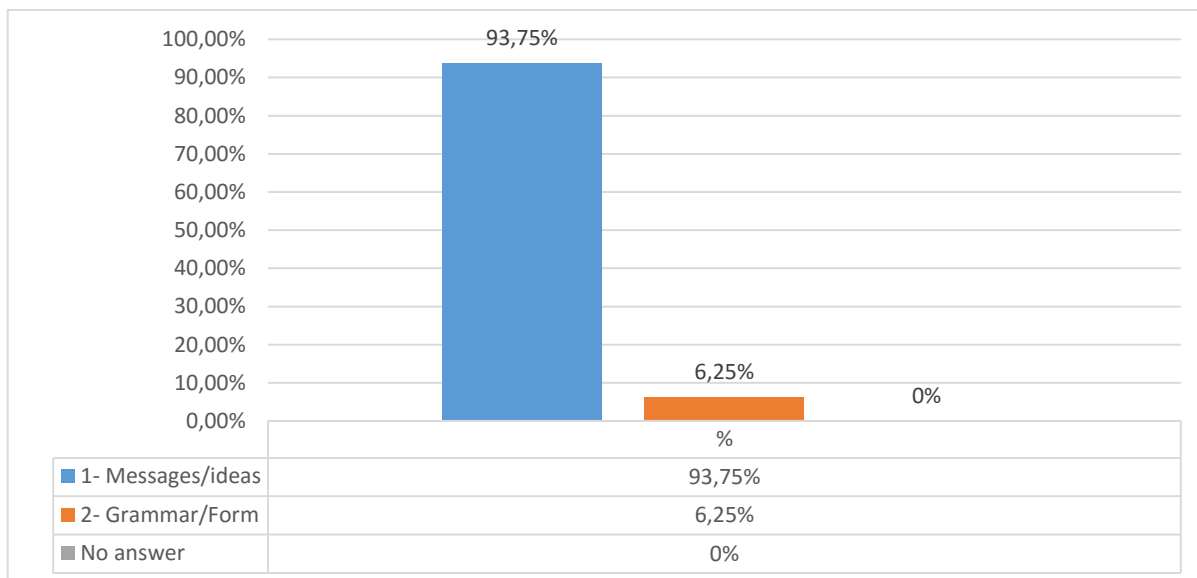


Figure 33. Participants' Perceptions of the Focus of Teacher's Feedback

The figure above indicates that almost all of the respondents (93.75 %) to this reflective log item in the prompts' group think that the teacher's prompts targeted the messages and ideas they were trying to express. On the other hand, one student informant who represents (6.25 %) of the respondents thinks that the teacher's prompts were related to the grammar and form of his/her language output.

5.5.3.2. Recasts

During this third experimental session with recasts, (04) four students were absent. The total number (100 %) of the student participants who took part in this recasts' experimental session is (14) fourteen students.

Question 01. Today, the teacher's interaction with me, and his feedback to me was:

1. Useful, and made the expression of my ideas and thoughts easy
2. Not useful, and made the expression of my ideas and thoughts difficult

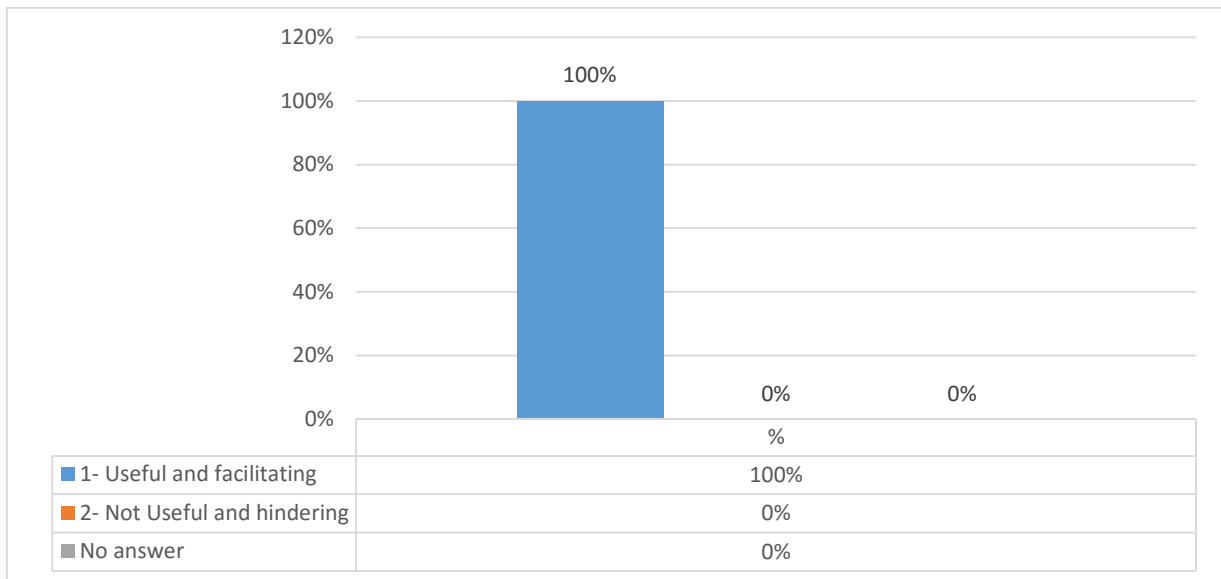


Figure 34. Usefulness of Teacher’s Interaction and Feedback on Participants’ Oral Expression

Based on the results displayed in the above figure, the totality of the student participants (100 %) find the recasts used by the teacher to have the effect of being useful and facilitating of student participants’ oral expression of their ideas, and thoughts. The results also show that no student participant (0 % of respondents) finds the teacher’s recasts to be of no use and hindering to his/her oral expression.

Question 02. Today, the teacher’s feedback to me as i was speaking was:

1. Making me feel comfortable and relaxed to speak
2. Making me feel uncomfortable, and anxious to speak

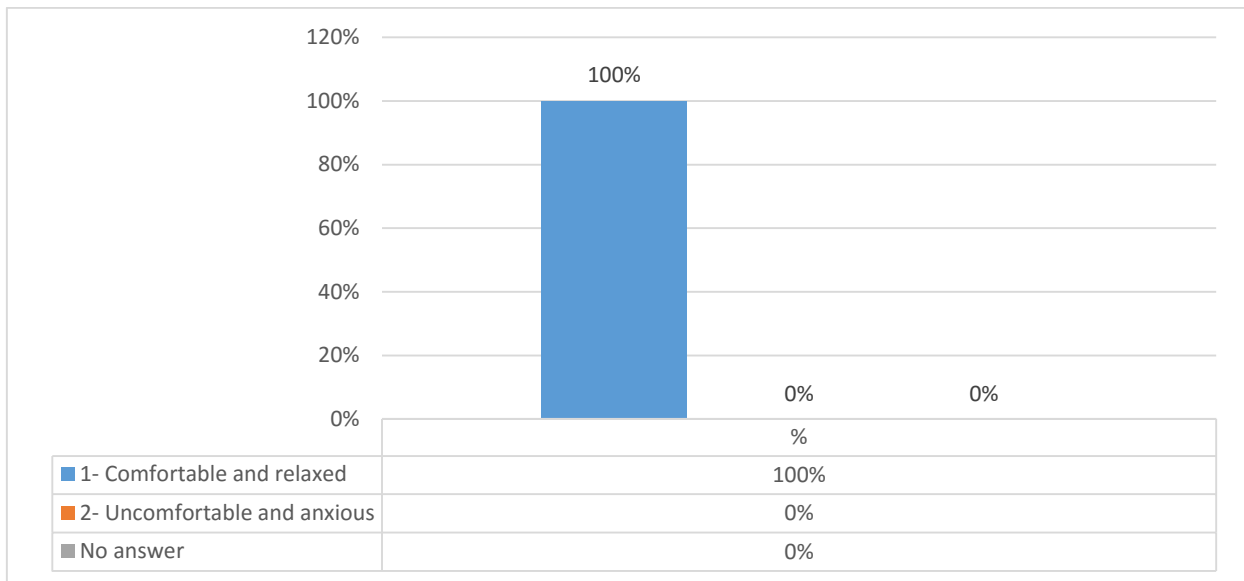


Figure 35. Impact of Teacher’s Feedback on Participants’ Feelings when Speaking

According to the figure above which displays the results obtained for this reflective log item, all of the student participants (100 %) expressed feeling comfortable and relaxed with the teacher’s use of recasts with them when speaking. As in the previous reflective log items, no student participant expressed a feeling of discomfort nor anxiety as a result of the teacher’s use of recasts as corrective feedback type.

Question 03. Today, the teacher’s reactions and feedback made me feel:

1. More motivated and more willing to communicate
2. Less motivated and less willing to communicate

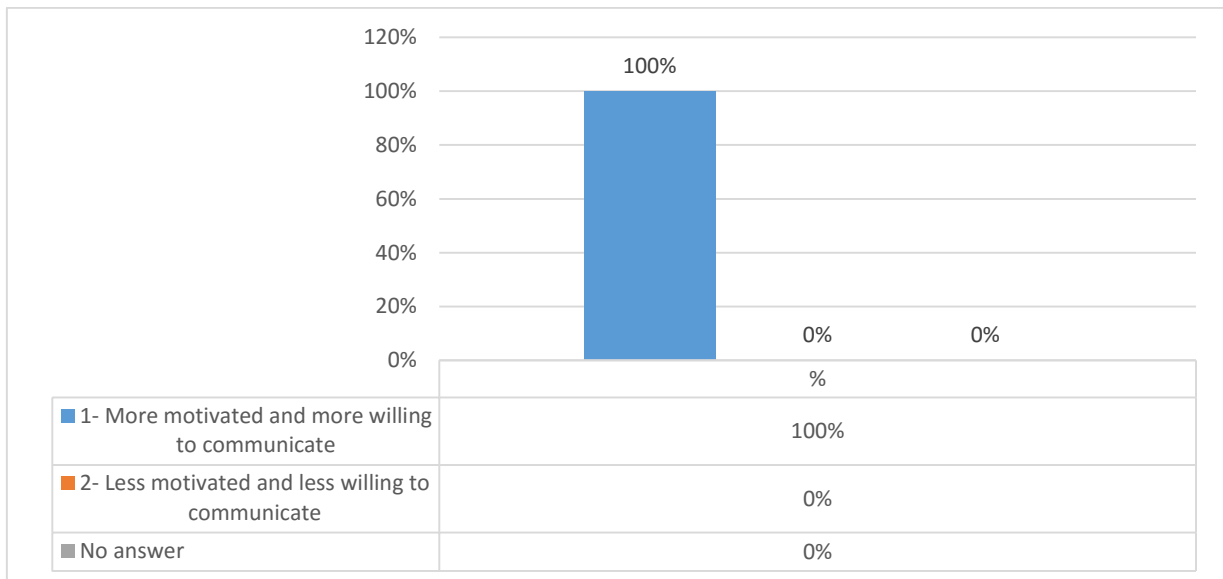


Figure 36. Impact of Teacher’s Feedback on Participants’ Willingness to Communicate

As can be seen on the figure above, all of our student informants (100 %) expressed feeling more motivated, and more willing to communicate as a result of the teacher’s reactions, in the form of recasts, as corrective feedback to them. The results also show that no student informant (0 % of respondents) declared feeling less motivated, and less willing to communicate following the teacher’s use of recasts.

Question 4. Today, the teacher’s interactional feedback made me feel:

1. More confident when speaking
2. Less confident when speaking

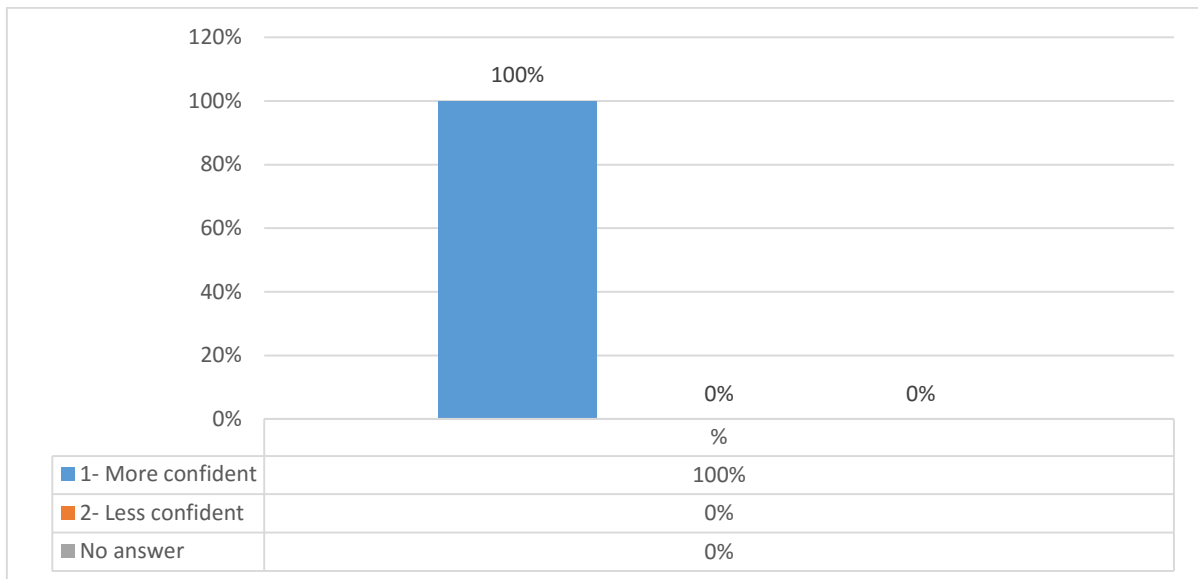


Table 37. Effect of Teacher’s Feedback on Students’ Confidence when Speaking

Based on the results which both the above figure highlights, the totality of student participants (100 %) feel more confident when speaking and receiving the teacher’s interactional feedback in the form of recasts. None of the student informants (0 % of respondents) expressed feeling less confident following the teacher’s interactional feedback to them, in the form of recasts, when speaking.

Question 05. Today, the teacher’s feedback to me is related to:

- 1.The messages/ideas that I wanted to express
- 2.The language rules/grammar and forms of English which I used

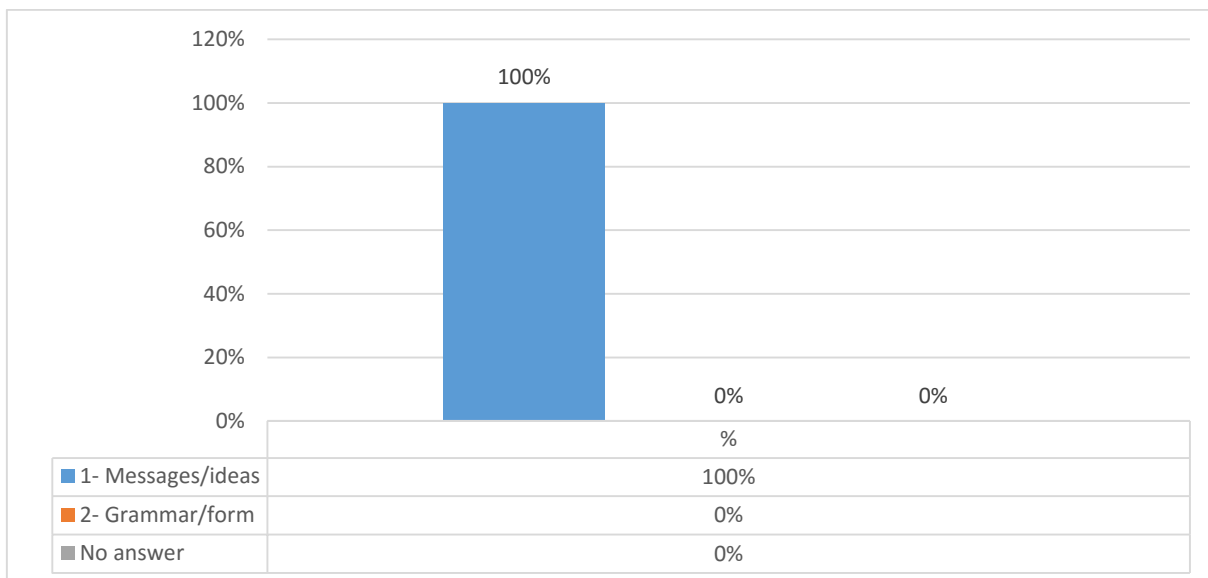


Figure 38. Participants' Perceptions of the focus of Teacher's Feedback

According to the figure above, all of the respondents (100 %) to this reflective log item consider the teacher's recasts to be related to the messages, and ideas they wanted to express. No student participant (0 % of respondents) thinks that the teacher's recasts aim at dealing with the students' grammar or language forms used to express themselves.

5.5.3.3. Discussion of the Results

The analysis of The Students' Reflective Log for the third experimental sessions with the teacher's use of prompts and recasts reveals that almost all of the student participants in the prompts group (93.75 %) think that the teacher's use of prompts constitutes a reaction to the students' ideas, and thoughts, rather than form-related interjections, and that the totality of the student informants in the recasts group also perceive teacher's recasts as meaning-related rather than form-related moves by their teacher.

Most importantly, this analysis highlights the crucial role played by the two types of teacher's oral corrective feedback (prompts and recasts), in leading to very positive feelings among the students in the two experimental groups. This analysis also shows, as with the first,

and second experimental sessions with the teacher's use of prompts, and recasts, that there no differences among the two experimental groups in the students' feelings, as the two types of teacher's oral corrective feedback (i.e. prompts and recasts), have had the same, and equally positive impact on all of the student participants in the prompts and in the recasts group. These findings are in contrast with the views of some researchers such as Allwright and Bailey (1991), Truscott (1999), who consider teacher's oral error correction to lead to negative feelings among the corrected students, and by making them less willing, and less motivated to speak as Lightbown and Spada (2011) maintain that "excessive error correction can have a negative effect on motivation" (p. 90), and that "immediate reaction to errors in an oral communication setting may embarrass some students, and discourage them from speaking" (p. 91). These findings also are in contrast with the findings of Idri (2016), who found out that teacher's error correction resulted in the generation of negative feelings among her student informants who reported feelings of increased anxiety, lower self-confidence, and who felt uncomfortable to speak, especially in front of the teacher. In contrast to the findings of this study, and of the skeptical views expressed about the negative emotional impact of teacher's oral corrective feedback, our findings through the analysis of The Student Reflective Log, during the experimental sessions with the prompts group and the recasts group, reveals that the teacher's use of all of the teacher's corrections of the students errors through prompts and recasts resulted in equally positive feelings and emotions among all of the student participants in the two experimental groups.

On the basis of these findings which are reached through the analysis of The Students' Reflective Log, in the three experimental sessions with the teacher's use of prompts, and recasts with both experimental groups, we can now address the research questions (Q 03 and Q 04), and the relevant hypotheses (H 03 and H 04), and say that:

In answer to Q 03. Are there any differential effects of the teacher's use of recasts and prompts on the feelings of the student participants?

There are no differential effects of the teacher's use of prompts and recasts on the 1st year EFL students' feelings, at the University of Bejaia

And in answer to Q 04. Which type of teacher's oral corrective feedback would lead to more positive feelings, among the student participants?

We confidently say that none of the two teacher's oral corrective feedback types (prompts and recasts) led to more positive feelings compared to the other, among the student participants, since both of prompts and recasts led to equally more positive feelings, among the student participants.

Therefore, our H 03 which states that there are differential effects of the teacher's use of recasts and prompts on the 1st year EFL student participants' feelings is rejected, since the results of The Students' Reflective Log in all the experimental sessions with prompts and recasts clearly showed that there are no differential effects of the teacher's use of recasts and prompts on the students' feelings.

And that our H 04 which states that the teacher's use of recasts during classroom oral communicative language use would lead to more positive feelings among the student participants, is also rejected, as both of the teacher's recasts and prompts led to exactly the same and equally more positive feelings among the student participants.

5.6. Results of The Teacher's Field Notes in the Experimental Sessions

5.6.1. Results of the Teacher's Field Notes in the first Experimental Sessions

5.6.1.1. Prompts

The first experimental session with the prompts group (Group 01) took place on May 24th, 2021, at 11:20-12:50, in classroom 01 (S 01), building 03 (B 03).

The data obtained through The Teacher's field Note for this experimental session was recorded, in the written form, by the teacher-researcher at the end of this experimental session with prompts. The results of The Teacher's Field Note for this session are therefore presented in the following:

Concerning the first part of the Field Note which is related to our observations regarding the students' reactions after receiving the teacher's corrective feedback (prompts), the following information was recorded:

1. Students' reactions after receiving the teacher's corrective feedback.

- *“After receiving prompts, students sometimes produced modified output; but they repeated their error, and did not modify their output on other occasions.”*
- *Sometimes, the modified output came from peers, and not from the students who received the prompts”.*

As to the second part of the field note, which is related to our observations about the students' observable feelings, after receiving the teacher's corrective feedback, we have observed the following:

2. Students' observable feelings after receiving the teacher's corrective feedback.

- *“No negative signs such as anxiety, students' discomfort, nor any decrease in their desire to speak were observed”.*
- *No visible changes are noticed in the students' feelings and emotions.*

Other remark (s).

Here, we have written “None” for this category of observational data, because we did not observe any other things relating to our research aims.

The content analysis of the data recorded via The Teacher's Field Note for this first prompts experimental session with the prompts group indicates that the teacher's use of prompts sometimes led to the students' production of modified output, and sometimes did not succeed in doing so. and that the students' modified output, which resulted from the teacher's use of prompts is sometimes furnished by the corrected students, and sometimes by their peers.

The content analysis of The Teacher's Field Notes for this prompts experimental session also reveals that no changes in the feelings of the student participants after receiving prompts as teacher's corrective feedback were observed. As far as this session is concerned, no negative signs, or emotions in the student participants were observed, after the teacher's use of prompts. There were no other remarks observed.

5.6.1.2. Recasts.

The first recasts experimental session which was carried out with the recasts group (Group 02) took place on Tuesday, May 24th, 2021, at 13:00-14:30, in classroom 03 (S 03), building 03 (B 03).

The data obtained through The Teacher's Field Note for this recasts experimental session was written by the teacher-researcher right at the end of this session.

The results of The Teacher's Field Note for this session are therefore presented in the following. In what concerns the first part of the Field Note, the observations which we wrote down for this part are as follows:

1. Students' reactions after receiving the teacher's corrective feedback.

- *"Students' interaction carried on its normal course".*
- *"When they received recasts, the students reacted mainly by 'yes' answers, and continued expressing their views".*

- *“Instances of modified output are very rare compared to the prompts group.”*
- *“Students produced modified output less frequently in comparison with the other group (prompts group).”*

As to the second part of the teacher’s field note, which is related to observable feelings or emotions among the student participants as a consequence of the teacher’s use of recasts to address their errors, we have written down the following:

2. Students’ observable feelings after receiving the teacher’s corrective feedback.

- *“We have not observed any signs of discomfort or anxiety on the students, after receiving recasts”*
- *“No change in their emotions is noticed when they received the teacher’s recasts”.*

As to the other remarks, we did not observe any, and we consequently wrote down *“Nothing to mention”* for this category of remarks.

The content analysis of the results of the Teacher’s Field Notes for the first experimental session with recasts reveals that the teacher’s use of recasts to address the student participants’ errors in the recasts group led to the students’ infrequent production of modified output, which was observed to happen only on very rare occasions. On most occasions, the students who received the teacher’s recasts reacted to these teacher’s corrective feedback moves by producing ‘yes’ answers, which are considered as instances of unmodified output, as this does not entail any modification to the original erroneous output on which they received the recasts. The analysis of the data obtained for this session further shows that compared with the prompts group, the recasts group student participants produced less frequently, on the first experimental sessions.

The content analysis of the Teacher's Field Note for the first recasts session also highlights the fact that the teacher's use of recasts did not lead to any changes in the students' observable feelings, and that the use of recasts did not lead to any signs of anxiety or feelings of discomfort among the recasts group student participants.

As to the part of The Teacher's Field Note, which concerns other remarks, nothing was observed.

5.6.1.3. Discussion of the Findings

The findings of our analysis of The Teacher's Field Notes for the First Experimental Sessions with prompts and recasts seem to suggest that the teacher's use of prompts led to more instances of modified output in the prompts group, which is observed to happen more frequently, than did the teacher's recasts in the recasts group, which, compared with prompts, very rarely led to students' modified output. They also point to the fact that while on many occasions, the students in the recasts group reacted to the teacher's recasts with "yes" reactions which constitute instances of unmodified output, rather than modified output.

The findings of the first experimental sessions also show that there are no visible signs of any changes in the students' feelings, upon receiving the teacher's prompts or recasts.

5.6.2. Results of the Teacher's Field Notes for the Second Experimental Sessions

5.6.2.1. Prompts

The Second experimental session which involved the teacher's use of prompts with the prompts group (Group 01), took place on Tuesday, May 31st, 2021, at 11:20-12:50, in classroom 01 (S 01), building 03 (B 03).

The following is a presentation of the findings of The Teacher's Field Note for this second prompts' experimental session, whose information was entered by the teacher researcher at the end of this session.

In what concerns the first part of The Teacher's Field Note, which is about the students' reactions to the teacher researcher's corrective feedback in the form of prompts, we obtained the following:

1. Students' reactions after receiving the teacher's corrective feedback.

- *"Instances of students' modified output after receiving the teacher's prompts were very frequent".*
- *"Many cases of modified output being produced by students other than the ones who received the correction".*
- *"Flow of oral communication carried on smoothly*

As to the second part of The Teacher's Field Note which is concerns observations relating to the students' observable emotions/feelings following the teacher's use of corrective feedback in the form of prompts, we have the following results:

2. Students' observable feelings after receiving the teacher's corrective feedback.

- *"We have not observed any negative signs of anxiety, discomfort, nor students losing their motivation to speak, or carry on their talk".*

As to the last part of The Teacher's Field Note which concerns other remarks, we wrote the following:

- *"Nothing to mention".*

Our content analysis of the results of this second prompts experimental session reveals that the rate of the students' production of modified output following the teacher's use of prompts is very frequent, and that an observable amount of this modified output is sometimes produced by students who did not receive the prompts, as they reacted to their teacher's corrective feedback, which is provided to one of their peers. The results of The Teacher's Field Note for this second prompts session also show that the flow of oral communication in the classroom was not impeded by the teacher's use of corrective feedback in the form of prompts.

As to the results of the second part of The Teacher's Field Note for this second prompts session, the content analysis of the obtained data highlights the fact that the teacher's use of prompts did not lead to any changes in the students' observable feelings, and that no negative emotions such as anxiety, signs of discomfort, nor any loss of motivation to speak were observed among the student participants as they received the teacher's prompts.

5.6.2.2. Recasts.

The Second experimental session which involved the teacher's use of recasts with the recasts group (Group 02), took place on Tuesday, May 31st, 2021, at 13:00-14:30, in classroom 03 (S 03), building 03 (B 03).

In what follows, we provide a presentation of the findings of The Teacher's Field Note for this second recasts' experimental session, whose data was entered by the teacher researcher at the end of this experimental session.

With regard to the observations relating to the first part of The Teacher's Field Note, we wrote down the following remarks:

1. Students' reactions after receiving the teacher's corrective feedback.

- *"Instances of modified output were rare".*
- *Students mostly reacted to the teacher's recasts by saying 'yes', before continuing their expression".*
- *"Some instances of modified output were observed".*

As to the second part of the teacher's Field Note, which deals with observations concerning the students' feelings upon receiving the teacher researcher's recasts, we wrote the following:

2. Students' observable feelings after receiving the teacher's corrective feedback.

- *"We have not observed any signs of discomfort, anxiety, nor any decrease in the students' willingness to communicate".*

In the last part of The Teacher's field Note, which concerns other possible remarks, we wrote down *"nothing to mention"*, as no other elements were observed.

The content analysis of the data obtained through The Teacher's field Note for the second recasts experimental session reveals that, as in the first experimental recasts session, instances of students' production of modified output, after the teacher's use of recasts are very rare. Moreover, during this second experimental session with recasts, it is shown that instances of students' modified output following the teacher's use of recasts is less frequent, compared with students' modified output following the teacher's use of prompts, in the second experimental session with prompts.

5.6.2.3. Discussion of the Findings

Our analysis of the results of The Teacher's Field Note for the Second Experimental Session with prompts and recasts reveals that the teacher's use of prompts to address students' errors in the prompts group led to a higher frequency of the students' production of modified output, in comparison with his use of recasts to address the students' errors in the recasts group, which seldom led to instances of modified output among the recasts group student participants. The findings also indicate that the frequent instances of students' modified output in the prompts group are sometimes performed by the corrected students (self-corrections), and on other occasions, by their peers (peer corrections). The findings also reveal that among the frequent failures of the students in the recasts group to produce modified output, upon receiving the teacher's recasts, is their predominant use of "yes" answers in response to the teacher's use of recasts which aim at correcting their errors.

The analysis of the results of The Teacher's Field Note for the Second Experimental Session with prompts and recasts also reveals that there are no negative feelings visible on the students after receiving both the teacher's prompts and recasts, in the prompts and the recasts group, and that no changes in their feelings or emotions were observed, as the students in both experimental groups carried on expressing themselves oral naturally.

5.6.3. Results of The Teacher's Field Note for the Third Experimental Sessions

5.6.3.1. Prompts.

The Third experimental session which involved the teacher's use of prompts with the prompts group (Group 01), was implemented on Tuesday, June 7th, 2021, at 11:20-12:50, in classroom 01 (S 01), building 03 (B 03).

The following is a presentation of the findings of The Teacher's Field Note for this third prompts' experimental session. The observational information for this session was entered by the teacher researcher at the end of this experimental session.

As far as the first part of The Teacher's Field Note is concerned, which is related to the reactions of the student participants to the teacher's use of prompts, we wrote the following observations:

1. Students' reactions after receiving the teacher's corrective feedback.

- *"After the teacher's prompts, many instances of modified output occurred, which sometimes came from the corrected students, or from their classmates".*
- *"The flow of oral communication carried on smoothly, after students were corrected through prompts".*

As for the second part of The Teacher's Field Note, which is about the observable emotions or feelings of the student participants, upon the teacher researcher's use of corrective feedback in the form of prompts, to correct their errors, we wrote the following:

2. Students' observable feelings after receiving the teacher's corrective feedback.

- *"No changes in the students' feelings were observed".*
- *"No negative signs such discomfort, anxiety or students' unwillingness to communicate were observed among the students, after receiving prompts".*

As to the last part of The Teacher's Field Note, which is about other possible remarks, we have observed, for the first time during the experimental sessions, the following:

Other remark(s).

- *“During this session, instances of student self-corrections (modified output) were observed to occur even before the students received any corrections (prompts)”*.

5.6.3.2. Recasts

The Third experimental session which involved the teacher’s use of recasts with the recasts group (Group 02), was carried out on Tuesday, June 7th, 2021, at 13:00-14:30, in classroom 03 (S 03), building 03 (B 03).

In what follows, a presentation of the findings of The Teacher’s Field Note for this third prompts’ experimental session is provided. The observational written data for this session was entered by the teacher researcher at the end of this experimental session.

As far as the first part of The Teacher’s Field Note is concerned, the observations that we wrote are as follows:

1. Students’ reactions after receiving the teacher’s corrective feedback.

- *“The students seldom produced modified output in reaction to the recasts used”*.
- *“Students mostly reacted by producing ‘yes’ answers, after being corrected through recasts”*.
- *“Modified output is clearly very low compared to the other group (prompts group)”*.
- *“The flow of students’ classroom oral communication carried on as normal”*.

As to the second part of The Teacher’s Field Note, which is related to the observable emotions of the students after they receive the teacher researcher’s corrective feedback in the form of recasts, we wrote down the following observations:

2. Students' observable feelings after receiving the teacher's corrective feedback.

- *“No changes were observed in the students' feelings”.*
- *No signs of anxiety, discomfort, nor any decrease in students' motivation to speak were observed”.*

The last part of The Teacher's Field Note for this third recasts experimental session is the one pertaining to any eventual remarks. Unlike in the two previous experimental sessions with recasts, the third experimental session with recasts allowed us to notice, and write down a particular observation, which we hereupon present in the following:

Other remark (s).

- *“During this session, we have observed some cases of student self-corrections (modified output), which occurred without receiving any corrective feedback (recasts), by the teacher”.*

5.6.3.3. Discussion of the Findings

The content analysis of the results of the teacher's Field Note for the third prompts experimental session demonstrates that the teacher's use of prompts has clearly led to many cases of students' modified output which is sometimes produced by the corrected students, and by their peers on other occasions. This analysis also shows that the students' flow of oral communication was not disrupted by the teacher's use of prompts to correct the students' occasional errors, as they emerged in the process of communication.

Our content analysis of The Teacher's Field Note of the results of the third prompts experimental session also shows that the teacher researcher's use of corrective feedback, in the form of prompts did not lead to any changes in the student participants' observable emotions,

and did not caused any changes in the student' feelings. As far as the results of this session are concerned, the teacher's prompts did not lead to any negative signs such as discomfort, anxiety, or students' unwillingness to communicate, among the students.

In addition to this, among the observational results obtained for this third prompts experimental session, it is important to emphasize one particular observation which is the appearance, for the first time during the experimental sessions with prompts, of some instances of students' modified output before receiving the teacher's oral corrective feedback.

The content analysis of the data obtained through the use of The Teacher's Field Note for the third recasts experimental session, allows us to reach results which indicate, and corroborate the results of the two previous experimental sessions with recasts, that instances of students' production of modified output following the teacher's use of corrective feedback, in the form of recasts, are very rare among the student participants, and that most of the students' reactions to the teacher's recasts come in the form of 'yes' answers, which are a clear example of students' unmodified output. Our content analysis of the data obtained for this session also shows, and confirms the findings of the two previous recasts experimental sessions, which clearly show that the teacher's use of recasts did not hamper, or impede the students in expressing themselves orally, as the flow of students' classroom oral communication carried on its normal pace, when and even after the teacher used recasts to address the student participants' language errors.

Our content analysis of the obtained data for this third experimental session with recasts, also indicates, highlights, and confirms the results of the two previous experimental sessions with the teacher's use of recasts which is that the teacher's use of recasts did not lead to any changes in the student participants' observed feelings, and emotions, and did not lead to any

signs of negative emotions such as anxiety, discomfort, nor to any decrease in their motivation to communicate.

5.6.4. General Discussion of the Findings of the Teacher's Field Note

The findings of The Teacher's Field Note indicate that during the first, second, and third experimental sessions with recasts, in comparison with those of prompts, the teacher's recasts rarely led to the students' production of modified output. Throughout all of the three experimental sessions with the two experimental groups, the teacher's use of prompts has consistently led to an observably high frequency of students' modified output in the prompts group. This confirms the findings we reached through the analysis of the classroom audio-recordings, which revealed that there are differential effects of the teacher's use of prompts and recasts, on our student participants' amount of modified output, and which highlighted, in the same way, the prompts effectiveness, in all of the experimental sessions, compared to recasts, in leading to higher amounts of modified output.

The teacher's use of prompts and recasts did not lead to any negative feelings among the student participants in both experimental groups. The teacher's use of recasts, as his use of prompts, in all of the experimental sessions with the prompts group, and the recasts group, did not impede the students in the process of expressing themselves orally, as evidenced by the smooth flow of oral communication in both the prompts, and the recasts classroom settings. All along the three experimental sessions with either prompts, or recasts, the student participants showed the same positive feelings upon receiving the teacher's oral corrections, either in the form of prompts, or in the form of recasts.

Finally, it is noteworthy to mention that our analysis of the data of the last, i.e. the third experimental session with recasts and prompts revealed that, unlike the first two experimental

sessions with recasts, and prompts, the third experimental session results indicated that some students began producing modified output, and self-corrected the errors contained in the first anomalous version of their output, even before the teacher used any corrective feedback to address them. This means that the teacher's use of prompts, and recasts during the first, and second experimental sessions in the form of prompts, and recasts, has contributed to making the student participants more aware of, and more attentive to the target language forms they use, when expressing personal meanings, in classroom meaning-based interaction. This finding is consistent with proponents of sociocultural theory such as Long and Robinson (1998); and Lyster and Mori (2006) who attribute a mediating role for the teacher's corrective feedback, which is expected to act as a scaffold to the learners, and help them progress from lower to higher levels of linguistic competence, and move from being dependent on others-regulation, (i.e. the teacher's corrective feedback), towards more self-regulation (i.e. self-awareness, and self-correction), which is a model of learning envisaged by Vygotsky (1978), as cited in Lightbown and Spada (2011), and this is very crucial as far as teacher's oral corrective feedback such as prompts and recasts, and students' modified output, are concerned.

5.7. Results of the Students' Perceptions of Teacher's Oral Corrective Feedback Questionnaire.

5.7.1. Results of the Students' Perceptions of Teacher's Oral Corrective Feedback Questionnaire with the Recasts Group.

The following is a presentation of the results of the analysis of the Students' Perceptions of Teacher's Oral Corrective Feedback Questionnaire with the recasts group.

Question 1. What is your gender?

Male

Female

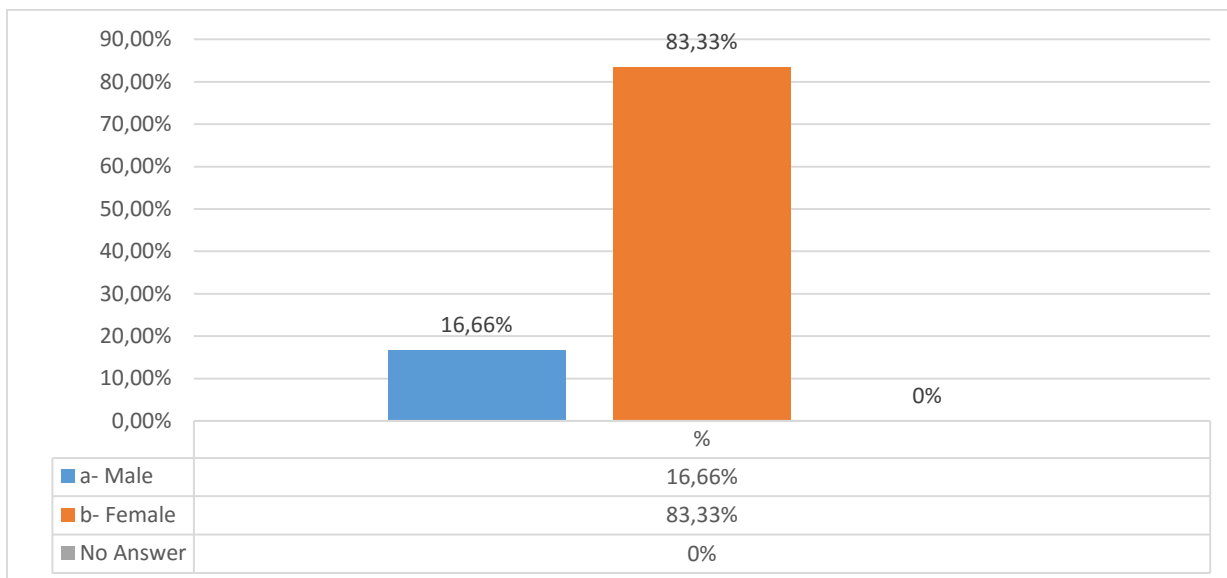


Figure 39. The Recasts Student Participants' Gender

Figure 39 shows that there are significantly more females than males among our student participants, in the recasts group, as the majority of student informants in this experimental group indicated that they are females (83.33 % of them), and only (16.66 %) indicated that they are males.

Question 2. What is your age?

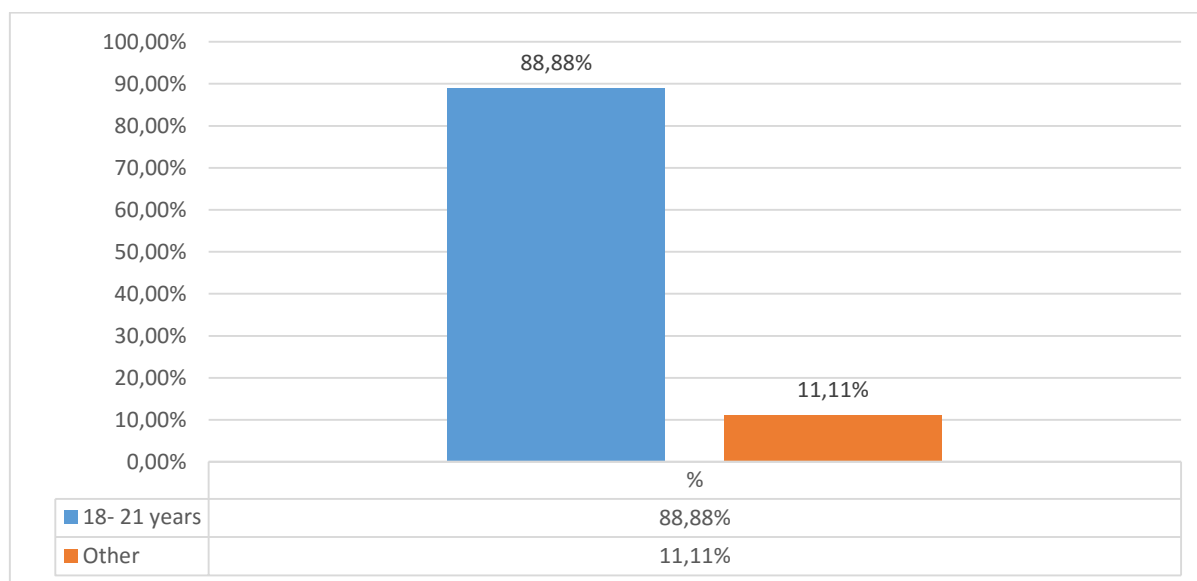


Figure 40. The Recasts Student Participants' Age

Figure 40 illustrates the age category of our student participants in the recasts group, an overwhelming majority of whom ranges between eighteen to twenty-one years old. As to the two student informants who chose the option “other” in their answer, their age is twenty-eight, and twenty-two, respectively. This implies that the student participants in the recasts group are relatively young EFL learners.

Question 3. Which of the following language skills do you consider to be the most important one?

- a. Writing b. Speaking c. Reading d. Listening

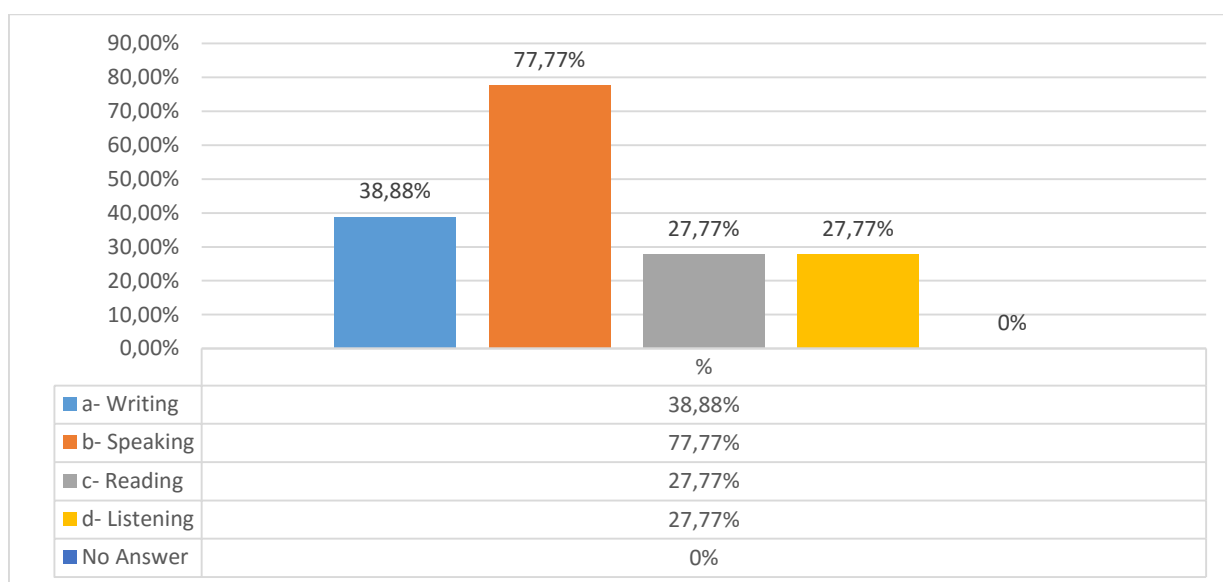


Figure 41. The Recasts Student Participants’ Most Important Language Skill

As the figure above shows, the language skill of most importance to the student participants in the recasts group is the skill of speaking, as it is considered to be so by the highest percentage of students (77.77 %). This is followed by the skill of writing, which is chosen by (38.88 %) of them, and the skills of listening and reading, which are chosen both by an equal percentage of student informants (27.77 % for both reading and listening) thus, making the perceived importance of these two language skills to be equal, among the student participants.

The results being displayed by the above figure also imply that productive language skills are perceived to be more important than the receptive skills by the student informants in the recasts group.

Question 4. What are your primary objectives in learning to speak English?

- a. To be able to speak English fluently
- b. To be able to speak English accurately
- c. Both

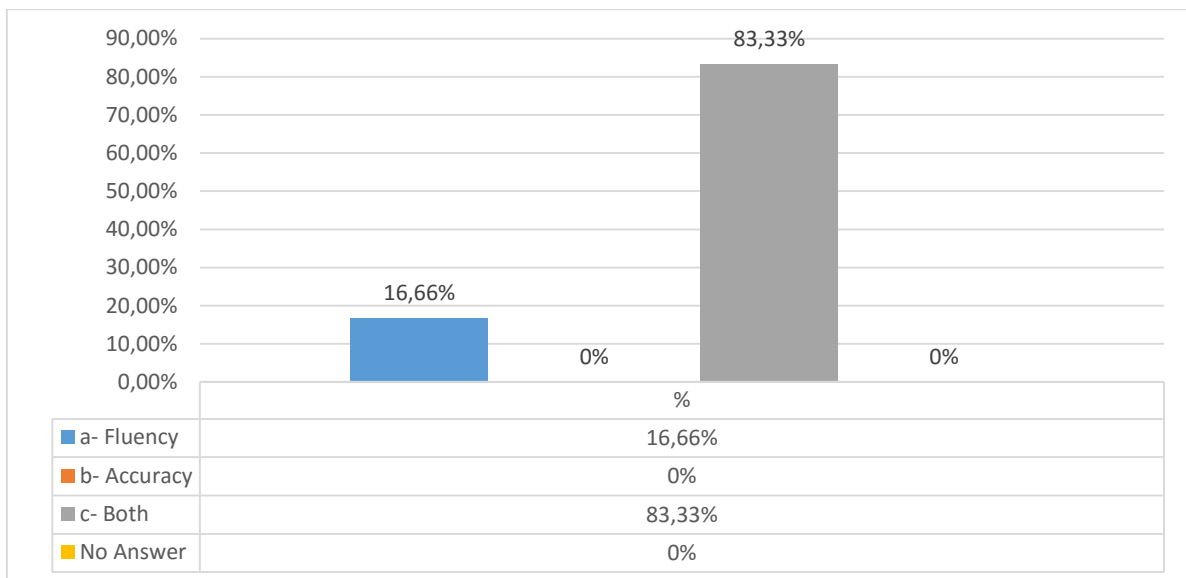


Figure 42. The Student Participants’ Primary Objective in learning to speak English

The figure above reveals that a great majority of student participants (83.33 %) being able to speak both fluently and accurately to be their main objective, in their learning of speaking. However, only a small fraction of them consider developing fluency alone to be their main objective (16.66 %), and none of them (i.e. 0 % of them) consider building accuracy alone to be their main objective in learning to speak. This implies that our student informants in the

recasts group are primarily interested in developing both fluency and accuracy, with a tendency among some of them (16.66 %) to promote their oral fluency alone.

Question 5. How would you rank your general English proficiency?

- a. Excellent
- b. Very advanced
- c. Advanced
- d. Average
- e. Below average

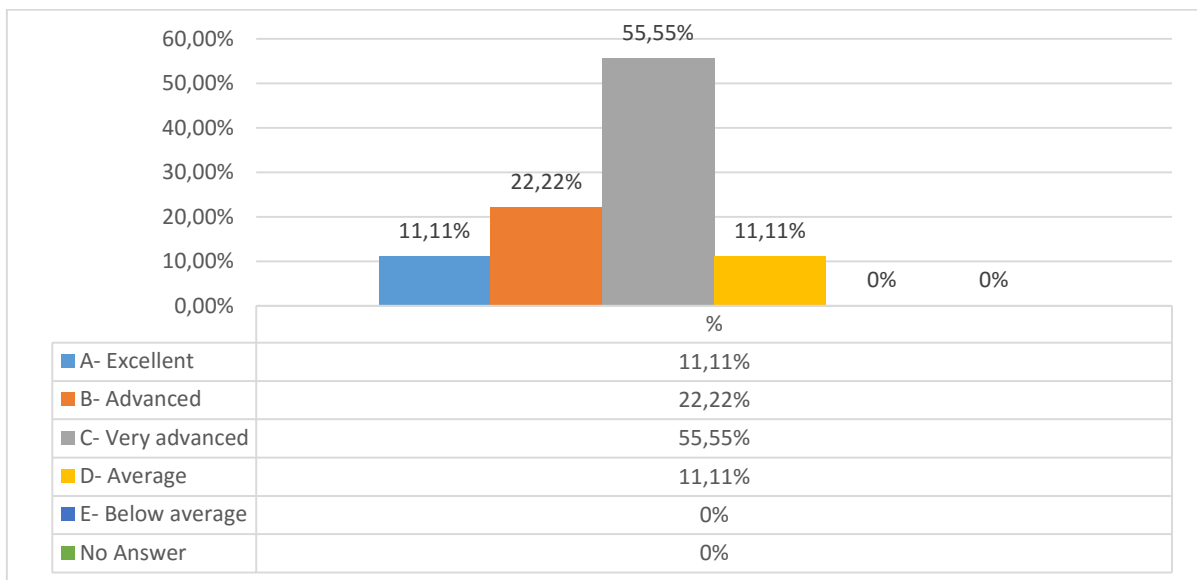


Figure 43. The Recasts Participants’ Ranking of their General English Proficiency

The above figure highlights the student participants’ rankings of their general English proficiency, in the recasts group. As can clearly be seen, more students (55.55 %) consider that they are very advanced EFL learners, followed by those who relate to themselves as advanced learners (22.22 %), and by those who chose “Excellent” as their level (11.11 %), and those who refer to themselves as average EFL learners, who represent (11.11 %). None of the student participants considered themselves to be “below average” EFL learners.

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.

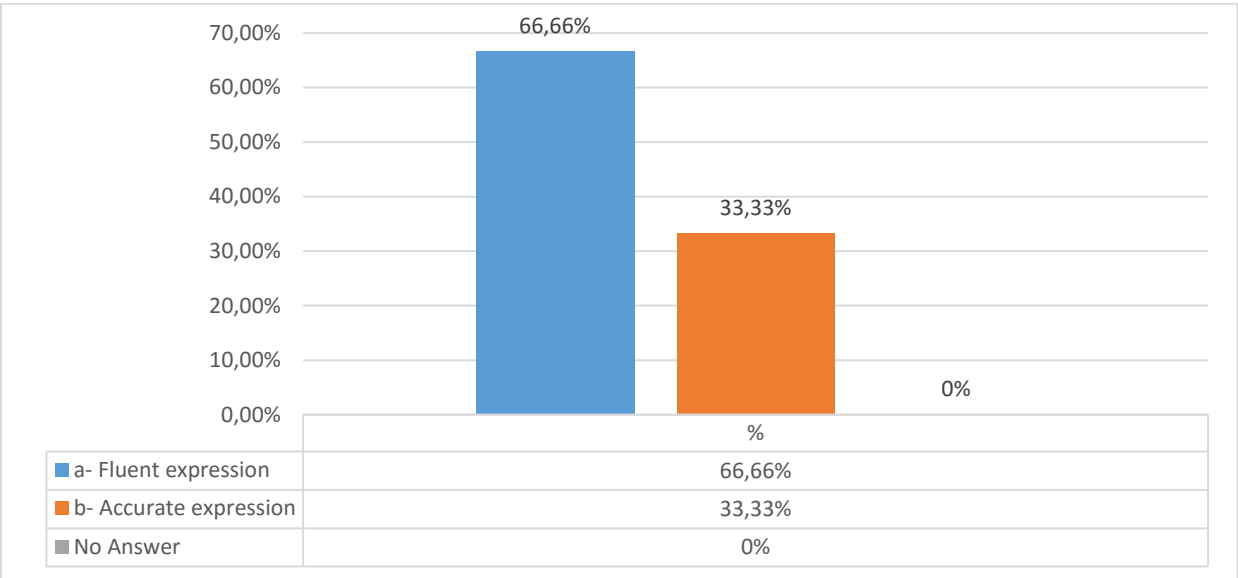


Figure 44. Speech related Ability the Recasts Participants Consider more Important

As the above figure reveals, more student participants (66.66 % of them) consider fluency development to be more important than accuracy development (33.33 % of them). This means that importance of oral fluency is perceived to be twice more important than accuracy, and reveals a tendency towards developing fluency in speech more than accuracy by the student participants, in the recasts group.

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
- b. You concentrate more on Language rules/form

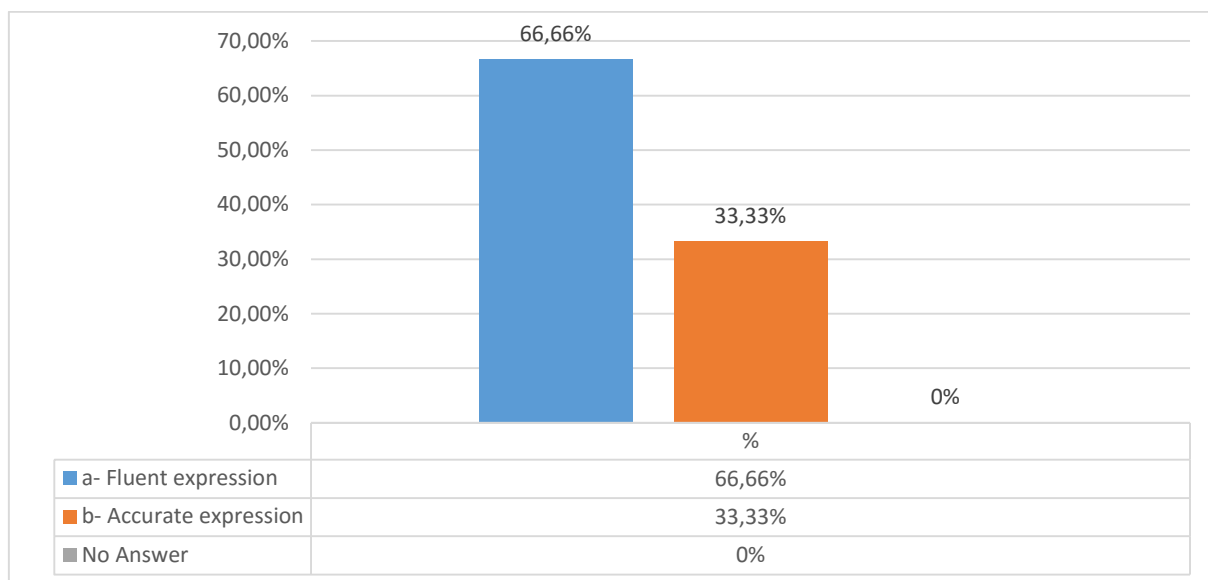


Figure 45. The Focus of the Recasts Participants' Concentration When Speaking

As the figure above indicates, the percentage of the student participants in the recasts group who focus on meaning/fluency-related aspect is twice as high (66.66 %) than that of those who focus on form/accuracy-related aspect (33.33 %), when speaking. As to the respondents' answers regarding their reasons for concentrating more on meaning, or form, those who chose meaning provided us with the following reasons:

"Because i get more knowledge".

"To transmit my idea."

"The message is important, and more interesting."

"To understand others and be understood."

"For personal enrichment".

However, the student informants who said they concentrated more on form when communicating orally, argued that it is:

“Because related to meaning as well”;

“language rules are important”;

“when form is good the message is well transmitted”.

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

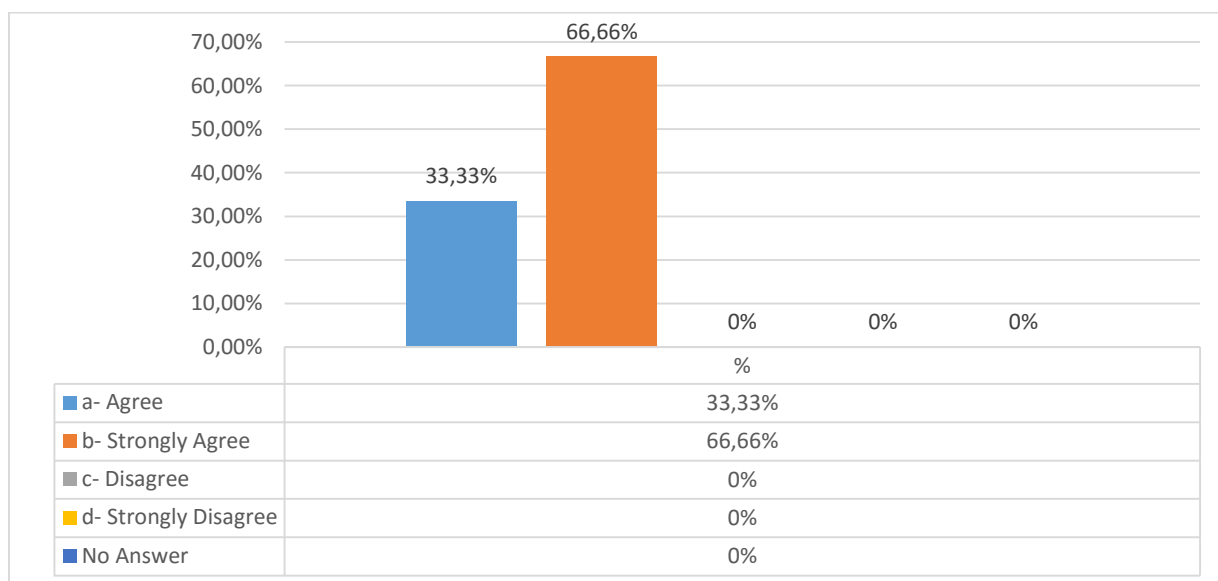


Figure 46. The Recasts Participants’ Opinions on their Teacher’s Correction of their Errors in Speaking Sessions.

The figure reveals that all of the student participants, in the recasts group, have positive opinions, and perceptions towards teacher’s correction of their errors, in speaking sessions, as

their answers express agreement (33.33 %), and strong agreement (66.66 %) towards this latter. No one among the student informants expressed any sort of disagreement with the teacher’s correction of students’ errors, during speaking sessions.

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

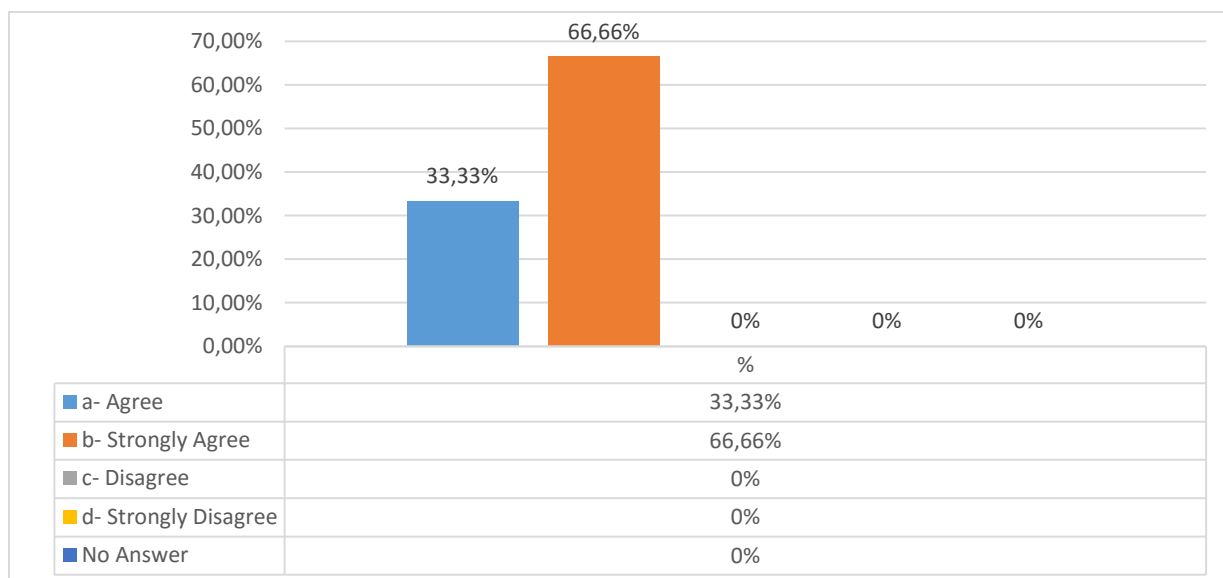


Figure 47. The Recasts Participants’ Opinions on the Teacher’s Error Correction in speaking sessions to 1st year students of English

The figure above displays results which confirm the results of the previous question presented in the previous figure which clearly shows that all of the student participants, in the recasts group, are in favour of teacher’s correction of the first year students’ errors, during speaking sessions, as (33.33 %) of them agree, and (66.66 %) of them strongly agree with this latter. As can be seen in the above figure, no disagreement towards teacher’s eventual use of

corrective feedback with first year students of English was expressed by any student participants in the recasts group.

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

- a. All the time
- b. Sometimes

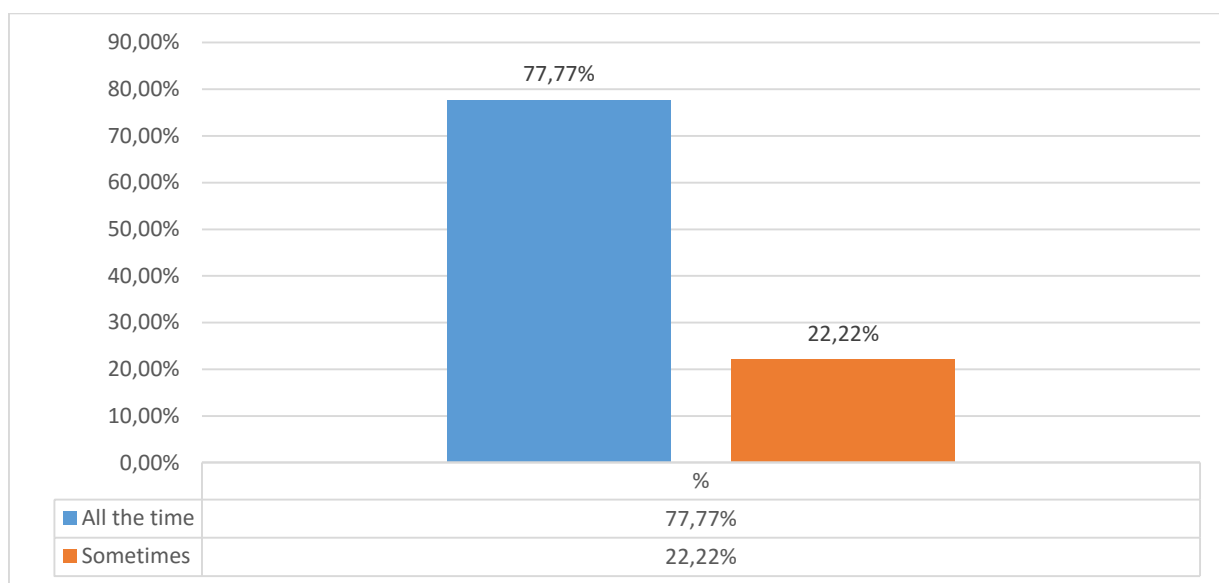


Figure 48. The Recasts Participants' Preferences of the Frequency of their Teachers' Oral Correction.

As the figure indicates, an important majority of student participants (77.77 %), in the recasts group, prefer their teacher's oral corrective feedback to occur all the time, while a significantly lower percentage of them (22.22 %), prefer this to happen sometimes.

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

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

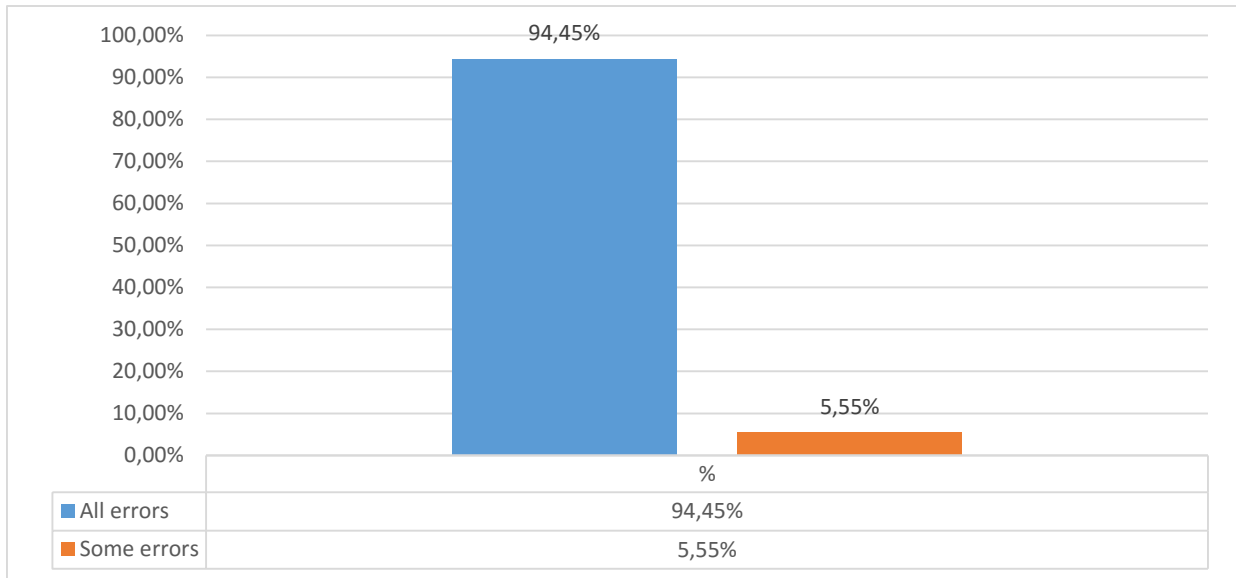


Figure 49. The Recasts Participants' Preferences of the Amount of Errors to be Corrected by their Teacher

As the figure shows, almost all of the student participants want their language errors to be corrected by the teacher, as (94.45 %) indicate this in their answer. Only one student participant, representing (5.55 %) of the student informants, expressed his/her preference that some errors be corrected by the teacher.

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)

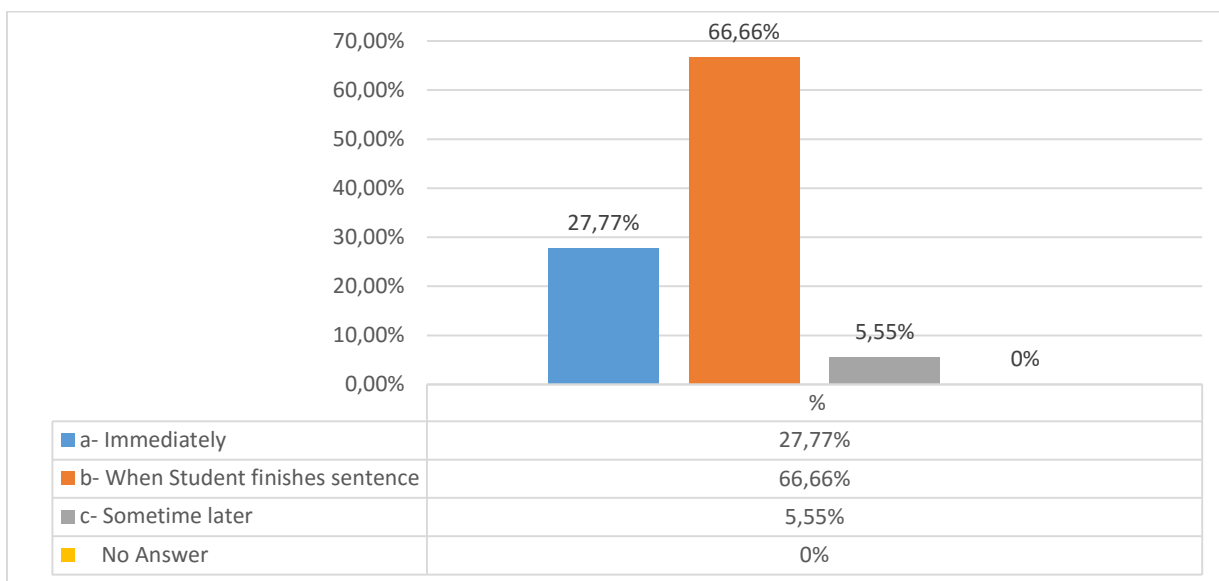


Figure 50. The Recasts Participants' Preferred Timing of Teacher's Oral Corrective Feedback

According to the results displayed in the figure, almost all of the student participants in the recasts group prefer their language errors to be corrected by their teacher either immediately (27.77 % of them), or upon the student's completion of his/her sentence (66.66 % of them). Only one student informant among them (5.55 % of them), prefers teacher's oral corrective feedback to be postponed until sometime later.

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

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

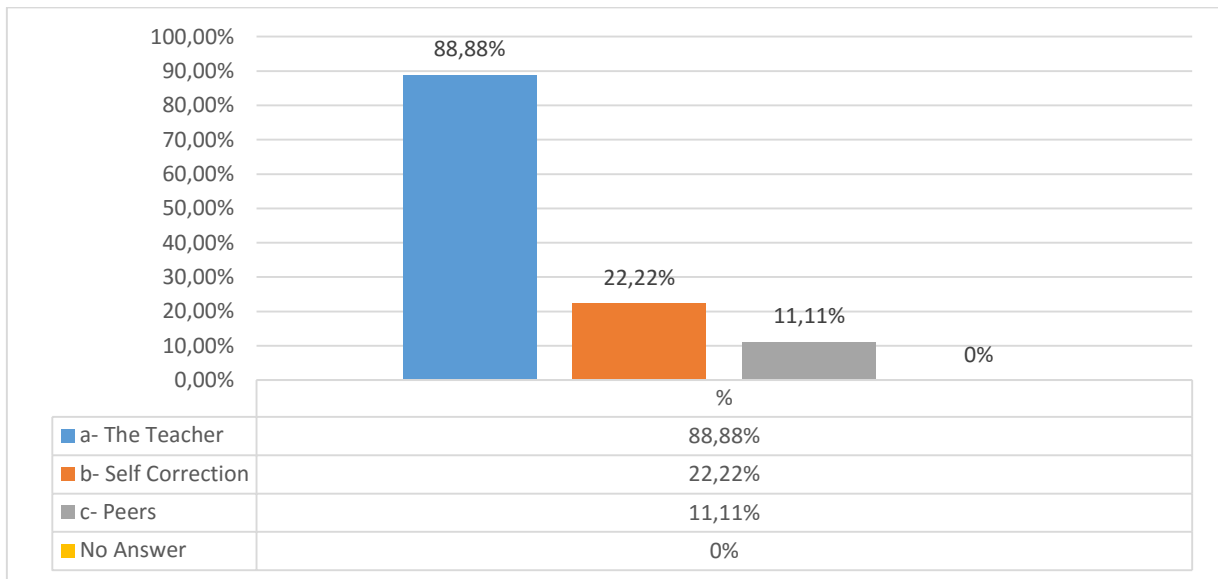


Figure 51. The Recasts Participants’ Preferences of Who Should Correct their Errors

As the figure illustrates, being corrected by the teacher is the student participants’ most preferred oral corrective feedback, as an overwhelming majority of students (88.88 % of them) chose it, over self-correction (22.22 % of them), and peer correction, which is chosen by (11.11 %) of the student informants. This finding also confirms the student participants’ positive views, and perceptions of teacher’s oral corrective feedback. This also reveals that teacher’s corrective feedback is by far the students’ most preferred type of feedback, compared to self-correction, and peer feedback.

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.....

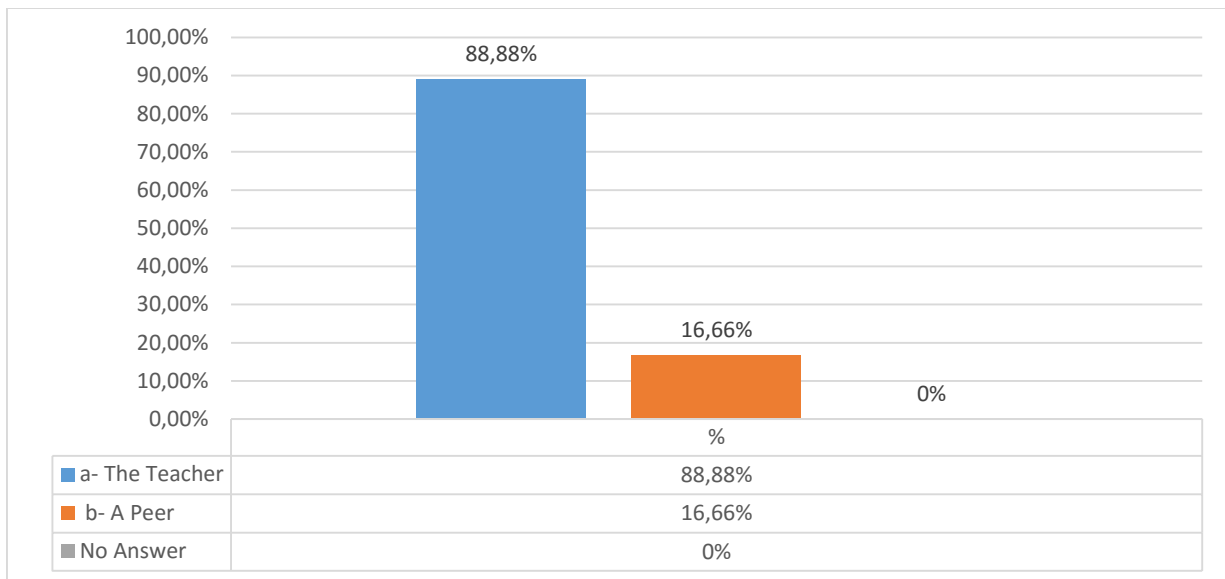


Figure 52. The Recasts Participants’ Preferences of Who Should Provide Help with Error Correction

The figure above clearly shows the recasts student participants’ preference of teacher’s corrective feedback, which is chosen by (88.88 %) of them, in comparison with peer feedback which is chosen by only a small fraction of them (16.66 %). This shows that peer feedback ranks low, compared to teacher’s feedback which is preferred by an overwhelming majority of students, as (88.88 %) prefer it to peer feedback (16.66 %).

As to the sub-question which asks them to provide a justification for their preferences of who should provide assistance with the identification, and correction of their errors, the participants who preferred the teacher to help them with this latter provided the following reasons:

“Teacher knows more than a student”;

“The teacher provides the best correction than a classmate”;

“The teacher has more experience and knows how to correct errors”;

“It is the teacher’s task to correct”;

“A student feels more comfortable when corrected by the teacher”;

“A student can make another error if he/she corrects a classmate”.

Whereas, participants who prefer to be helped by a classmate/peer provided justifications for their preference which we present in the following:

One argued that it is *“in order to feel less shy”*. Another one argued that it is *“because a student needs the help of all the people present”*.

One participant did not provide any explanations.

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

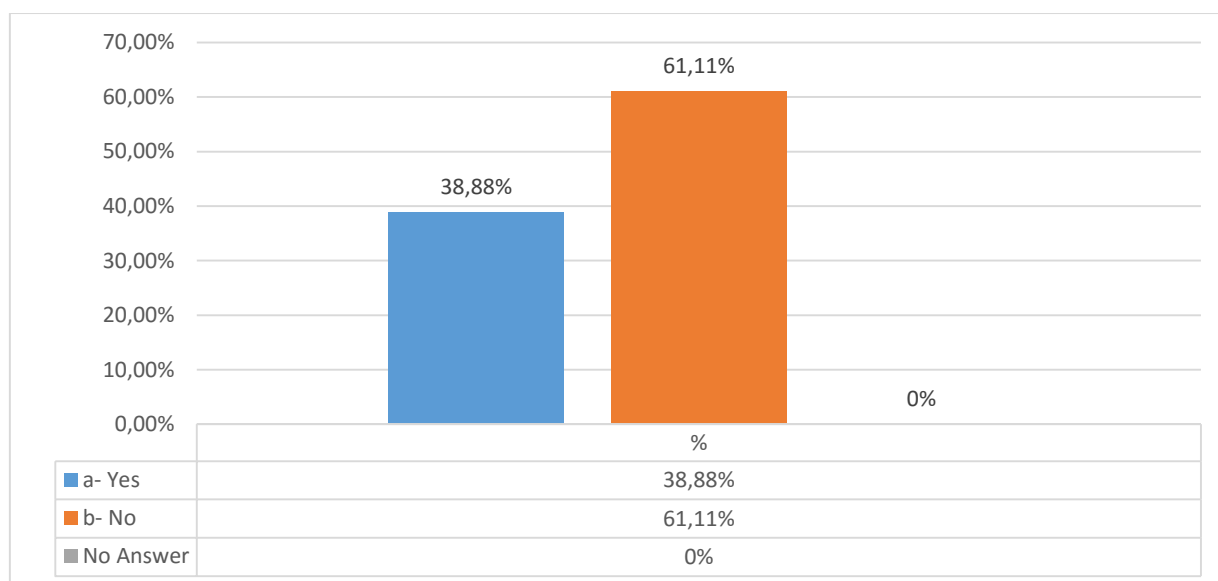


Figure 53. The Recasts Participants’ Opinions on the Likelihood of Teacher’s Error Correction having a Negative Impact on Students

As the figure indicates, an important majority of student informants (61.11 %) think that teacher’s correction of students’ errors cannot lead to any negative influence among the

corrected students, whereas some of the student informants (38.88 % of them) consider it to have the likelihood of leading to a negative influence among the students.

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/her sentence
- f. Other factor(s)? Please specify.....

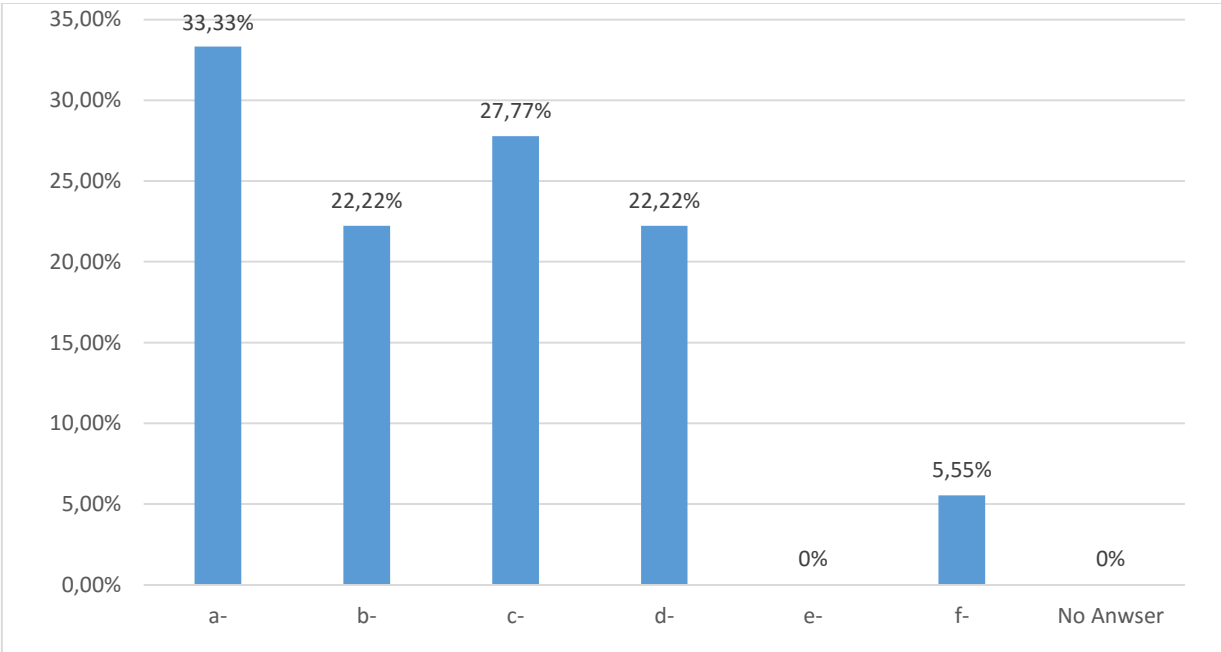


Figure 54. The Recasts Participants’ Perceived Type of Likely Negative Impact of Teacher’s Error Correction in Speaking Sessions

As the above figure demonstrates, the student participants who think that teacher’s error correction of students’ errors, during speaking sessions, may potentially lead to a negative impact on students attribute this to a number of possible factors such as students’ forgetting what to say, suggested by (33.33 %) of them; the possibility of students’ becoming less motivated and less willing to communicate, which is suggested by (22.22 %) of them; students’

feelings of anxiety and fear of making mistakes, suggested by (27.77 %) of them, and a potential decrease in the students' self-confidence, which is suggested by (22.22 %) of student participants. As to the participant who included option f. in his/her answer, which means, another factor as a possible negative consequence of teacher's error correction, which he/she attributes to the likelihood of the student's feeling of shyness.

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 him/her with the correction

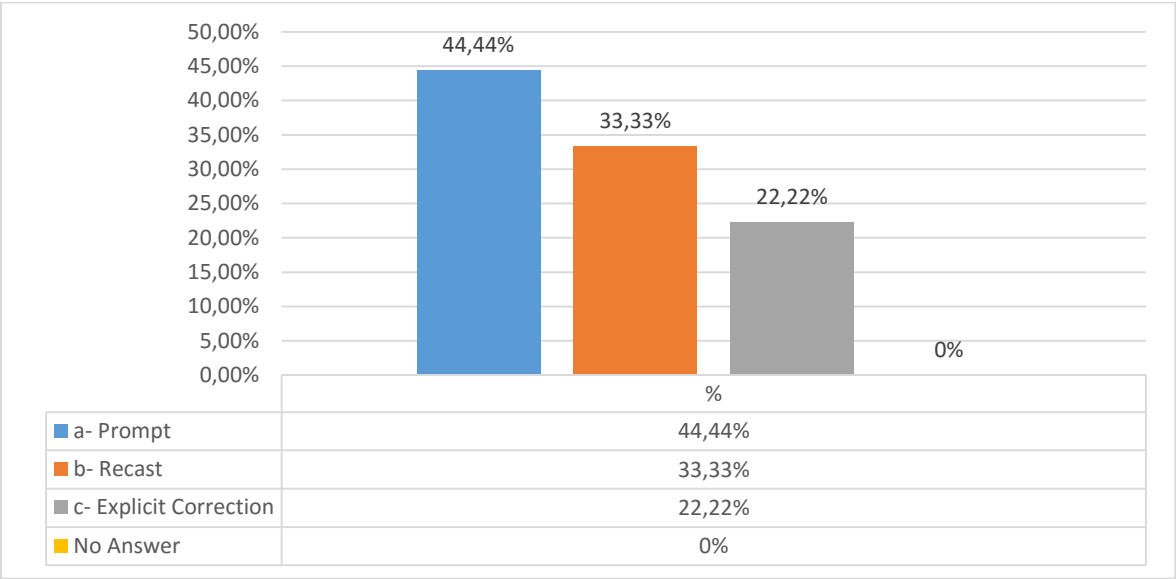


Figure 55. The Recasts Participants' Preferences of Teacher's Oral Corrective Feedback Strategy

As illustrated by the figure above, among the three categories of teacher's oral corrective feedback, prompts rank first, as it is the category which is preferred by most of the student participants (44.44 %), in the recasts group, compared to recasts which are chosen by (33.33 %) of them, and explicit correction, which is the least preferred teacher's

oral corrective feedback category, as only (22.22 %) of student participants prefer it. These results indicate that the student participants, in the recasts group, have more positive views, and more positive perceptions towards prompts, when compared with recasts, because prompts are the most preferred teacher's oral corrective feedback type, among them.

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

Please, justify briefly your choice.....

.....

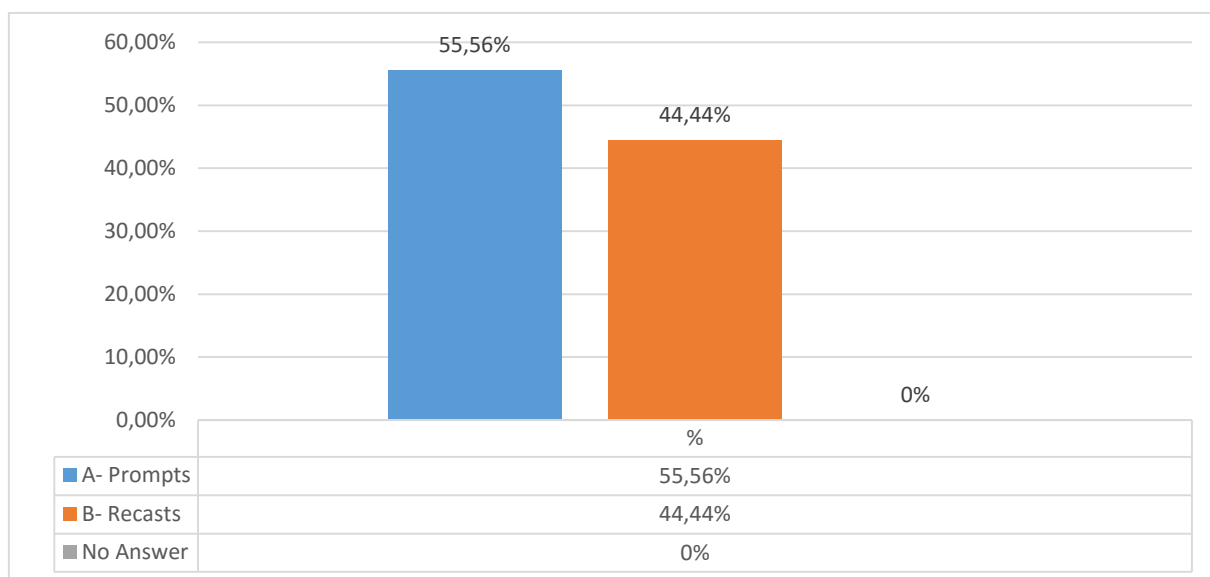


Figure 56. The Recasts Participants’ Preferences of the Oral Corrective Feedback Type to be used by their teacher

As the above figure reveals, the percentage of the student participants who are more in favour of prompts is higher than those who are in favour of recasts, as (55.56 %) of them prefer prompts, and (44.44 %) of them prefer recasts. This clearly shows that student participants in the recasts group have more positive perceptions towards prompts, as more of them consider this type of teacher’s oral corrective feedback the one they prefer more their teacher to use.

As to the sub-question which asks the student participants to briefly justify their choice for preferring their teacher to use either prompts or recasts as an oral corrective feedback strategy, those who are in favour of prompts provided the following reasons which we list below, starting with the more recurring ones.

“Because the student is pushed to understand his error, and remember it forever”;

“Because this way the student learns and does not forget the correction”;

“The student will not make the same mistake again”;

“Because the student becomes aware of the error”.

Whereas, the participants who opted for recasts as their preferred teacher's oral corrective feedback strategy justified their choice by advancing the following reasons

"The student will feel more confident";

"Will not make the student feel negative or shy";

"The student will not feel stressed";

"This will not make the student feel less comfortable";

"This will the student feel comfortable and motivate the student to speak in other times".

By looking at the student participants' reasons which represent their motives for their preference of prompts, we can easily see they tend to indicate that these student participants' reasons, in the recasts group, for preferring prompts over recasts are mainly of a cognitive nature, as they revolve around being aware, noticing, understanding, and remembering the errors addressed by this oral corrective feedback type.

Whereas, a close look at the statements which constitute the student participants' reasons of preferring recasts makes us clearly notice that all of them are, contrarily from those advanced in favour of prompts, of a psychological nature, as they mainly revolve around feelings of self-confidence, shyness, stress, feelings of comfort, and feeling motivated to speak.

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 this oral correction technique? (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. Encourages you to practise the skill of speaking in the classroom
- f. Discourages 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.

.....

Table 1. The Recasts Group Evaluation of the Teacher’s Use of Recasts in their Classroom Learning

Options	Frequency	Percentage (%)
a. Suitable to your learning style and preferences	10	55.55
b. Not suitable to your learning style and preferences	00	00
c. Effective in creating the right conditions for you to develop your oral skills	10	55.55
d. Not effective in creating the right conditions for you to develop your oral skills	1	5.55
e. Encourages you to practise the skill of speaking in the classroom	11	61.11
f. Discourages you to practise the skill of speaking in the classroom	2	11.11
g. Effective in facilitating your classroom oral performance	8	44.44

h. Not effective in facilitating your classroom oral performance	1	5.55
i. Made you feel more willing to communicate in class	10	55.55
j. Made you feel less willing to communicate in class	3	16.66
k. Helped you find your language errors and correct them	13	72.22
l. Did not help you find out your language errors and did not help you correct them	1	5.55
m. Other factors (positive or negative)	1	5.55
No Answer	00	00

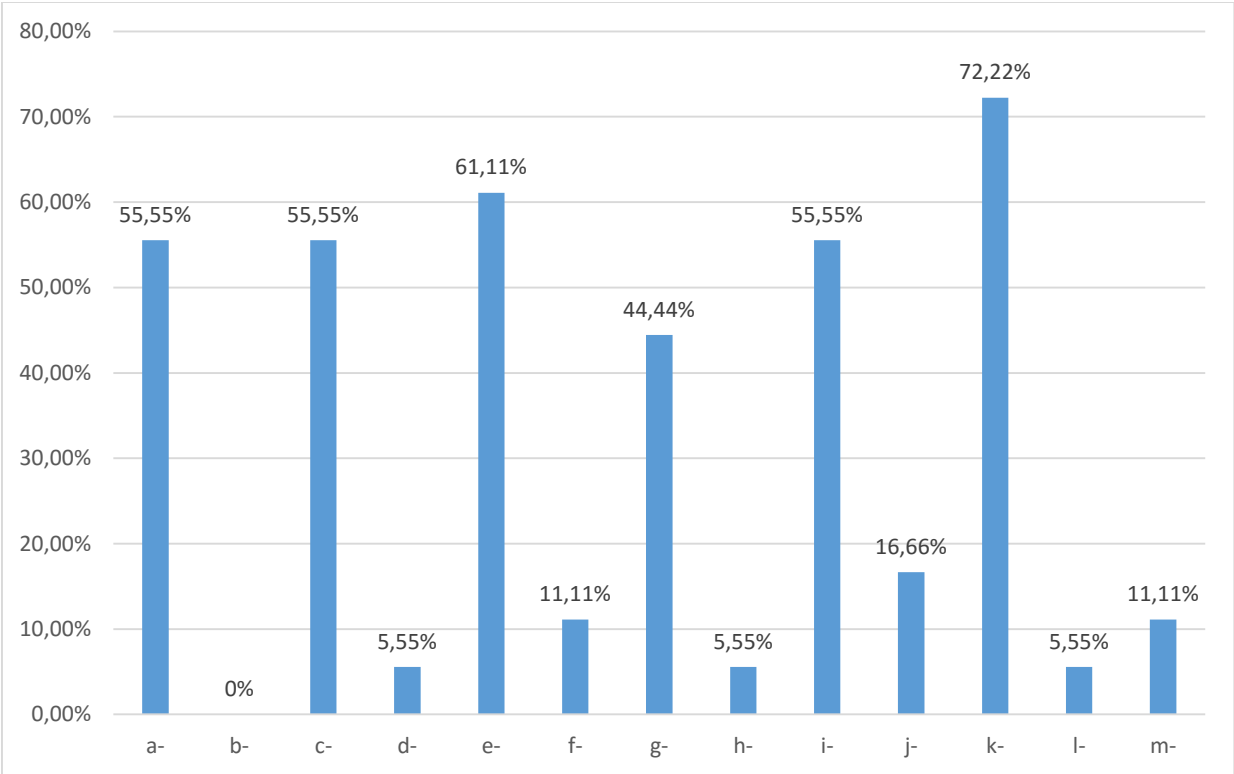


Figure 57. The Recasts Group Evaluation of the Teacher's use of Recasts in their Classroom Learning

As the figure above shows, the student participants' evaluation of their classroom experiences with regards to the teacher's use of recasts to correct their errors is mostly positive, as all of the results displayed in the figure indicate, in that (55.55 %) of them consider recasts to be suitable to their learning style and preferences, and that recasts are effective in creating the right conditions for them to develop their oral skills, while (5.55 %) think that recasts are not effective in doing so. An equally high percentage among them (61.11 %) think that recasts encourage them to speak in the classroom, whereas (11.11 %) of them think the opposite. Moreover, while (44.44 %) find recasts to be facilitative of their oral performance, (5.55 %) expressed an opposite view. Again, while a high percentage of student informants (72.22 %) think that recasts helped them find, and correct their errors, only one student informant, who represents (5.55 %) of them, expressed an opposite view.

As to the two student participants who chose the last option in their answer which is about other factors, positive or negative, that they may have experienced as a result of the teacher's use of recasts, the answers that they gave are that *"it was effective in making student feel unembarrassed and make her feel comfortable"*, and that *"it made me want to speak and express myself"*.

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?

This question was answered by eight student participants only. The other twelve participants either did not answer, or said that they had no suggestions to make. The eight participants who answered with tips for a more effective teacher's error correction, and a more suitable one with the students' preferences, provided suggestions which range among the following:

- *“The teacher can correct students’ errors, take note of the errors, and correct them after the session as a whole group (not individually).”;*
- *“The teacher should not correct every error so as the student will not get anxious, and make even more errors”;*
- *“Help students speak in correct way”;*
- *“I think it is when a teacher corrects a student’s error, and does not make him feel less confident”;*
- *“Teachers need to help students communicate, without being afraid or uncomfortable”.*

5.7.1.1. Discussion of the Results

Our analysis of The Students’ Perceptions of Teacher’s Oral Corrective Feedback Questionnaire allows us to highlight a number of important findings.

The findings of the above-mentioned questionnaire with the recasts group reveal that the teacher’s oral corrective feedback is viewed highly positively by the student participants in the recasts group, as the totality of them (100 % of them) either agreed, or strongly agreed with the teacher’s oral correction of their errors. This is also evidenced in the fact that almost all of them (94.45 %) want all of their errors to be corrected by the teacher, and prefer that to occur during classroom oral communication, either immediately, or upon the students’ completion of their sentence.

In addition to this, the majority of student participants in the recasts group consider the skill of speaking to be the most important language skill. They also attach a lot of importance to fluency, when combined with accuracy development, in their learning to speak. This is very important, as far as teacher’s oral corrective feedback during oral, meaning-based classroom language use is concerned. According to many researchers such as Long (2007), providing

foreign language learners with corrective feedback in the form of recasts may lead to the consolidation of the associations of language forms (supplied by the teacher's recasts) with their relevant meanings, which the learners may want to convey, in the context of meaning-oriented language use, is likely amenable to target language development. However, when these two aspects are taken separately (fluency vs. accuracy) in speech, the percentage of student participants who consider fluency to be more important is (66.66 %) which is twice higher than that of those who value more accuracy (33.33 %). Moreover, the percentage of the student participants who pay more attention to the fluency-related aspects (meaning/content of the message), is (88.88 %) which is four times higher than that of those who pay more attention to the accuracy-related aspects (form/language rules), who represent only (22.22 %) of the student participants, in the recasts group. This clearly shows that there are significantly more students who view fluency to be more important than accuracy, and who concentrate more on meaning, instead of form, when speaking. This implies that the student participants in this experimental group may be less likely to benefit from corrective feedback, which addresses language forms, as a majority of them are more focused on meaning. According to Skehan (2009), EFL learners find it very difficult, and usually impossible to pay an equal level of attention to both accuracy, and fluency in oral, meaning-based communication situations, which require that from them, and to which learners usually respond by focusing more attention to either one (fluency, or accuracy), and minimizing their attention on the other.

The findings also suggest that although the student participants are interested in all of the three oral correction providers (the teacher, self-correction, or a peer), there are very marked differences in their preferences of these, in that the teacher's correction is the most preferred, as suggested by (88.88 %), of them, and peer correction is the least preferred among them, which is suggested only by a very small fraction of students (16.66 %). This is another evidence

of the students' positive perceptions towards teacher's oral corrective feedback, and of the high importance attached to it, by the student informants in the recasts group.

A major finding in this analysis is also related to the students' views, and perceptions of the different types of teacher's oral corrective feedback, as these indicate that teacher's prompts are the most preferred teacher's oral corrective feedback type, when compared with the rest of corrective feedback types. Moreover, teacher's prompts received more positive views, and perceptions by the student participants in the recasts group, in that, when compared with recasts alone, prompts are preferred over recasts. The reasons the student participants advanced behind their more positive perceptions of prompts are mostly of a cognitive, and linguistic nature, which revolved around the student participants' perceptions of the potential of this teacher's oral corrective feedback type in helping students become aware, notice, locate, correct their language errors, and remember the correction.

5.7.2. Results of The Students' Perceptions of Teacher's Oral Corrective Feedback Questionnaire with The Prompts Group.

Question 1. What is your gender? Male Female

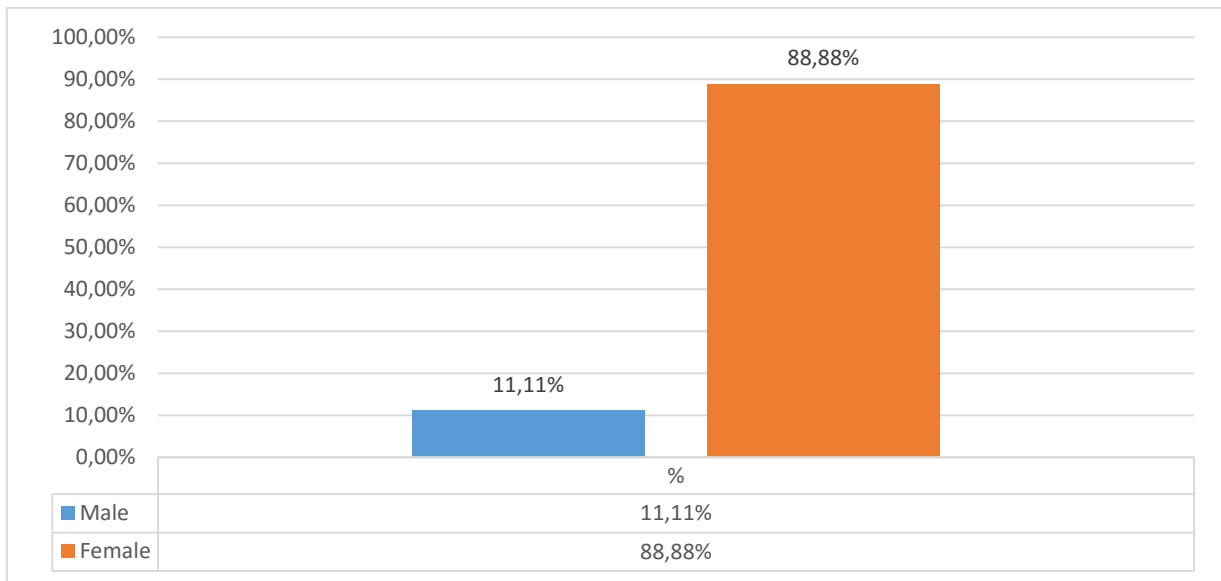


Figure 58. The Prompts student participants' gender

As the figure highlights, an overwhelming majority of student participants in the prompts group are females, representing (88.88 %) of students in this experimental group, whereas males are a small minority, in that they represent only (11.11 %) of student participants in this group.

Question 2. What is your age?

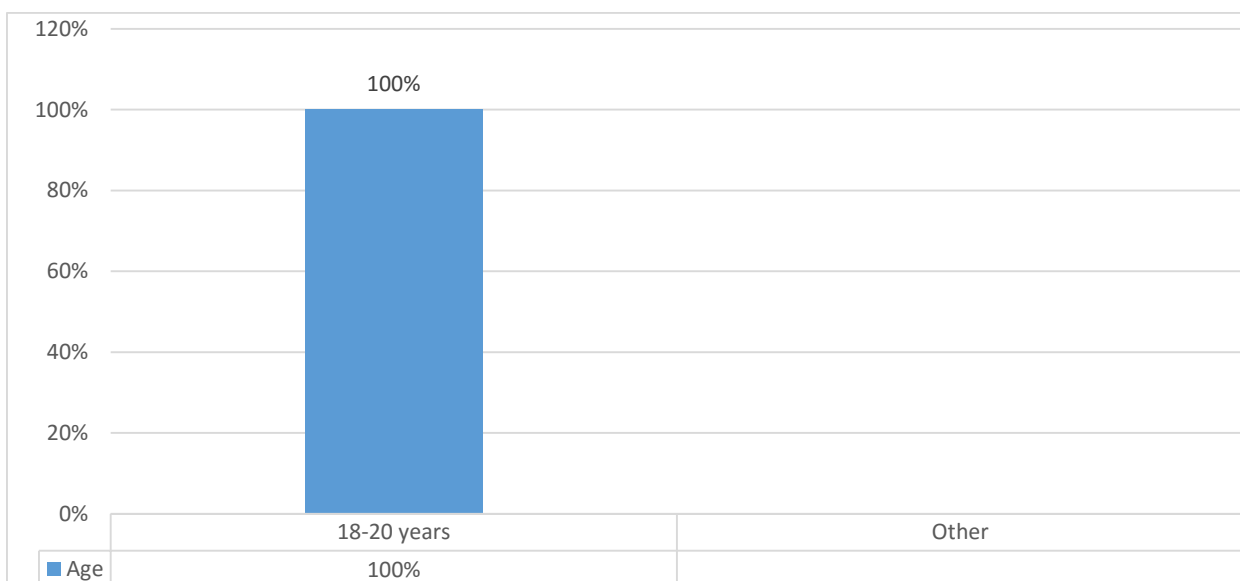


Figure 59. The Prompts Student Participants' Age

As the figure above reveals, the age of the student participants in the prompts group ranges between eighteen and twenty years old. This shows that the student participants in the prompts group are very young EFL learners.

Question 3. Which of the following language skills do you consider to be the most important one?

- a. Writing b. Speaking c. Reading d. Listening

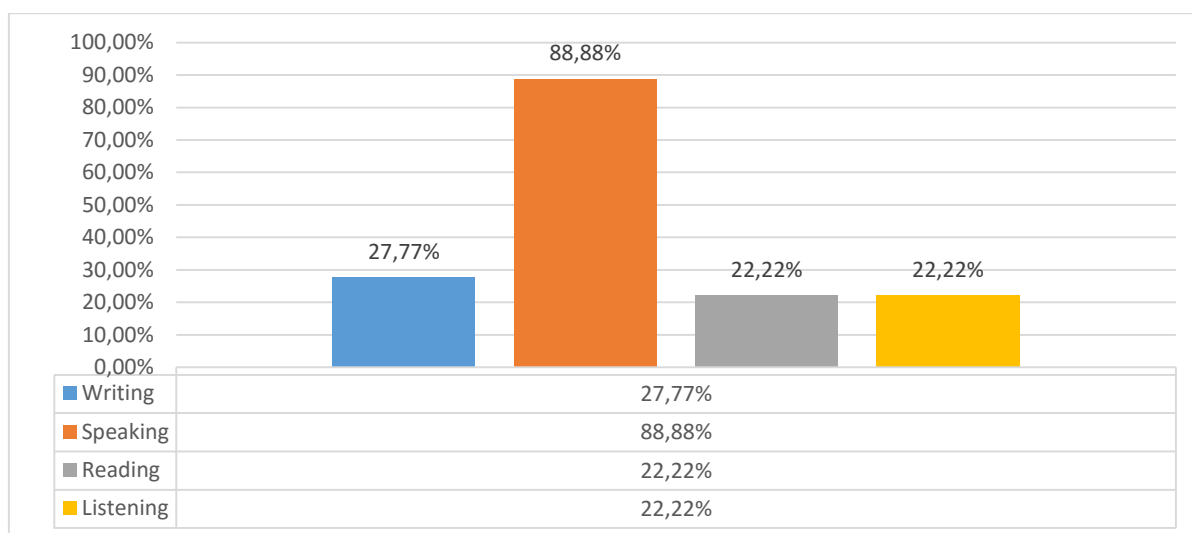


Figure 60. The Student Participants' Most Important Language Skills

As the results being displayed by the above figure clearly show, while slightly more than a quarter of student informants (27.77 % of them) consider writing as a most important language skill, a significant majority of them (88.88 %) consider the skill of speaking as the most important language skill. On the other hand, the same percentage of student informants (22.22 % of them) consider listening and reading as their most important language skill.

Question 4. What are your primary objectives in learning to speak English?

- a. To be able to speak English fluently
- b. To be able to speak English accurately
- c. Both

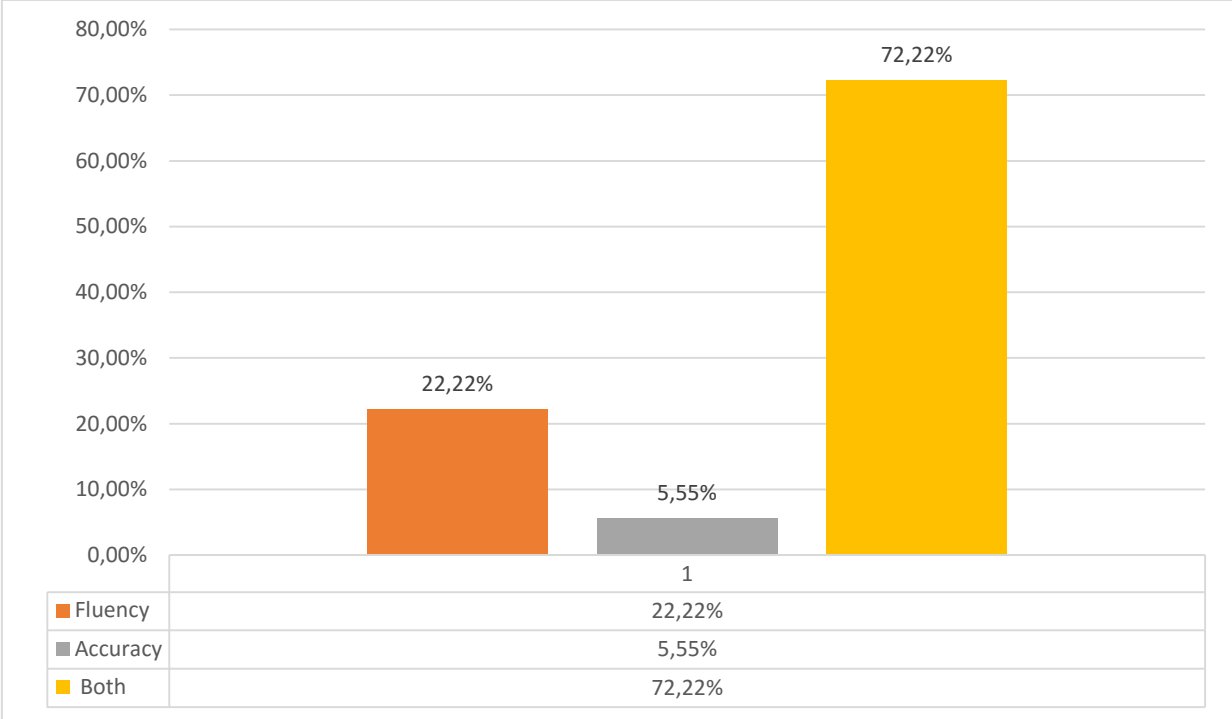


Figure 61. The Prompts Student Participants’ Primary Objective in learning to speak English

The results that the figure above displays indicate that the main objective behind learning to speak English for (22.22 %) of student participants in the prompts group is fluency development, whereas only (5.55 %) consider accuracy as the main objective in their speaking development. However, a very high percentage among them (72.22 %) consider both of fluency, and accuracy as their main objective in their attempt to learn, and develop their speaking skills.

Question 5. How would you rank your general English proficiency?

- a. Excellent
- b. Very advanced
- c. Advanced
- d. Average
- e. Below average

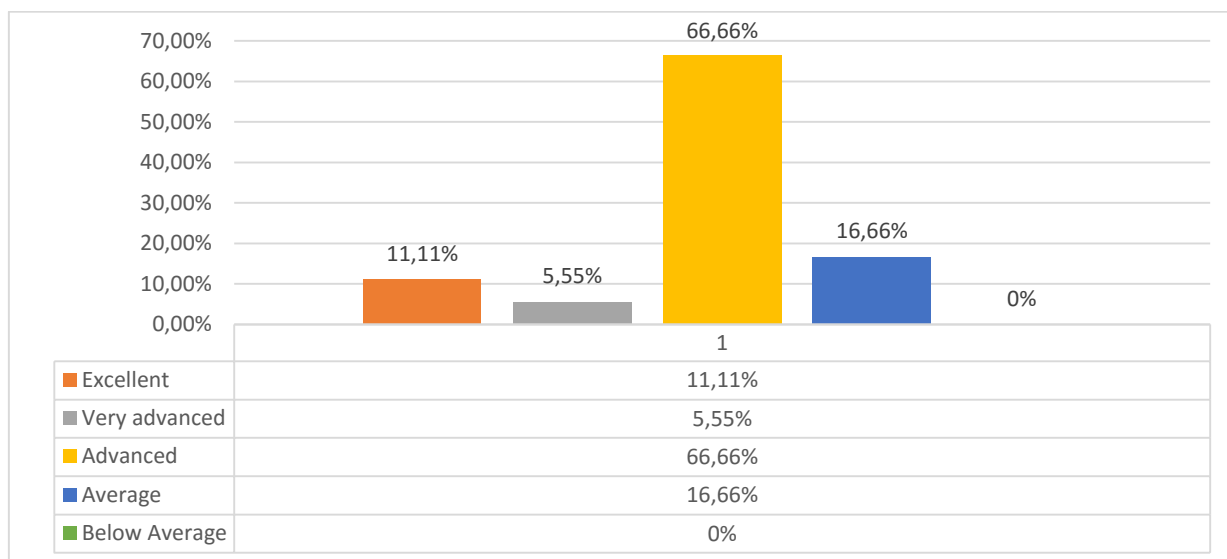


Figure 62. The Prompts' Group Participants' Ranking of their General English Proficiency

The figure above shows that only (11.11 %), and (5.55 %) of student informants consider themselves to be excellent users of English, respectively. On the other hand, a significant percentage of student informants (66.66 % of them) rank themselves as being advanced learners of English, and a comparatively small percentage of student informants (16.66 % of them) think that they are average English language learners.

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.

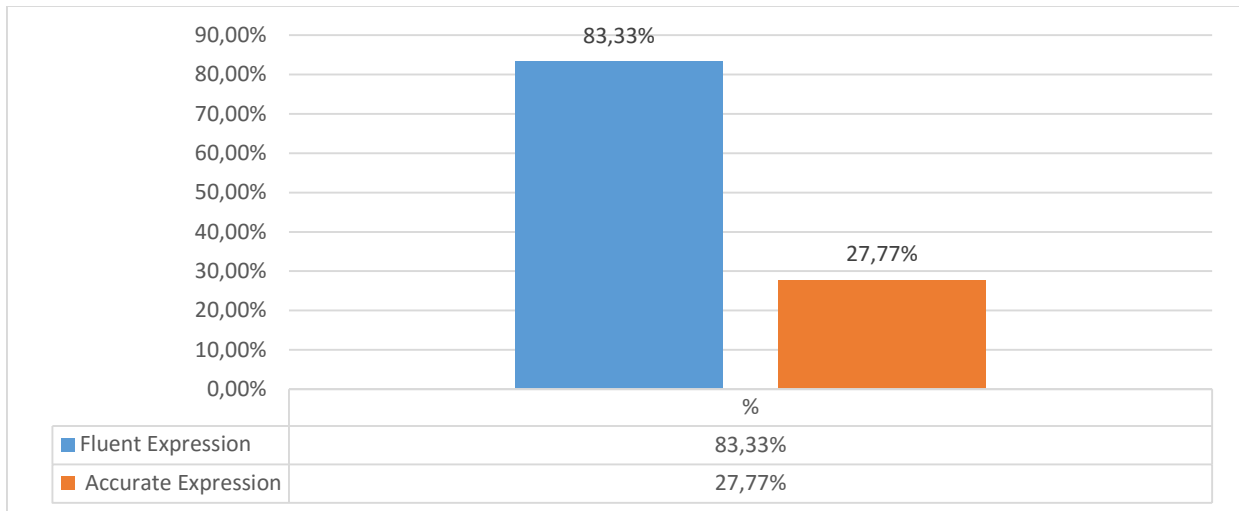


Figure 63. Speech related Ability Participants Consider more Important

According to the above figure, a very high percentage of student participants in the prompts group (83.33 %) consider that being able to use language orally fluently is more important than being able to speak accurately, while a significantly lower percentage of them (27.77 %) think the opposite of this. This implies that there is a higher preference among the student informants towards developing their ability to express meanings orally fluently, and a lower tendency for language rules and language accuracy building.

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
- b. You concentrate more on Language rules/form

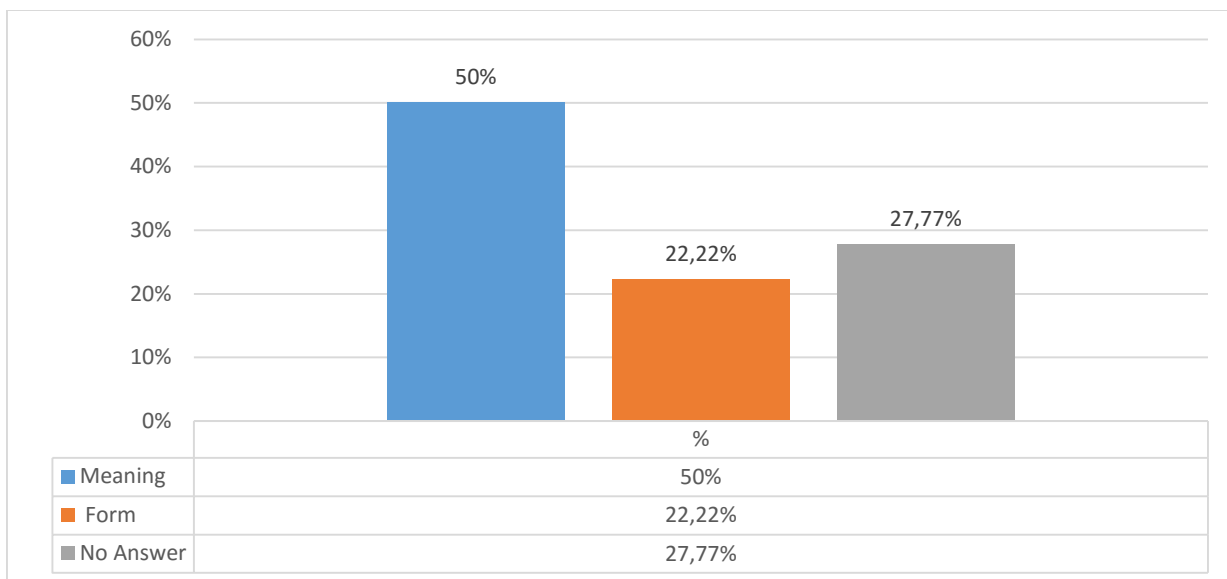


Figure 64. The Focus of the Prompts' Group Participants' Concentration when Speaking

As can be noted on the figure above, while meaning is the more focused on aspect by the prompts group student participants as half of them (50 %) indicated in their answer, language form is focused on by (22.22 %) of the students. (22.77 %) of student informants did not answer this question. This result is also consistent with the previous one, and confirms our student informants' lineage towards more meaning-related aspects of language, rather than form-related ones when communicating orally in English, in the classroom.

When asked to provide their reasons, the respondents who said they concentrated more on meaning provided arguments which revolve around the fact that because they want to convey their ideas, and meaning is more important, and that meaning is more interesting, and the one that students learn from. Whereas, the student informants who concentrated more on form when they communicated orally maintained that it is due to the fact that they consider form to be very useful, more basic, and to the fact that they do not like to make mistakes.

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

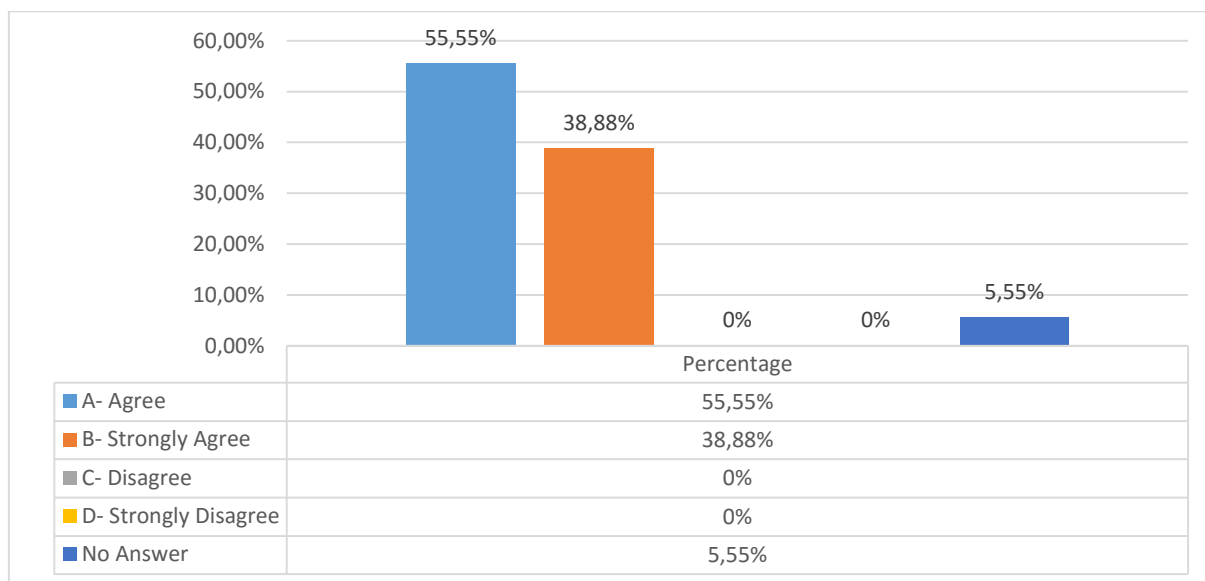


Figure 65. Participants’ Opinions on Teacher’s Correction of Students’ Errors in Speaking Sessions.

The figure above indicates that all of the student informants who answered this question either agree, or strongly disagree with the teacher’s correction of their errors, in that (55.55 %) of the student participants strongly agree with the teacher’s correction of their errors during the speaking sessions, and (38.88 %) strongly agree with this latter. No student participant expressed any disagreement, or strong disagreement with the teacher’s correction of their mistakes in speaking sessions. One student participant, representing (5.55 %) of the student informants, provided no answer to this question.

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

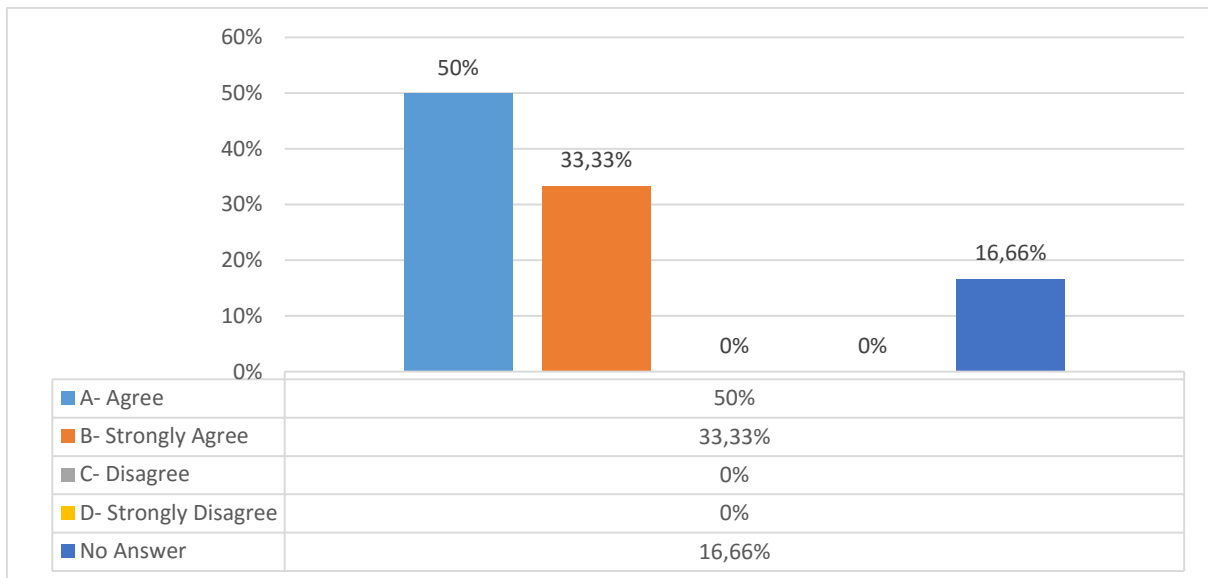


Figure 66. Participants’ Opinion on the Teacher’s Error Correction in Speaking Sessions to 1st year Students of English

As the figure above reveals, the student informants’ answers to this question are consistent with the previous one, as all of the student participants who answered this question either agree or strongly agree with the teacher’s correction of first year students’ errors, during their speaking sessions. While 50 % of them agree, 33.33 % of them strongly agree with this latter. 16.66 % of students did not provide an answer to this question.

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

- a. All the time
- b. Sometimes

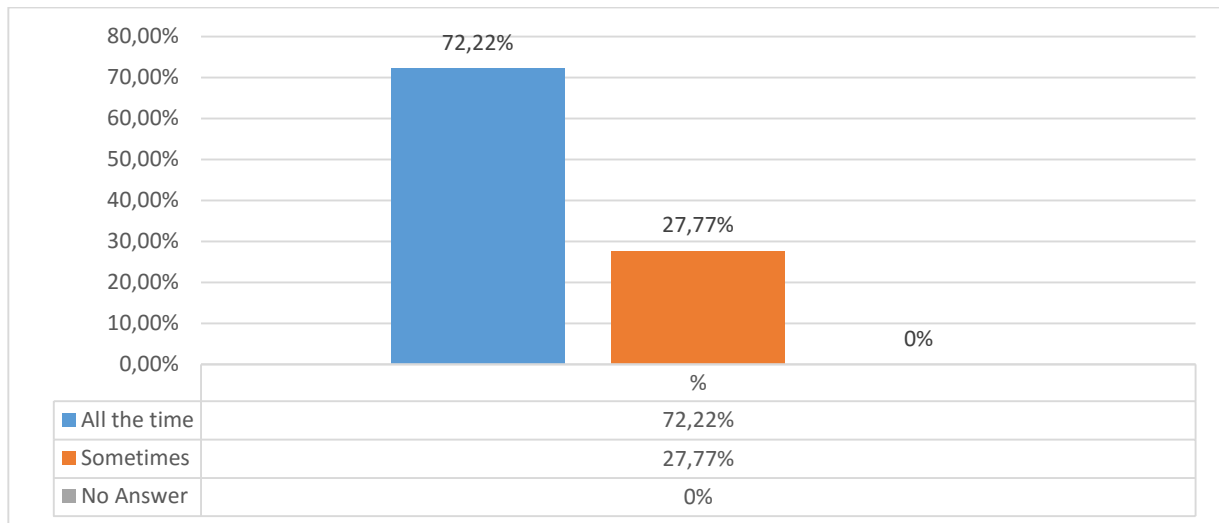


Figure 67. Prompts Participants’ Preferences of the Frequency of their Teachers’ Oral Correction.

This question asks the student participants to express their preference with regards to the frequency with which they prefer their teacher to correct their errors. As the figure above shows, (72.22 %) of them prefer this to happen all the time, and (27.77 %) of them prefer it to occur sometimes.

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

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

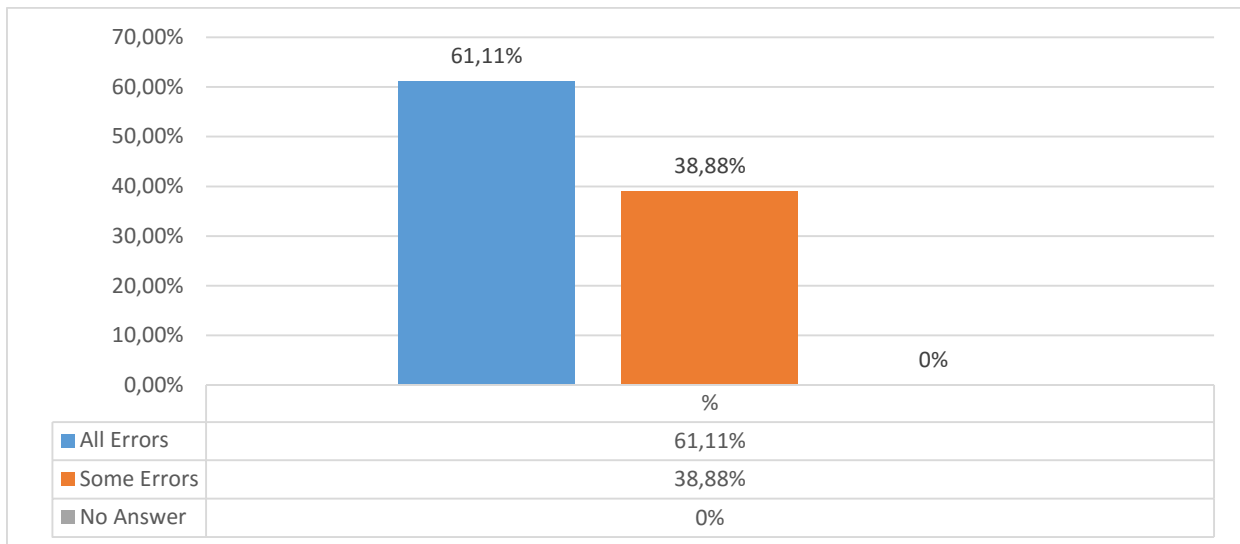


Figure 68. Prompts Participants' Preferences of the amount of Errors to be Corrected by their Teacher

This question is related to the students' preferences regarding the amount of the errors they make that they want their teacher's to correct. As the figure above highlights, (61.11 %) of the student participants prefer all of their errors to be corrected, and (38.88 %) prefer their teacher to correct some of their errors.

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)

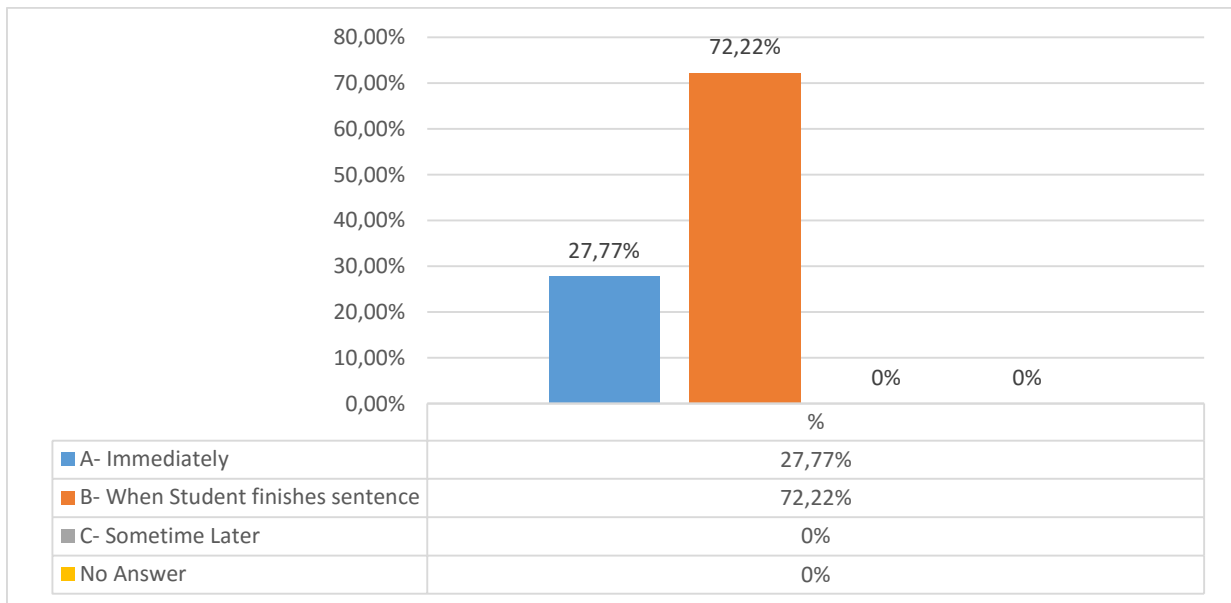


Figure 69. Prompts Student Participants' Preferred Timing of Teacher's Oral Corrective Feedback

The figure above illustrates the student informants' preferences of the timing of deliverance of the teacher's oral corrective feedback. All of the students who answered this question prefer this to happen either immediately (27.77 % of them), or when the student finishes his/her sentence (72.22 % of them). No preference among the student informants was expressed with regards to teacher's postponed error correction, as none of them chose the last option, which is related to teacher's error correction being provided some time later.

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

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

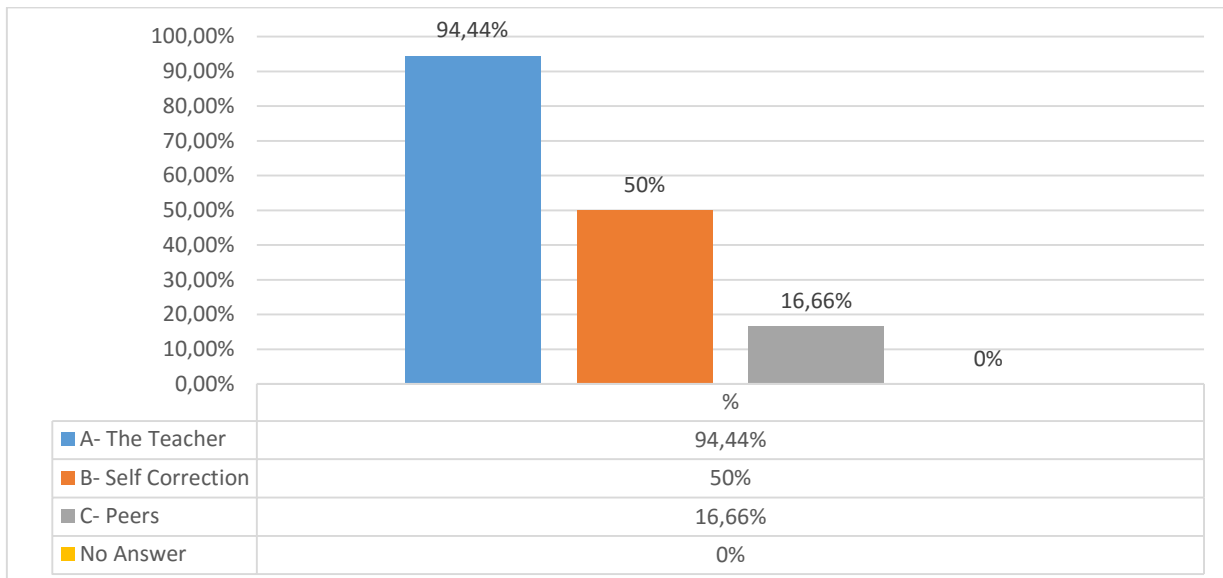


Figure 70. Prompts Student Participants' Preferences of Who Should Correct their Errors

As the figure above reveals, although the student informants are either interested in receiving the correction of their errors from the teacher, generate it themselves, or receive it from their peers, an overwhelming majority among them (94.44 %) prefer this to be performed by their teacher. While half of the student informants expressed a preference towards self-correction (50 % of them), only a small percentage of students (16.66 %) expressed a preference of receiving oral corrective feedback from their peers.

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.....

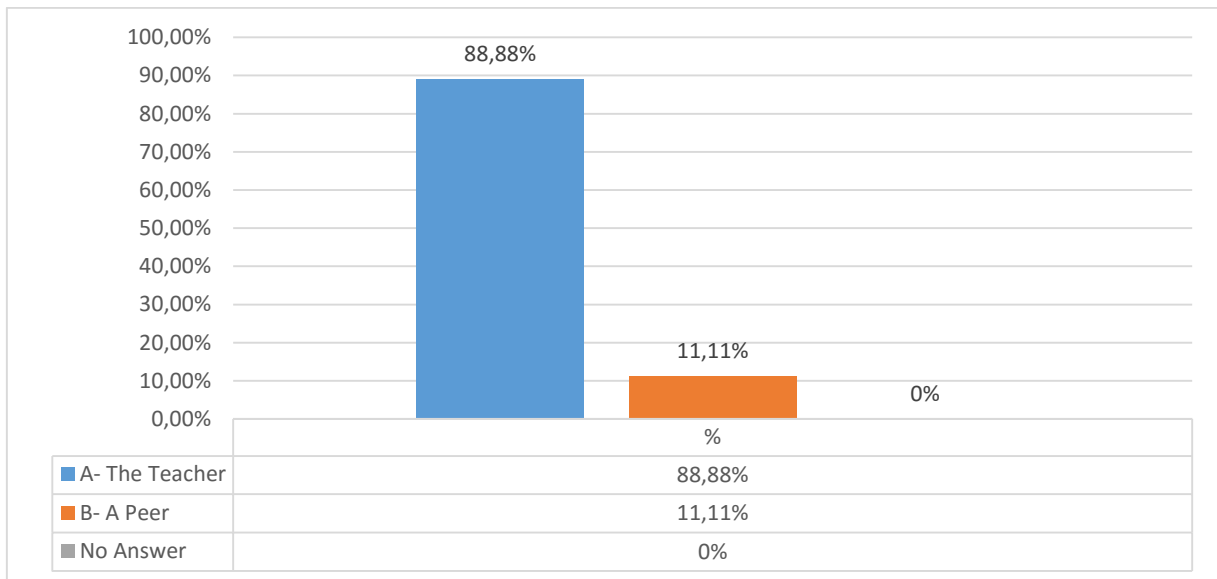


Table 71. Prompts Participants’ Preferences of Who Should Provide Help with Error Correction

The results being displayed by the figure above clearly indicate that while an overwhelming majority of the student informants (88.88 % of them) want their errors to be corrected by the teacher, a small fraction among them (11.11 %) prefer their errors to be corrected by their peers. This clearly shows a preference of teacher’s error correction over peer correction, among the student participants in the prompts group.

As to the sub-question which asks them to provide a justification for their preferences of who should provide assistance with the identification, and correction of their errors, the participants who preferred the teacher to help them with this latter provided the following reasons:

“Teacher knows more than my classmate”;

“Teacher has more information”;

“I trust the teacher more, and I will not be mistaken”;

“The teacher has more experience than the classmate”;

“Teacher does not judge the speaker and will show that making errors is normal thing”;

“Because if a student corrects another; it will make him feel not good”.

On the other hand, the participants who prefer to be helped by a classmate/peer provided justifications for their preference by saying that this encourages them to work collectively, and that it is better to learn from one another.

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?

- b. Yes
- b. No

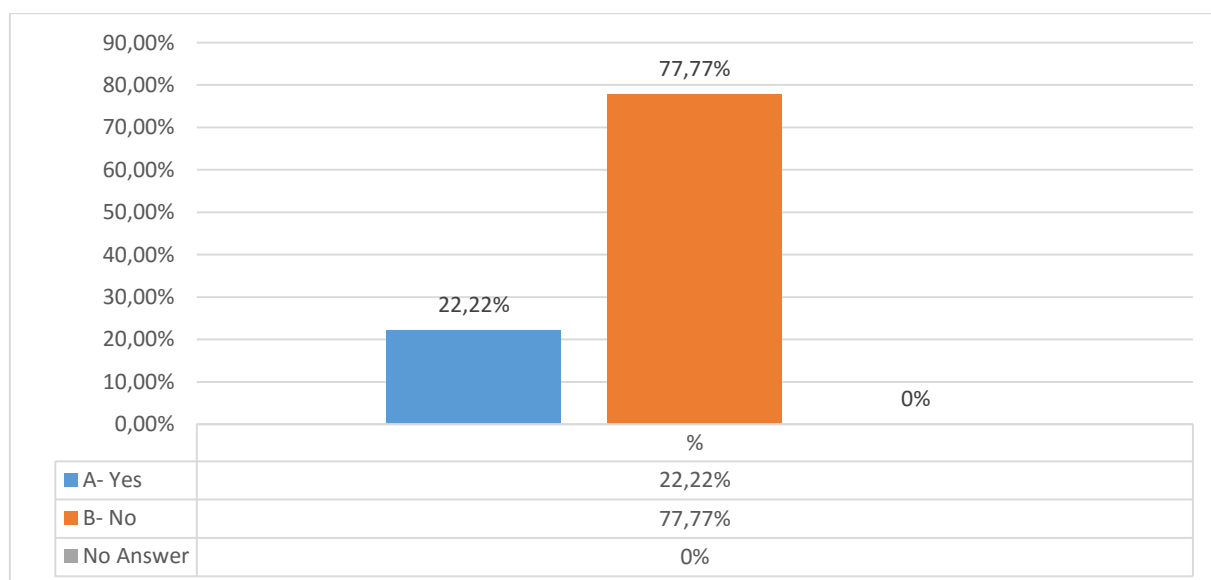


Figure 72. Participants’ Opinions on the Likelihood of Teacher’s Error Correction Having a Negative Impact on Students

As the figure above highlights, only about slightly more than a quarter of the student informants in the prompts group (27. 22 % of them) think that teacher’s error correction may have a negative impact on students. A majority of them (77.77 %) do not think that teacher’s oral correction of students’ errors may impact students negatively.

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/her sentence
- f. Other factor(s)? Please specify.....

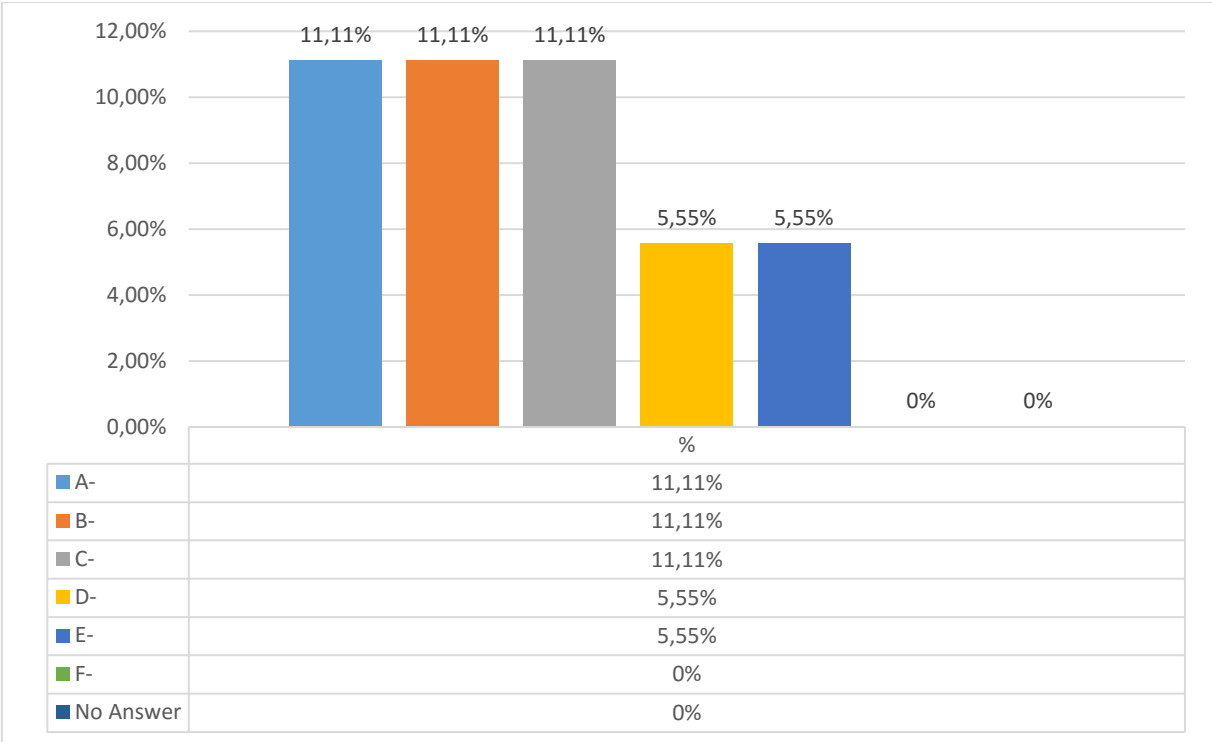


Figure 73. Participants’ Perceived Type of Negative Impact of Teacher’s Error Correction in Speaking Sessions

As the above figure indicates, among the student informants who think teacher’s error correction can have a negative impact on students during speaking, (11.11 %) consider that it can possibly make the student forget his/ her idea, another (11.11 %) think that it may make students feel less motivated, and less willing to communicate, and an equal percentage among them (11.11 %) think that it may make the student feel anxious and afraid to make mistakes, while a relatively lower percentage of them (5.55 %) think that it can lead to a lower feeling of

self-confidence. Similarly, a small fraction of students (5.55 %) think that teacher's error correction can lead the student to the feeling of confusion, and ambiguity as it may not succeed in clarifying to the student the anomalies in their utterance.

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 him/her with the correction

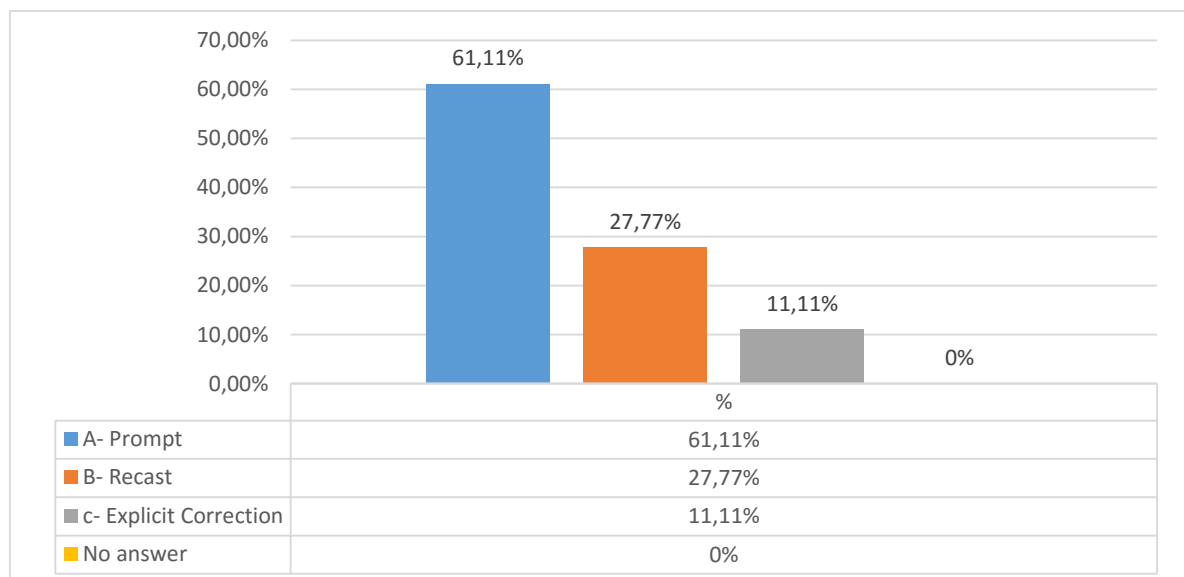


Figure 74. Prompts Student Participants' Preferences of Teacher's Oral Corrective Feedback Strategy

The above figure presents the student participants' preferences of the teacher's oral corrective feedback types through which they prefer their errors to be corrected. As can clearly be noted, the category of prompts is the corrective feedback type is the most preferred one among them, as it is chosen by (61.11 %) student participants, while the

category of recasts is preferred by only (27.77 %) of them. Moreover, a small fraction of student informants prefers explicit correction, which is chosen by (11.11 %) of them.

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

- c. **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?

- d. **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

Please, justify briefly your choice.....

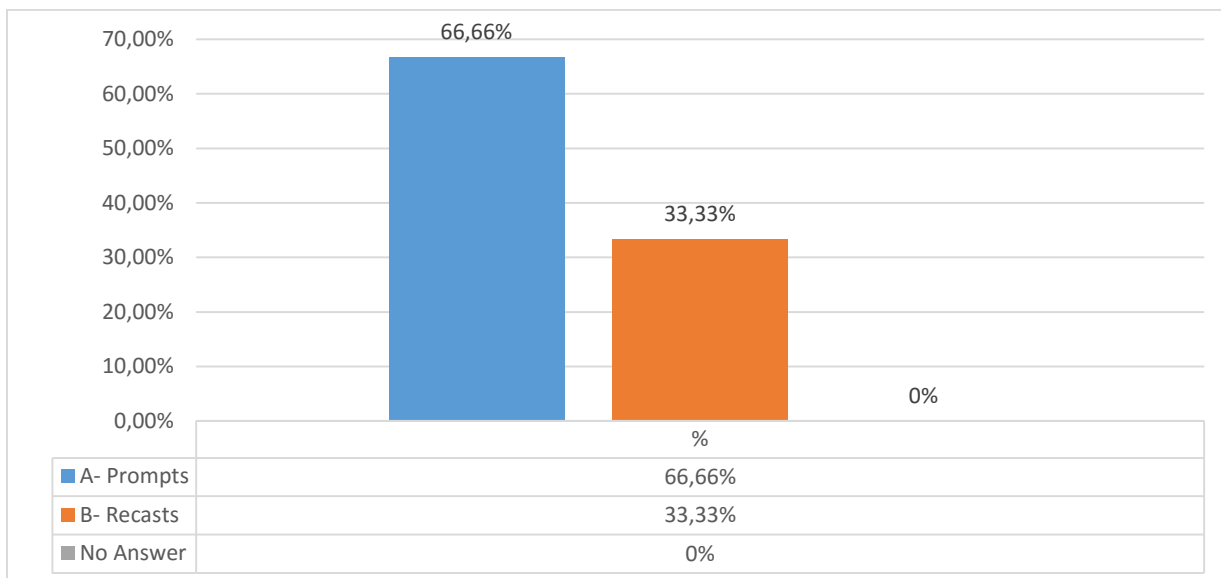


Table 75. Prompts student Participants’ Preferences of the Oral Corrective Feedback Type to be used by their teacher

The figure above clearly shows that prompts are more preferred than recasts, as (66.66 %) of student participants in the prompts group chose them, whereas recasts are chosen by (33.33 %) of the student participants only. In other words, the students’ preference of prompts is twice as high as that of recasts, making this teacher’s oral corrective feedback the most preferred among them.

As to the sub-question which asks the student participants to briefly justify their choice for preferring their teacher to use either prompts or recasts as an oral corrective feedback strategy, those who are in favour of prompts provided the following reasons which are listed starting with the more recurring ones.

“This helps the student to find his mistake and remember it”;

“This way the student does not make this error again”;

“It pushes us to know the mistake we did and correct it”;

“Prompts help us become aware of our mistakes and learn from it”;

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

Whereas, the participants who opted for recasts as their preferred oral corrective feedback strategy justified their choice by advancing the following reasons:

“It is the best way a student feels more confident”;

“The error is more complex and the student cannot find or correct it”;

“Because the student will notice his errors by himself”;

“This strategy allows the student to not feel intimidated, and to not forget the idea”;

“I prefer recast because it is useful to correct my errors, and it gives me the ability to follow or continue my idea easily without forgetting it”.

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 this oral correction technique? 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.

Table 2. The Prompts Group Evaluation of the Teacher's use of Prompts in their Classroom Learning

Options	Frequency	Percentage (%)
a. Suitable to your learning style and preferences	15	83.33
b. Not suitable to your learning style and preferences	00	00
c. Effective in creating the right conditions for you to develop your oral skills	15	83.33
d. Not effective in creating the right conditions for you to develop your oral skills	00	00
e. Encourages you to practise the skill of speaking in the classroom	12	66.66
f. Discourages you to practise the skill of speaking in the classroom	1	5.55
g. Effective in facilitating your classroom oral performance	11	61.11
h. Not effective in facilitating your classroom oral performance	1	5.55
i. Made you feel more willing to communicate in class	13	72.22
j. Made you feel less willing to communicate in class	00	00

k. Helped you find out your language errors and correct Them	13	72.22
l. Did not help you find out your language errors and did not help you correct them	00	00
m. Other factors (positive or negative)	7	38.88
No Answer	2	11.11

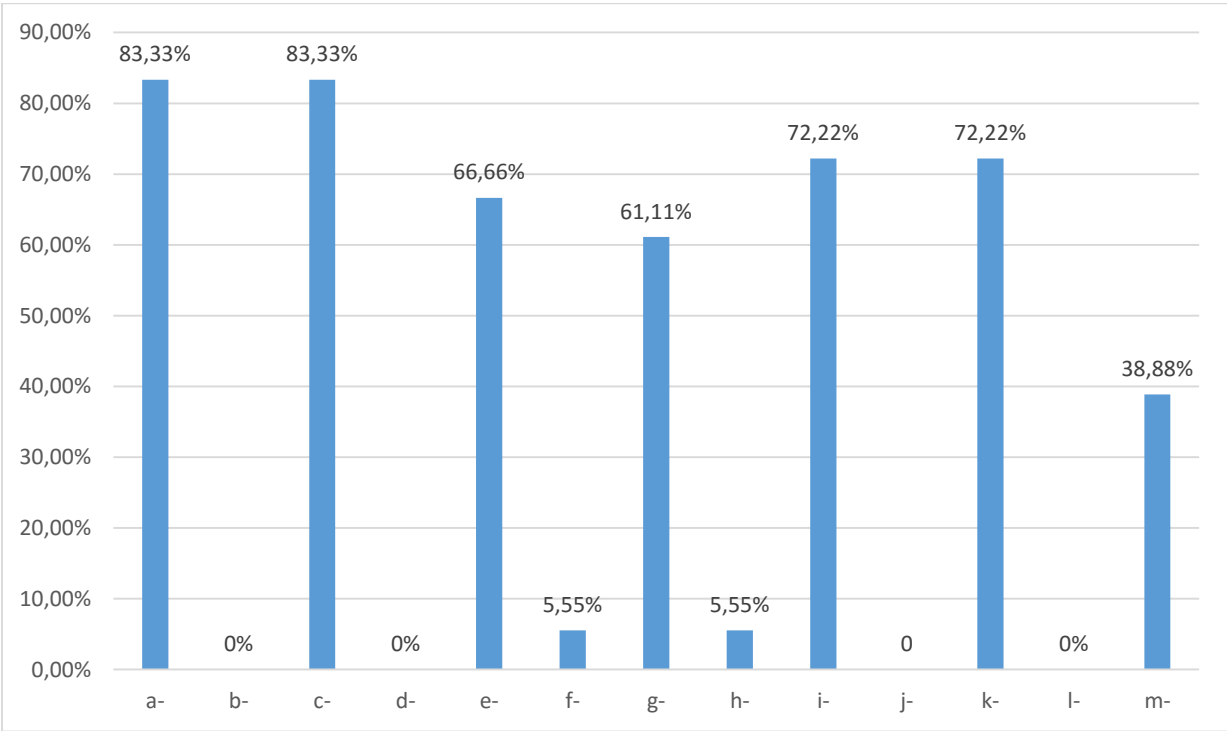


Figure 76. The Prompts Group Evaluation of the Teacher’s Use of Prompts in their Classroom Learning

The figure above highlights the student participants’ perceptions of the role played by the teacher’s prompts in their classroom learning. The figure clearly shows that our student participants in the recasts group have highly positive views, and perceptions about the teacher’s use of prompts to deal with their errors, as a great majority (83.33 % of them) said that the

teacher's prompts are suitable to their learning style, and preferences, and none of them (that is 0 %) expressed the opposite view. An equally high percentage among them (83.33 % of them) said that they are effective in creating the right conditions for them to develop their oral skills, while none of them (i.e. 0 %) of them expressed the opposite view. Moreover, a significant majority (66.66 % of them) said that prompts encouraged them to speak in the classroom, whereas only (5.55 %) of them said the opposite. A majority of them (61.11 %) said that the teacher's use of prompts was effective in facilitating their oral performance, and only (5.55 %) of them expressed the opposite perception. While a very significant majority among them (72.22 % of them) expressed the positive view that the teacher's prompts made them feel more willing to communicate in class, none of the student informants expressed the opposite view. Moreover, while an equally very significant majority among them (72.22 % of them) said that the teacher's use of prompts helped them find and correct their errors, only one student informant, representing (5.55 % of them) expressed the opposite view to this latter.

As to the student participants who chose the last option (i.e. option m.), which is related to other possible factors, positive or negative, that the student participants may have experienced as a result of the teacher's use of recasts during their classroom oral performances, the seven (7) participants who ticked this option in their answer provided the following:

One student participant said that *"it pushes you to correct your mistake"*

Two other student participants said *"It was positive"*:

The other students provided the following arguments:

"it made me aware of my mistakes";

"I want to develop my English";

"It helps to develop the language";

"I think it can help students to improve their language".

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?

In reaction to this question, five student participants out of eighteen did not provide any answers, and four more participants said that they had not suggestions to make. The nine remaining student participants (i.e. 50 % of the group) answered this question by providing suggestions for making teacher's error correction more effective and more suitable to students' needs. The suggestions that they provided revolve around the following:

- *"Being funny"*;
- *"Teachers need to find more activities which have fun in order to make the student interact, and love what they do"*;
- *"I think that humor is perfect solution"*;
- *"Teachers should make students feel confident, and do not embarrass them when they correct their mistakes"*;
- *"Teachers just have to be less strict, and use a simple way of correction, in order to make students comfortable, and less anxious while expressing themselves"*;
- *"The teacher needs to help students express their feelings without any fear"*.

5.7.2.1. Discussion of the Findings

The analysis of The Students' Perceptions of Teacher's Oral Corrective Feedback Questionnaire with the prompts group allowed us to reach a number of important findings.

The student participants in the prompts group consider the skill of speaking to be the most important language skill, compared to the other language skills, and consider the development of oral fluency to be more important than the development of accuracy. This latter

tendency is also prevalent among them as they expressed paying attention more to expressing meanings, and ideas, compared to the language rules/forms they use when doing so.

Our findings through the analysis of this questionnaire with the prompts group also point to the fact that the student participants hold very positive perceptions, and views towards teacher's oral corrective feedback in general, which they consider to be a very crucial component in learning. This finding is consistent with the findings of other researchers such as Lyster, Saito & Sato (2013), who maintain that L2 have very positive views towards teacher's correction of their language mistakes, and expect them to do so more than their teachers think that they do.

The findings also indicate that all of the student participants in the prompts group want their teachers to correct their errors, and prefer to receive this during classroom oral communication, and a majority of them expressed this preference for this to occur upon the completion of the students' sentence/utterance. This is very important as far as teacher's oral corrective feedback, and students' learning is concerned, as many researchers such as Long and Robinson (1998); Lightbown and Spada (2006), and Lyster (2018), maintain that teacher's corrective feedback is more fruitful, more effective, and amenable to more learning outcomes when delivered during meaning-based oral communication, as this allows the learners to consolidate form-meaning associations.

The findings of our analysis of this questionnaire with the prompts group also suggest that, although the teacher researcher used prompts in reaction to students' errors as soon as the students completed their sentence, and sometimes even in mid-sentence, the student participants in this group primarily expressed highly positive perceptions towards the teacher's oral corrective feedback used with them. This finding also contradicts the views of some researchers

such as Scrivener (2005) who thinks that teacher's oral correction of students' errors during meaning-oriented, fluency-based language use will be negatively perceived by the students.

The findings of our analysis of this questionnaire with the prompts group consistently showed that a majority of student participants in this experimental group (66.66 %) have more positive perceptions towards prompts, and prefer prompts over recasts, which are preferred by (33.33 %) only. This means that the number of students in the prompts group who are in favour of, and prefer prompts is twice as high than that of those who are in favour of, and prefer recasts.

Moreover, a great majority of student informants in the prompts group have highly positive views and perceptions of the teacher's use of prompts as (83.33 %) of them consider prompts to be suitable to their learning style, and to their preferences, and are effective in creating the right conditions for them to develop their oral communicative skills. Additionally, the teacher's use of prompts to address students' errors is very positively viewed by the student informants in the prompts group who relate this positively to their classroom learning in many ways, such as the role of prompts in encouraging them to speak (66.66 %), facilitating their oral performance in the classroom (61.11 %), and helping them realize, and correct their errors, a positive perception expressed by an equally significant majority of them (72.22 %).

Based on these results, and on the results obtained through our analysis of The Students' Perceptions of Teacher's Oral Corrective Feedback Questionnaire with the Recasts Group, we now answer our research questions (Q 05 and Q 06), and their relevant hypotheses (H 05 and H 06). Accordingly, we now say that there are differential effects of the teacher's use of prompts and recasts on the views and perceptions of the EFL students at the University of Bejaia, and that the teacher's use of prompts has led to more positive views and perceptions among the 1st year EFL students, at the University of Bejaia. This means that our H 05 which states that the teacher's use of recasts would lead to more positive views and perceptions among

the 1st year EFL students at the University of Bejaia is rejected, and we therefore accept an alternative hypothesis, which is that the teacher's use of prompts during classroom oral fluency practice would lead to more positive views and perceptions among the 1st year EFL students, at the University of Bejaia.

Conclusion

Throughout this chapter, we have presented the results and discussion of the findings which were obtained through the analysis of the data obtained with the use of classroom Audio-recording, The Teacher's Field Notes, The Students' Reflective Log, and The Students' Perceptions of Teacher's Oral Corrective Feedback Questionnaire. This has allowed us to answer the different research questions, and the research hypotheses which were advanced at the beginning of this research.

CHAPTER SIX: Implications, Limitations and Suggestions for Further Research

Introduction

In this chapter, we present the main implications of the present research, and suggest a number of practical pedagogical recommendations which are based on the main findings of this research. We also illustrate some of the limitations of the present study, and provide suggestions for further research which can be carried out by future researchers.

6.1. Implications

The findings of the present research clearly reveal the effectiveness of prompts as teacher's oral corrective feedback in addressing EFL learners' errors, and in leading to higher amounts of students' modified output, during oral, meaning-based, communicatively-oriented classroom interaction. This implies that the teacher's use of this oral corrective feedback type through elicitation, repetition of students' error, metalinguistic information or comments, and clarification requests will likely help the learners' become more aware of their language anomalies, and will eventually find, and correct them. This type of corrective feedback will likely succeed in doing so, because it pushes learners to rethink, restructure, and produce more correct, more meaningful, and more target-like versions of their erroneous output.

The findings of the present research also imply that the use of more explicit teacher's oral corrective feedback types such as prompts, and of more implicit feedback types such as recasts is amenable to, and generates very positive feelings among EFL students towards these oral corrective feedback types. EFL teachers can therefore use these oral corrective feedback types in meaning-based, student-centered classroom speaking situations, as this will likely result in very positive feelings among the students, and lead to the creation of favourable classroom learning environments.

The present research findings also imply that, in contrast with the negative views of teacher's oral corrective feedback skeptics who warn of the negative effects of this latter during

classroom oral fluency, and communication-based practice, and of the inadequacy of teacher's error correction during meaning-based interaction, the present research has revealed that there is an important place for teacher's error correction in meaning-based classroom interaction, and that teacher's oral corrective feedback can be fruitfully delivered during this type of classroom oral work, without hampering the students from expressing their ideas or disrupting the flow of oral communication in the classroom.

The results reached in the present research also suggest that the teacher's use of some oral corrective feedback techniques such as prompts, and recasts can lead to very positive views, and perceptions among the EFL students, which is very crucial as far as the students' expectations, learning goals, and motivation are concerned, as this will likely prove to be instrumental in meeting their expectations, satisfy their learning needs, and objectives, generate positive attitudes towards their classroom learning, and strengthen their motivation to learn.

Moreover, our findings throughout this research imply that because of their different views, expectations, and learning preferences, EFL learners are expected to hold different opinions, views and perceptions towards different teacher's oral corrective feedback types, and strategies. Although more of our student participants expressed more positive views towards prompts, many of our student informants also expressed very positive views, and positive feelings with regards other corrective feedback types and strategies such as recasts. It is therefore of paramount importance that EFL teachers make use of variety with regards to the oral corrective techniques that they use in the classroom.

The present research has also revealed that our student participants preferred prompts, and recasts for different reasons. The results we obtained in this direction indicate that prompts are perceived positively and are preferred by the student participants mostly because of reasons of a cognitive nature such as helping students become aware of, and notice their errors, correct

them and remember the correction. Whereas, the students who preferred recasts provided reasons which are of a psychological nature such as feeling positive, comfortable, relaxed, undisturbed and motivated. This finding in itself attests of the complementarity of both types of teacher's oral corrective feedback, and the role played by both types in appealing to the student as a whole person (i.e. the cognitive and the emotional side). Accordingly, the teacher's use of both types of oral corrective feedback will likely lead to significant learning outcomes, as the students' learning will likely be optimized when both the cognitive, and psychological factors are optimally created, and equally stimulated among the learners by the teacher's use of relevant, and adequate techniques and strategies.

The findings of the present research also reveal that the teacher's use of both prompts, and recasts during oral communication-based classroom situations is met with a remarkable lack of awareness of the corrective intent of these error correction techniques by the student informants. We therefore think that EFL students will likely be more cognizant of the corrective intentions of the teacher's use of these oral corrective feedback types and will benefit more from them if they are trained, and are given instruction on the different types of teacher's oral error correction techniques.

Finally, we think that EFL students would benefit more from classroom oral corrective feedback if awareness is raised among them as to the importance of self-correction, and peer correction. This can take the form of awareness-raising classroom tasks which will elucidate the different ways students' can deal with their errors, and how to give and react to peer feedback in more constructive, and fruitful ways. This will likely pave the way towards more target language learning outcomes, and help students move towards more autonomy, and more student-centeredness, as this will likely make the teacher's provision of oral corrective feedback progressively less necessary to the students.

6.2. Limitations of the Study

We think that the present research might have reached other, and more important findings if a number of limitations did not exist. In our view, these limitations concern the following:

The first limitation is related to the number of experimental sessions which were three in number for every experimental group, and the time duration of the experiment which was carried out in the time of three weeks. We think that if the experimental period was longer, and involved more experimental sessions with the two experimental groups, more important, and more solid results would have been reached.

The second limitation is related to the nature of the research design which in the present research is a quasi-experimental research without a control group. We think that a pure experimental research with a pre-posttest design would allow for more solid, and more important results to be reached, as this would allow for a comparison of the results before and after the experiment, and would tease apart many possible intervening variables among the sample of the student participants, in the two experimental groups, such as differences in terms of language ability, memory capacities, especially phonologic memory which, according to many researchers such as Sheen (2007), and Sheen & Ellis (2011) are very closely related to the learners' noticing of teacher's corrective feedback. A purely experimental research would have prevented the eventual intervention of these different intervening variable, in a different way, on the research subject, and would have allowed for the control of such variables in both experimental groups, and thus obtain more reliable results. We also think that the presence of a control group could have solidified the findings of the present research by allowing for a comparison between the control group results, with the results of the two experimental groups.

The third limitation is related to the student participants' errors during the experimental sessions. First, not all of the errors made by the student participants in both experimental groups were addressed by the teacher's prompts and recasts, as this was always not possible because the teacher-researcher could only address one error at any given time during the classroom interaction. Moreover, the nature of the oral communication tasks, being free oral communicative/fluency in nature, meant that both the teacher and students were primarily involved in meaning-based exchanges, the content and orientation of which were mostly decided upon by the students, whilst the teacher took a less active role with regards to this, and provided the relevant oral corrective feedback (prompts or recasts) to as many students' errors as possible. This means that the number of student errors and, more importantly, the number of corrected errors in the two experimental groups, was not the same. The second limitation relating to the students' errors during the experimentation is that all types of errors were dealt with indiscriminately. In other words, the teacher-researcher used extensive corrective feedback, through the use of prompts or recasts, with all sorts of students' errors, in both experimental groups, as they naturally emerged during classroom interaction. This means that the types of errors which were addressed by the teacher's prompts and recasts, and the students' degree of familiarity or unfamiliarity with the rules underlying their correct use is expected to be different among the two experimental groups, and that this knowledge difference may have impacted the students' reactions to the teacher's prompts and/or recasts differently, and may therefore have intervened, and influenced the results of this research in a different way, in the recasts group and the prompts group. However, we think that the effect of this possible limitation may have been lessened by the fact that this (i.e. this limitation) was present with a relatively small measure, and that differences among the two experimental groups who belong to the same student level are therefore expected to be narrow, or have contributed relatively equally to the results of the experiment with both groups, in a relatively similar way.

The present research used all types of recasts and prompts indiscriminately, which means that we did not experiment with some specific or particular types of recasts, or some types of prompts only. Some researchers such as Goo and Mackey (2013) argue that specific characteristics of these corrective feedback types can lead to different effects. For instance, they consider that some aspects such as high intonation, number of changes made, the simplicity and the length of a recast usually made recasts more effective in leading to higher amounts of modified output. Both authors also maintain that the same applies to prompts which comprise different corrective techniques, ranging from more explicit types such as metalinguistic information, to less explicit ones like clarification requests. This implies that our indiscriminate use of all sorts of recasts and prompts, during the experiment, with the two experimental groups may have resulted in an overuse of some specific types of recasts, and prompts at the detriment of other varieties of them. This, in itself, may have had a direct influence on the results of the present research.

6.3. Suggestions for Further Research

Since the present research is a case study whose findings are generalizable to the student participants' population only, future researchers can carry out similar studies in other Algerian classroom university settings and compare their findings with the findings of the present research. Such research studies can eventually lead to the generalization of the results.

Another research perspective is the carrying out of similar research studies which will investigate the effect of prompts and recasts on Algerian university students' acquisition of new target language forms with similar student levels in similar classroom settings. In order for this to be achieved, future researchers can design pre-posttest research designs and experiment with the teacher's use of these oral corrective feedback types, in order to find out the types that are

more amenable to more learning outcomes, and a better acquisition of those target language forms, and structures taught during the experiment. Such research studies will likely contribute to a better understanding of the role played by these oral corrective feedback types in helping EFL students acquire new target language forms.

In addition to this, future researchers can carry out research which will investigate whether different types of prompts such as clarification requests, elicitation, repetition, and metalinguistic information have different effects on EFL students' production of modified output, and whether classroom instruction employing different types of prompts will result in different learning outcomes. In order for this to be achieved, future researchers can employ pre-posttest designs, and experiment with the use of clarification requests which is a relatively implicit type of prompt, and elicitation which is a more explicit type of prompt, in order to find out if there are any differential effects between these two types of prompts on the EFL students' learning outcomes, and/or the amounts of modified output produced by the students upon reception of these oral corrective feedback types. Such research will likely lead to fruitful results, and may contribute to a better understanding of the role played by relatively more implicit, and more explicit teacher's oral corrective feedback types.

Last but not least, as the line of research on prompts and recasts is still a promising avenue, future researchers will certainly broaden our knowledge about, and enrich the body of literature on prompts and recasts, by designing, and carrying out multiple research studies which will investigate, and eventually find out the classroom conditions under which these oral corrective feedback types are most fruitful, and most effective in helping L2 learners notice their errors, modify their erroneous output, and reach higher levels of students' satisfaction, in order to optimally enhance their classroom learning, and make it more personally rewarding.

Conclusion

In this chapter, we first presented the implications of the major results of the present research, and related them to some practical recommendations which can prove to be very useful and practical in enhancing L2 students' learning outcomes through the teacher's use of prompts and recasts. We then presented and highlighted some limitations of the present study, and concluded with a provision of some suggestions for further research.

General Conclusion

Throughout the present research, we have been trying to find out whether there are differential effects in the teacher's use of prompts and recasts on EFL students' amount of modified output, feelings and perceptions, and which of these oral corrective feedback types is conducive to more modified output, more positive feelings and more positive perceptions among the first year EFL student participants, at the University of Bejaia, Algeria. In order to achieve our research objective, we consulted the available expert opinion, and the relevant literature on our research topic by discussing teacher's oral corrective feedback roles, advantages, and disadvantages in the first theoretical chapter, and the rich body of research on the different teacher's oral corrective feedback types, particularly those related to prompts and recasts, and the related issues in the second chapter. Then, we devoted the third theoretical chapter to a discussion of some important second language acquisition (SLA) hypotheses, which are of close relevance to teacher's oral corrective feedback research, and highlighted the role, and importance that this latter plays in every one of these SLA hypotheses.

In order to achieve the objectives of the present research, we opted for the use of a quasi-experimental research, and experimented with the teacher's use of prompts, and recasts with two intact classes of a similar size (18 students each) of 1st year EFL students, at the University of Bejaia, and assigned them randomly into two experimental groups (a prompts group, and a recasts group), who received the treatment (prompts and recasts) from the teacher-researcher, during the classroom oral, meaning-based, communicative activities for a period of three weeks which ensured three experimental sessions for the prompts group, and the recasts group. To gather pertinent data for the present research, both qualitative and quantitative data were obtained with the use of classroom observation through Audio-recording, Teacher's Field

Notes, The Students' Reflective Log, and The Students' Perceptions of Teacher's Oral Corrective Feedback Questionnaire, and which was analyzed through descriptive statistics, and content analysis. The findings of the present research indicate that the teacher's use of prompts and recasts to deal with the EFL first year students' errors during classroom, meaning-based oral communication is amenable to equally positive feelings among the students, and that the teacher's use of these oral corrective feedback types did not lead to any negative emotions, or negative feelings among them, and did not hamper, impede, nor disrupt the smooth flow of oral communication, in the classroom. In other words, EFL teachers can feel confident in using these oral corrective feedback types in addressing their students' errors, during classroom oral communicative language use. Moreover, the findings of this research highlight the importance of both prompts and recasts in generating highly positive views, and perceptions among the students, and of the important role of prompts in particular, in leading to more positive perceptions among the research participants, thus making this type of teacher's oral corrective feedback as an important tool with which to enhance students' positive views towards their learning, and maintain and reinforce the students' positive attitudes and motivation towards their classroom learning, in general. Finally, the present research has shown that there are differential effects of the teacher's use of prompts and recasts on students' modified output in that prompts are conducive to greater amounts of students' modified output, which are more than four times higher than the amounts of modified output produced by students when they received recasts. In other words, this research reveals that a first year EFL student at the University of Bejaia, Algeria, is more likely to correct his/her erroneous utterance and produce modified output if he/she is corrected by a teacher's prompt, instead of a teacher's recast. Last but not least, we remain cautious as to the long term effects of the teacher's prompts and recasts, and to this effect, we hope more research will be carried out along this line and direction.

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Appendix 1. The Students' Reflective Log.

Date/Time of session:

Location:

Group:

Dear student,

We would be grateful if you could answer the present Log, which is part of a research being carried out on some aspects of teacher's interaction, and students' learning experiences during Oral Expression sessions. Please feel free to express your preferred and personal answers, and be sure that all of them will remain completely anonymous and confidential.

Question 01. Today, the teacher's interaction with me, and his feedback to me was:

1. Useful, and made the expression of my ideas and thoughts easy
2. Not useful, and made the expression of my ideas and thoughts difficult

Question 02. Today, the teacher's feedback to me as i was speaking was:

1. Making me feel comfortable and relaxed to speak
2. Making me feel uncomfortable, and anxious to speak

Question 03. Today, the teacher's reactions and feedback made me feel:

1. More motivated and more willing to communicate
2. Less motivated and less willing to communicate

Question 04. Today, the teacher's interactional feedback made me feel:

1. More confident when speaking
2. Less confident when speaking

Question 05. Today, the teacher's feedback to me is related to:

1. The messages/ideas that I wanted to express
2. The language rules/grammar and forms of English which I used

Thank you a lot for your cooperation.

Appendix 2. The Teacher's Field Note

Group:

Experimental Session:

Date.

Time.

Location.

1. Students' reactions after receiving the teacher's corrective feedback.

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2. Students' observable feelings after receiving the teacher's corrective feedback.

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Other remark(s).

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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:

- 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 him/her with the 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

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