

The Important Role of Teachers' Feedback during Speaking Activities in Moroccan Classes

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Abstract

Throughout the teaching/learning process of speaking, a teacher's role is believed to hold great importance. Teachers initiate learners to the whole learning process, and their feedback constitutes the significant step forward that triggers learners towards enunciating a language. As an illustration, Swain (1985, 2000) uses empirical evidence to show the importance of teacher's feedback during the production of speaking. Relatable to feedback during oral activity are issues that highlight teachers' pronunciation, fluency, body language, facial expressions, and error correction during the production phase. To identify these areas, the current article used students' questionnaires. The general aim is to gauge learners' perceptions, practices and problems. Results highlight the pivotal teachers' role in the whole process. Therefore, the specific aim of this study is to investigate the role of teachers' feedback during speaking activities in Moroccan classes. Results show that interaction enhancement and negotiation density do indeed establish the interconnection between accuracy and fluency. Some speech strategists and specialists have already demonstrated how instruction and the way teachers provide feedback do play a major role in learners' speaking skills including the need for a contrary evidence.

Key words: feedback, learners' perceptions, Moroccan classes, speaking activity, teachers' role

Cite as: Sakale, S. (2019). The Important Role of Teachers' Feedback during Speaking Activities in Moroccan Classes. *Arab World English Journal*, 10 (3) 344-351.

DOI: <https://dx.doi.org/10.24093/awej/vol10no3.24>