People's Democratic Republic of Algeria

Ministry of Higher Education and Scientific Research

University Center Ahmed Salhi, Naama.

Faculty of Letters and Languages Department of English

The Impact of Teachers Feedback and Reaction to Students Grammatical Mistakes/Errors: Case of Secondary School in Mecheria- Naama

Dissertation submitted to the department of letters and foreign

Languages a a Partial Fulfillment for the Degree of "Master" in Linguistics.

Presented by   **Supervised by**

Ms. Didi Souhila   **Dr. Mbata Anissa**

Ms. Slimani Dounia Manel

Board of examiners:

Dr. Douha Abdelrahman   President (University Center of Naama)

Dr. Mbata Anisa   **Supervisor (University Center of Naama)**

Dr.Belaid Bekhta   **Internal examiner (University Center of Naama)**

Academic year: 2022-2023

DEDICATION

I dedicate my work to the memory of my grandmother Zoubida and my brother Abdel Ghani, may God have mercy on them. I thank my grandfather for everything he did for me. This work is also a gift to my two princesses, my mother, and my second mother, Malika. I appreciate Kamal for being my father, Karima for helping me to work, and I thank my sisters Toja, Afaf and Amina for standing with me.

I want to thank my friend Souhila for helping me. I was lucky to choose you as a partner. I thank everyone who came with me to participate in my graduation ceremony Since I could not thank my teacher at first for helping us as a sister and friend before she became a teacher, I was honored to have you as my supervisor. Thank you very much for everything.

Donia Manel

DEDICATION

Praise be to God, who enabled me to do this. I dedicate this graduation to my father, Abdel Karim (Bilal), may God have mercy on him, and to my mother Fatiha. To my grandfather and grandmother, and I will not forget my sister Wahiba and Saadia for standing by my side and supporting my brother Abdel Haq. To my friends Yahya, Chawki, Redouane, Zahra, my friend who has always been with me, despite the distance, is my supportive shoulder to lean on, Sabrina, Ahlam, Khadija, khawter, Fatiha I will never forget what you did for me as long as I live. All who had an impact on my life.

My family is all in his name, and I will never forget the one who always helped me in sadness before joy, Salma. Thank you, my teacher. Your treatment has always been that of a mother to her daughters, an advisor to her friends, and a professor to her students to my friend and partner in this research and graduation, Donia, thank you for your help and constant encouragement.

I am lucky to have you by my side. Thank you from the bottom of my heart.

Souhila

ACKNOWLEDGEMENTS

I offer you the most beautiful expressions of thanks and gratitude from a heart overflowing with love, affection, respect and appreciation for you. All thanks to Supervisor **Dr. Anisa Mbata** for your efforts and advice in order to complete our research we are honored that you accompanied us and supported us with all due respect to you.

We do not forget **Dr. Belaid**, who always accompanied us on our university journey with her guidance and completing her duties to the fullest. All love to you, Doctor.

Dr. Doha, it is a great honor for us to be part of the committee based on our graduation thesis, so thank you for your presence.

We would like to express our gratitude and thanks to all those who had an impact on our lives, our parents, teachers, and students who played a major role in our success.

Abstract

In educational context, the teacher-student relationship is a critical aspect which plays a significant role in shaping students' academic success, personal development, and overall well-being. Thus, the overall objective of this research is to investigate the EFL teachers' feedback and reactions to the grammatical mistakes/errors of students in Gouabi secondary School in Naama. Various linguistic aspects in addition to social and psychological ones are highlighted through different tools which are classroom observation, teachers interview and student's questionnaire. The results have revealed that the environment in the classroom is determined by the teacher's behavior, feedback and how the teacher interacts with the students' deficiencies in order to improve their performance.

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General Introduction

General Introduction

In classroom, teacher's behavior has a profound impact on students' academic performance, learning outcomes, and overall development. The interactions, attitudes, and approaches of educators significantly influence how students engage with the learning process. In addition, teachers play a crucial role in shaping the future of their students and contributing to the development of society. Therefore, the teacher-student relationship is a critical and complex aspect of the educational experience that plays a significant role in shaping students' academic success, personal development, and overall well-being.

The teacher's reaction has a great impact on the learner's psychology, either making him feel positive or negative, and his way of expressing the mistake made by the learner varies greatly. There are those who react in a way that makes the learner accept his mistake and try to correct it. Because of that reaction, it makes the learner love his teacher and strive to improve. From his skills in learning the language, and there is the opposite, some teachers whose reaction is harsh and embarrassing, which makes the learner despise himself and take a negative image of himself that he is unable to do anything.

The present research deals with the topic of teachers' reactions to students' mistakes and their impact on their speaking skills. We had two sections, the first was theoretical and the second was applied. We focused in the two sections on the definition of education and what are the existing strategies that the teacher can follow and apply to provide the appropriate atmosphere for the learner so that he receives the information to the fullest extent.

The aim of this research is to scrutinize the impact of the teacher's reaction and feedback on the learner's inaccuracies/mistakes and what are the motives that enhance the learner's skills to address this problem, the following research questions are proposed:

➢ What is the teacher's reaction to the learner's mistake and its consequences?
➢ What are the learners' attitudes towards their teachers' behavior//methodology /reactions?

➢ How can the teacher manage the classroom with grammatical deficiencies?
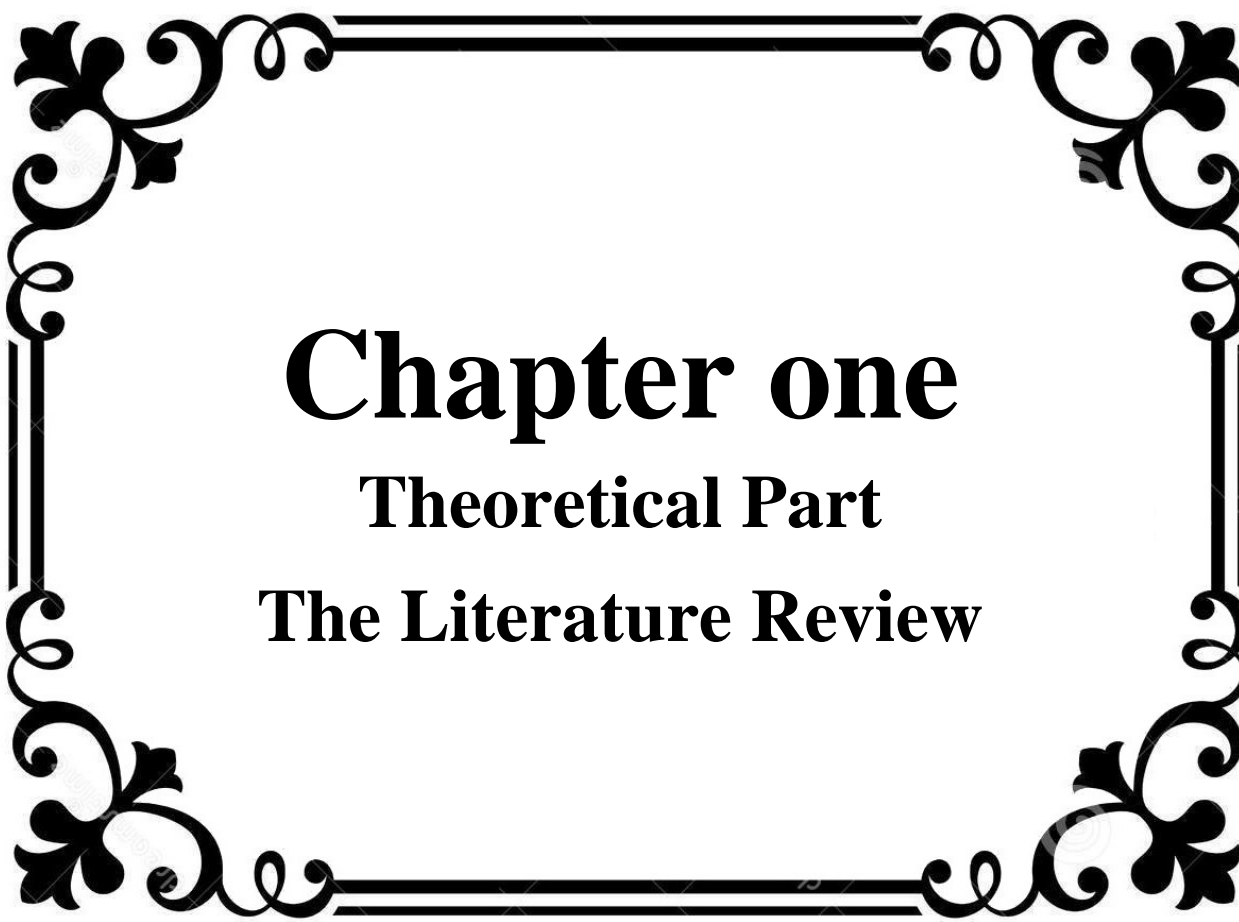
Accordingly, the following hypotheses are advocated:

➢ In case of learner's mistakes, the teacher may correct it implicitly or explicitly, publicly in cruel or kind way or he/she may neglect the correction with no comments which may affect the learner either positively or negatively.

➢ The learners' attitudes may be different and varied between positive and negative.

➢ The teacher's role in in case of learners' mistakes may be multiple such as providing feedback and correction.

This research is divided into two chapters. The first chapter covers the literature review and includes definitions, stages, and strategies followed by the teacher in classroom. It also focuses on the role of the teacher's reaction on the learner. The second chapter details the methodology used in this study, including a description of the sample population and data collection, which consists of a questionnaire for EFL learners, and interview for teachers. In addition, the research discusses the participants' reactions, findings and results.

Chapter one

Theoretical Part

The Literature Review

1.1.Introduction

In education, the instructor's role, the instructional techniques and the interaction between teacher and student are critical elements which ought to be taken into account for a successful teaching/learning process. Therefore, this chapter tackles those notions with a focus on how teacher behavior affects students' performance.

1.2.Teaching/ Learning Process

Both the teacher and the student intentionally engage in the teaching-learning process. In other words, both the teacher and the learner must be motivated to teach. So, what does the teaching learning process exactly mean?

1.2.1. Definitions

At its core, teaching is the deliberate and purposeful process of facilitating learning and promoting the acquisition of knowledge, skills, attitudes, and values in individuals. It involves the skilled interaction between an educator and a learner, with the goal of fostering understanding, development, and growth. Teaching encompasses various strategies, methods, and techniques that educators employ to engage, guide, and support learners in their journey of intellectual, emotional, and social advancement. (2019: p.05)

Several scholars have defined teaching in different ways, some of such definitions are stated below:

- Teaching is an intimate contact between the more mature personality and a less mature one. (H C Morrison,1934: p.416)
- Teaching is a face-to-face encounter between two or more persons, one of whom (teacher) intends to effect certain changes in the other participants "students". (Jackson,1966: p.09)

The organizational component by which we can define and evaluate the teaching process is presented in this definition.

-Teaching is interpersonal influence aimed at changing the behavior potential of

another person. (N.L.Gage, 1963:p.133)

- Activities that are planned and carried out to change pupils' behavior are referred to as teaching.(1970 Clarke)

1. Clarke states that "teaching refers to activities that are designed and performed to produced change in pupil behavior."

2. Thomas F. Green asserted that "teaching is the task of the teacher which is performed for the development of a child."

3. Morrison asserts that teaching is "an intimate interaction between a more mature personality and a less mature one, intended to advance the education of the latter."

4. Teaching, in the words of B. O. Smith, "is a system of actions to induce learning."

In conclusion by understanding these activities mentioned in the definitions, we can develop strategies to achieve the learner's teaching skills.

1.2.2. Teaching strategies

Teaching strategies encompass various methods and techniques used by educators to facilitate learning in the classroom. They can include:

➢ Active learning: Engaging students in discussions, problem-solving, and hands-on activities to promote participation and critical thinking.

➢ Differentiation: Adapting instruction to meet individual students' needs, learning styles, and abilities.

➢ Visual aids: Using visuals like charts, graphs, and videos to enhance understanding and retention of concepts.

➢ Cooperative learning: Encouraging students to work together in groups to accomplish tasks and share knowledge.

➢ Inquiry-based learning: Fostering curiosity and self-directed learning by encouraging students to ask questions and explore topics independently.

➢ Flipped classroom: Reversing the traditional learning process by having students review content outside class and using class time for discussions and application.

➤   Technology integration: Utilizing educational technology tools to enhance instruction and make learning more interactive.

➤   Formative assessment: Regularly assessing students' progress during the learning process to provide feedback and adjust instruction accordingly.

➤   Scaffolding: Providing temporary support and guidance to help students grasp complex concepts or tasks gradually.

➤   Project-based learning: Having students work on extended projects that require research, problem-solving, and creativity.

These strategies can be combined and tailored to suit the subject matter, grade level, and the unique needs of the students. Effective teaching strategies can create a dynamic and engaging learning environment that promotes meaningful understanding and skill development.

Furthermore**,** a comprehensive list of various teaching strategies is mentioned as follows:

a. Lecture: Traditional method of instructing where the teacher presents information to the students.

b. Discussion: Encouraging students to engage in dialogue and debate about a topic to promote critical thinking.

c. Active learning: Involving students in hands-on activities, role-playing, or problem-solving exercises.

d. Cooperative learning: Grouping students to work together on tasks and projects.

e. Socratic method: Facilitating learning through a series of questions that lead students to discover answers on their own.

f. Inquiry-based learning: Encouraging students to ask questions and explore topics independently.

g. Flipped classroom: Reversing the learning process by having students review content outside class and using class time for discussions and application.

h. Peer teaching: Having students teach concepts to their peers, reinforcing their own understanding.

i. Visual aids: Utilizing visuals like charts, graphs, and videos to enhance understanding.

j. Demonstrations: Showing students how something works or is done.

k. Case-based learning: Presenting real-life scenarios for students to analyze and draw conclusions.

l. Problem-based learning: Having students solve real-world problems through investigation and critical thinking.

m. Role-playing: Assigning roles to students to act out historical events, scientific processes, or literary scenes.

n. Mind mapping: Creating visual diagrams to represent connections between ideas or concepts.

o. Storytelling: Using narratives to make subjects more engaging and relatable.

p. Gamification: Incorporating game elements to enhance learning motivation and engagement.

q. Jigsaw method: Dividing a topic into segments and having students become "experts" on one segment before sharing with others.

r. Think-pair-share: Having students think about a question, discuss it in pairs, and then share their thoughts with the class.

s. Concept mapping: Creating graphical representations of relationships between concepts.

t. Brainstorming: Generating ideas in a group setting to foster creativity and problem-solving.

u. Project-based learning: Having students work on extended projects that require research, analysis, and creativity.

v. Differentiation: Adapting instruction to meet individual students' needs, learning styles, and abilities.

w. Technology integration: Using educational technology tools to enhance instruction and make learning more interactive.

Accordingly, effective teaching involves a combination of these strategies, tailored to the subject matter, the students' age and level, and the learning objectives.

Flexibility and creativity are key-concepts to engaging students and fostering meaningful learning experiences.

1.2.3. Classroom management

Classroom management refers to the strategies and techniques used by teachers to create a productive and positive learning environment. It involves setting clear rules and expectations, fostering a respectful and inclusive atmosphere, addressing behavioral issues effectively, and engaging students in meaningful learning activities. Effective classroom management plays a crucial role in maximizing student learning and minimizing disruptions. (2007: p.04)

Managing a classroom effectively involves several key-aspects (2012: p.17):

▪ Establish clear rules and expectations: Set clear and consistent rules for behavior and academic expectations from the beginning. Communicate them to the students and ensure they understand the consequences of not following them.

▪ Create a positive learning environment: Foster a positive and supportive atmosphere in the classroom where students feel comfortable expressing themselves and participating in discussions.

▪ Use engaging teaching methods: Employ various teaching strategies to keep students interested and motivated to learn. Incorporate interactive activities, group work, and multimedia resources.

▪ Encourage student participation: Encourage active student participation by asking questions, facilitating discussions, and giving students opportunities to share their ideas.

▪ Manage time effectively: Plan lessons with a realistic time frame and maintain a schedule to ensure smooth flow during the class.

▪ Address individual needs: Recognize that students have different learning styles and abilities. Provide support and accommodations as needed for individual students.

▪ Be consistent and fair: Treat all students fairly and consistently enforce rules and consequences to maintain a sense of fairness in the classroom.

▪ Build positive teacher-student relationships: Establish a positive rapport with your students, show interest in their well-being, and be approachable for any concerns they might have.

▪ Use positive reinforcement: Praise and reward students for their efforts and achievements to reinforce positive behavior and academic progress.

▪ Handle conflicts calmly: If conflicts arise, address them calmly and respectfully, seeking to understand both sides of the situation and mediating a resolution when necessary.

Every classroom is unique, and it's essential to be adaptable and open to learning and growing as an educator to create a successful learning environment.

1.2.4. Teacher's role

The teacher's role is to facilitate learning, provide guidance, and create a conducive environment for students to acquire knowledge and skills. They are responsible for planning lessons, assessing students' progress, and fostering a positive and engaging learning experience. Additionally, teachers often act as mentors, supporting students' personal and social development.

Teachers play a crucial role in education and society. Their primary responsibilities include (1999: p.246-253):

✓ Facilitating Learning: Teacher's design and deliver lessons, create learning materials, and use various instructional strategies to help students grasp academic concepts effectively.

✓ Guiding and Supporting Students: Teachers provide individualized attention, guidance, and support to help students overcome challenges and reach their full potential.

✓ Assessing and Evaluating: Teachers evaluate students' progress through tests, assignments, and examinations, providing feedback to identify areas of improvement.

✓ Creating a Positive Learning Environment: Teachers establish a safe and inclusive classroom atmosphere, fostering a positive relationship between students and their peers.

✓ Instilling Discipline and Values: Teachers promote discipline, respect, and ethical behavior, helping students develop essential values and social skills.

✓ Nurturing Critical Thinking: Teachers encourage critical thinking, problem-solving, and creativity to develop students' analytical and innovative abilities.

✓ Acting as Mentors: Teachers often act as mentors, guiding students through their educational journey and supporting their personal growth.

✓ Collaborating with Parents and Communities: Teachers engage parents and communities to enhance students' learning experiences and promote a holistic educational approach.

Overall, teachers play a crucial role in shaping the future of their students and contributing to the development of society.

1.2.5. Language skills

Language skills play a crucial role in the learning process. They include:

• Listening: The ability to understand spoken language is essential for comprehending lectures and instructions.

• Speaking: Communicating effectively allows for active participation, expressing ideas, and clarifying doubts.

• Reading: Reading comprehension helps absorb information from textbooks, articles, and other learning materials.

• Writing: Writing skills enable students to articulate their thoughts, complete assignments, and demonstrate understanding.

• Vocabulary: A strong vocabulary enhances understanding and expression in various subjects.

• Grammar: Proper grammar usage ensures clear communication and effective writing.

• Critical Thinking: Language skills help develop critical thinking, enabling students to analyze and evaluate information.

• Note-taking: Efficient note-taking during lectures helps retain important information.

• Presentation: The ability to deliver presentations effectively aids in conveying knowledge to others.

• Active Listening: Engaging in discussions and actively listening to others' viewpoints fosters better understanding and collaboration.

Improving language skills enhances overall learning, comprehension, and academic success.

1.3. Learning Mistakes/Errors

As well in learning both errors and mistakes are defined differently by several researchers.

1.3.1. Definitions

Learning mistakes or errors are instances where individuals deviate from an intended or desired outcome while engaging in a learning process. These mistakes can be seen as valuable opportunities for growth and development, as they provide feedback and insights that contribute to a deeper understanding of a subject or skill. A few definitions related to learning mistakes or errors are mentioned below:

1) Learning Mistake: A learning mistake is a misstep or deviation from the expected result during the process of acquiring new knowledge or skills. It is often regarded as an essential part of the learning journey, as it offers a chance to identify misconceptions, correct misunderstandings, and refine approaches. (2018: p.02)

2) Learning Error: A learning error refers to a miscalculation, oversight, or incorrect action made while attempting to grasp a concept or master a skill. Such errors can highlight areas where additional attention or practice is needed, ultimately contributing to a more accurate understanding. (2018: p.03)

In summary, learning mistakes or errors are integral components of the learning process, offering insights, feedback, and chances for improvement. Embracing mistakes as valuable learning tools helps individuals approach their educational pursuits with curiosity, adaptability, and a commitment to growth.

1.3.2. The significance in learning process

In learning process, mistakes play a crucial role in shaping how individuals acquire knowledge, develop skills, and grow as learners. Here are some key reasons why learning from mistakes is significant in the learning process:

• Promotes Critical Thinking: Mistakes prompt individuals to analyze and understand the reasons behind their errors. This process of reflection encourages critical thinking as learners seek to identify what went wrong and how to correct it.

• Enhances Resilience: Dealing with mistakes teaches individuals to cope with setbacks and disappointments. This resilience is a valuable life skill that helps learners persevere in the face of challenges and continue their pursuit of knowledge and growth.

• Fosters Problem-Solving Skills: Mistakes provide opportunities to engage in problem-solving. When learners encounter obstacles or errors, they naturally engage in a process of troubleshooting to find solutions and improve their understanding.

• Strengthens Metacognition: Mistakes prompt individuals to consider their thought processes and learning strategies. This metacognitive awareness enhances self-regulation, helping learners make informed decisions about how to approach learning tasks.

• Enhances Memory Retention: Mistakes can create a memorable learning experience. The process of making an error and then correcting it often leads to better retention of the correct information due to the heightened engagement and cognitive processing involved.

• Provides Feedback for Improvement: Mistakes offer valuable feedback on areas that need improvement. Addressing errors provides a clear direction for learners to focus on specific aspects of their understanding or skills that require further attention.

• Encourages Collaboration: Learning from mistakes encourages collaboration and discussion among peers. Sharing experiences of mistakes and strategies for improvement can create a supportive learning community.

In conclusion, learning mistakes are not setbacks to be avoided; they are integral to the learning journey. By embracing and learning from errors, individuals can develop critical skills and attitudes that contribute to their intellectual, emotional, and personal growth.

1.4. Teaching Feedback

Feedback is the enhancement of a learner's performance after receiving formal or informal comments from an agent like a teacher, employer, or coworkers regarding his comprehension or performance on various tasks. So, what are some of its various definitions or meanings?

1.4.1. Definitions

Feedback refers to the information, evaluations, opinions, and insights provided to educators regarding their instructional methods, techniques, and interactions with students. It is a systematic process through which teachers receive input from various sources, such as students, peers, supervisors, and self-reflection, to assess and improve their teaching practices. The primary purpose of teaching feedback is to enhance the quality of education, foster professional growth, and create a more effective and engaging learning environment for students.

There are various definitions and aspects of teaching feedback, such as:

• Formative Feedback: Formative feedback is ongoing, constructive information provided to teachers during the teaching process. It helps educators make immediate adjustments to their methods and strategies to improve student engagement and understanding.

- Summative Feedback: Summative feedback is typically given at the end of a teaching period or a specific instructional activity. It assesses the overall effectiveness of the teaching approach and provides insights into what worked well and what could be improved for future iterations.

- Student Feedback: Student feedback is gathered directly from learners and offers insights into their experiences, perceptions, and opinions about the teaching process. It can help identify areas of improvement and gauge the effectiveness of instructional methods.

- Self-Reflection: Self-feedback is the process of educators critically assessing their own teaching practices. This introspective approach allows teachers to identify strengths and areas for growth and make adjustments accordingly.

- Qualitative Feedback: Qualitative feedback involves detailed, descriptive insights that offer context and depth. It often includes narrative comments, anecdotes, and observations that provide a comprehensive view of the teaching experience.

- Quantitative Feedback: Quantitative feedback involves numerical data or ratings that provide a measurable assessment of teaching effectiveness. This could include ratings on surveys, evaluations, or assessments.

- Feedback Loop: Teaching feedback creates a feedback loop where educators receive information, reflect on it, make adjustments, and then receive further feedback on the effectiveness of those adjustments.

- Personalized Feedback: Personalized feedback takes into account an educator's unique teaching style, strengths, and areas for growth. It recognizes that effective teaching strategies can vary based on individual strengths and contexts.

- Professional Development: Teaching feedback serves as a key component of professional development for educators. It supports their growth by identifying areas that require attention and suggesting ways to enhance their teaching skills.

In essence, teaching feedback is a multidimensional process that provides educators with valuable insights to refine their teaching methods, create more engaging learning experiences, and contribute to the continuous enhancement of education quality.

1.4.2. Types

Teaching feedback comes in various types, each offering unique perspectives and insights to help educators refine their instructional practices. Here are some common types of teaching feedback:

1) Student Feedback: This type of feedback comes directly from students who provide insights into their learning experiences. It can be collected through surveys, questionnaires, or open-ended discussions. Student feedback helps teachers understand how well their methods are resonating with learners and provides valuable information for making improvements.

2) Peer Feedback: Colleagues or fellow educators provide peer feedback. This type of feedback offers a fresh perspective from individuals who understand the challenges and nuances of teaching. Peer observations, discussions, and collaborative sessions can provide valuable insights and suggestions for enhancing teaching methods.

3) Self-Reflection: Educators engage in self-reflection to assess their own teaching practices. This internal process involves analyzing strengths, areas for improvement, and personal goals. Self-reflection encourages continuous learning and proactive adjustments to teaching approaches.

4) Formal Evaluations: Formal evaluations involve a structured assessment of teaching practices, often conducted by educational institutions or governing bodies. These evaluations may include classroom observations, assessment of instructional materials, and a comprehensive review of teaching methods.

5) Informal Observations: Informal observations occur when colleagues or supervisors visit the classroom to observe teaching in action. These observations provide immediate feedback and can lead to productive discussions about teaching strategies.

6) Qualitative Feedback: Qualitative feedback is narrative in nature, often expressed through written comments or verbal discussions. It provides context and

depth to the feedback, allowing educators to gain a deeper understanding of the impact of their methods on students.

7) Quantitative Feedback: Quantitative feedback involves numerical data or ratings. This could include ratings on surveys or assessments, providing measurable insights into teaching effectiveness and student perceptions.

8) Technology-Enabled Feedback: With the advent of digital tools, educators can receive feedback through online platforms, learning management systems, or specialized feedback software. These platforms streamline the collection and analysis of feedback data.

9) Focus Groups: Focus groups involve small groups of students or peers discussing their experiences and perceptions of teaching practices. These discussions generate qualitative insights that educators can use to adjust their methods.

10) One-on-One Discussions: Private discussions between educators and peers, supervisors, or mentors provide an opportunity for in-depth feedback. These discussions can focus on specific aspects of teaching, offering tailored advice for improvement.

11) Goal-Oriented Feedback: Feedback that is aligned with educators' specific goals or professional development objectives. It helps teachers make targeted improvements and track progress toward their aspirations.

Effective teaching feedback integrates multiple types to provide a holistic view of teaching practices and their impact on learning outcomes. The variety of perspectives helps educators refine their methods, adapt to diverse learning needs, and create dynamic and engaging learning environments.

1.5.Teacher's Student Relationship

The teacher-student relationship is a critical and complex aspect of the educational experience that plays a significant role in shaping students' academic success, personal development, and overall well-being. It refers to the interactions,

connections, and dynamics that exist between educators and their students. Here are some key elements and characteristics of the teacher-student relationship:

1- Trust and Respect: A positive teacher-student relationship is built on a foundation of trust and mutual respect. When students feel respected by their teachers and trust that their educators have their best interests at heart, it creates a conducive environment for learning.

2- Positive Communication: Effective communication is essential for fostering a healthy teacher-student relationship. Open and clear communication helps teachers understand students' needs, concerns, and learning preferences, while students feel comfortable expressing their thoughts and seeking guidance.

3- Emotional Support: Teachers often serve as mentors and role models, providing emotional support to students. This support can be crucial, especially during challenging times, as it helps students feel valued, understood, and cared for.

4- Individualized Attention: Developing a personal understanding of each student's strengths, challenges, and learning styles allows teachers to provide more targeted instruction and support, promoting better learning outcomes.

5- Encouragement and Motivation: A positive teacher-student relationship involves teachers inspiring and motivating students to strive for excellence. Encouraging words, constructive feedback, and recognizing students' achievements can boost their self-confidence and enthusiasm for learning.

6- Effective Feedback: Constructive feedback provided by teachers helps students understand their progress and areas for improvement. When delivered with care, feedback contributes to students' growth and development.

7- Support for Diverse Needs: Teachers must be sensitive to the diverse needs of their students, including cultural, linguistic, and individual differences. Adapting teaching strategies to accommodate these differences fosters inclusivity and equity in the classroom.

8- Listening and Empathy: Listening attentively to students and showing empathy helps teachers understand their perspectives and concerns. This can lead to stronger rapport and a deeper connection between educators and learners.

9- Setting Boundaries: While building strong relationships, it's important for teachers to maintain appropriate boundaries to ensure a professional and respectful learning environment.

10- Encouraging Autonomy: Teachers who empower students to take ownership of their learning foster a sense of independence and responsibility. This promotes self-directed learning and critical thinking skills.

11- Conflict Resolution: Disagreements or conflicts may arise within the teacher-student relationship. Addressing these issues with empathy and respect can lead to positive resolutions and stronger relationships.

12- Long-Term Impact: A positive teacher-student relationship can have a lasting impact on students' academic success, personal development, and future pursuits. Students often remember educators who made a significant positive influence on their lives.

13- Ethical Responsibilities: Teachers have ethical responsibilities to maintain professional conduct and ensure the well-being of their students. Upholding these responsibilities is essential for fostering a safe and nurturing learning environment.

In summary, the teacher-student relationship goes beyond the transfer of knowledge; it involves creating a supportive, respectful, and inspiring environment that promotes students' growth, confidence, and a lifelong love for learning.

1.5.1. Overview

The teacher-student relationship is a dynamic and multifaceted connection between educators and their students. It encompasses a range of interactions, emotions, and influences that significantly impact students' academic progress, personal development, and overall well-being.

the teacher-student relationship is a multifaceted connection that extends beyond the classroom. It involves building trust, fostering positive interactions, and creating an environment where students feel supported and empowered to reach their full potential. Through effective communication, empathy, and mentorship, teachers play a pivotal role in shaping students' academic achievements and personal growth.

1.5.2. Error correction

When it comes to correcting errors in students' speaking skills, teachers play a pivotal role in shaping a positive and effective learning environment. Creating an atmosphere where mistakes are viewed as natural stepping stones towards improvement is essential. Prioritizing communication over perfection, teachers should actively listen to students as they speak. The timing of correction is crucial; addressing errors that impact comprehension or communication is key, while minor errors that don't hinder understanding can sometimes be addressed later. Employing a variety of correction techniques is beneficial. Recasting, or repeating the sentence with the correct form, models proper language use without overtly pointing out mistakes. Paraphrasing and questioning guide students to self-identify and rectify errors. At times, explicit correction might be necessary, offering an opportunity to explain the underlying grammar or pronunciation rules. Encouraging self-correction empowers students to actively engage in their learning process. Peer correction can also foster collaborative learning. Importantly, positive reinforcement for successful error correction builds students' confidence and motivation. It's helpful to provide additional practice, repeat corrected phrases, and maintain records of recurring errors to tailor instruction. Offering both individual and group feedback sessions allow for targeted improvement strategies. Overall, a balanced and sensitive approach to error correction not only aids students' speaking skills but also fosters their self-assurance and enthusiasm for language learning.

1.5.3. The impact of teacher's behavior on student's performance

A teacher's behavior has a profound impact on students' academic performance, learning outcomes, and overall development. The interactions, attitudes, and approaches of educators significantly influence how students engage with the learning process. Here are some ways in which a teacher's behavior can affect student performance:

- Engagement and Motivation:

Positive Interaction: Teachers who engage with students in a respectful, supportive, and encouraging manner create a positive classroom environment that motivates students to participate actively.

Enthusiasm: Teachers who display enthusiasm for their subject matter and teaching inspire students' curiosity and eagerness to learn.

Personal Connection: When teachers show genuine interest in their students' progress and well-being, students are more motivated to succeed.

- Emotional Well-Being:

Supportive Environment: A teacher's caring and empathetic behavior helps students feel safe, supported, and valued, reducing stress and anxiety that can hinder performance.

- Learning Attitudes:

Role Modeling: Teachers who demonstrate a growth mindset, resilience, and a willingness to learn from mistakes influence students to adopt similar attitudes toward challenges and setbacks.

Encouraging Curiosity: Teachers who encourage questions and exploration cultivate a sense of curiosity that drives active learning and critical thinking.

- Classroom Environment:

Clear Expectations: Teachers who set clear expectations for behavior, effort, and performance create a structured and focused classroom environment that supports learning.

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Respectful Atmosphere: A teacher's respectful behavior toward all students fosters a positive and inclusive atmosphere where diverse perspectives are valued.

- Feedback and Assessment:

Constructive Feedback: Teachers who provide specific and constructive feedback help students understand their strengths and areas for improvement, guiding their efforts to enhance performance.

Fair Assessment: Teachers who use fair and consistent assessment methods ensure that students' efforts are accurately measured and rewarded.

- Teacher Expectations: Pygmalion Effect: Teacher expectations can influence student performance. When teachers have high expectations for students' capabilities, students are more likely to rise to those expectations.

- Teacher-Student Relationship: Positive Relationship: A strong teacher-student relationship based on trust, respect, and open communication encourages students to actively participate and seek assistance when needed.

- Classroom Management: Discipline and Order: Effective classroom management ensures a focused and organized learning environment that maximizes students' attention and engagement.

- Long-Term Impact: Inspiration: Teachers who make a positive impact on students can inspire them to pursue higher education, career goals, and personal aspirations.

In summary, a teacher's behavior goes beyond imparting subject knowledge; it shapes students' attitudes toward learning, their confidence, and their overall academic performance. A supportive, engaging, and respectful teaching approach sets the stage for successful learning experiences and contributes to students' holistic development.

1.6. Conclusion

This chapter reviews the literature on education, the teacher, the amount of his influence on the learner's learning process and life skills, the definitions of his teaching methods, and the impact of the instructor's response when a student

misbehaves. In the end, we are all accountable, and the teacher must be able to work with the student and give him a chance to demonstrate his skills. The student is also in charge of honing his abilities in reading, writing, listening, and speaking.

Chapter two

Practical Part

Research Methodology

Data Collection

Results and Analyses

2.1. Introduction

In the upcoming chapter, the researchers aim at advancing the study to more practical bases, focusing on the scrupulously examination of grammatical errors committed within the classroom. In this regard, the investigators will actively engage both teachers and students to elicit their perspectives and reactions toward these mistakes and errors. To facilitate this endeavor, a range of meticulously designed instruments will be implemented to collect, analyze, and interpret the data. These instruments encompass a comprehensive student questionnaire, insightful teacher interviews, and astute classroom observations.

2.2. Sample of Population

This research at hand aims at finding crucial points regarding EFL teachers and their student's reaction towards the commitment of oral grammatical errors on one hand and the extent to which such reactions would lead to positive and negative effects on the other hand. Henceforth, the collected data which are gathered mostly in Gouabi Secondary school are based on the following goals:

• Understanding the teacher's relationship with the students

• Knowing how and to what extent the teacher's reaction can be either harmful or beneficial.

2.2.1. Teachers Profile

The data in this research are collected at Gouabi Secondary school in Mecheria, Naama Province (western Algeria) where 3 teachers of EFL classes made up the chosen sample community. For the sake of accurately depicting this research. They are organized as follows:

Table 1: Teachers' Sampling

N° of teachers	Gender	Experience
01	male	12 years
02	female	From 6- to12 years

2.2.2. Students Profile

The data in this research are collected at Gouabi Secondary school in Mechria, Naama Province (western Algeria) where Twenty (20) students of EFL classes made up the chosen sample community. For the sake of accurately depicting this research, they have been randomly selected. They are organized as follows:

Table 2: Students Sampling

Level	Number	Gender		Age
		Male	Female	
1st year	7	2	5	Between 16 and 19 years old
2nd year	6	2	4	
3rd year	7	1	6	

The sample has been chosen for a variety of reasons; the main ones are as follows:

✓ The researchers wanted to witness and observe how students and teachers interact throughout different levels.

✓ The variety of backgrounds and categories of age gives us a wide range of diverse ideas.

✓ The availability of data, the ability to integrate with the students and the easiness in eliciting information.

2.3. Research Instruments

In order to determine the objectives of the research, the investigators tend to collect both quantitative and qualitative data through the implementation of three various instruments. The latter includes student's questionnaire, teacher's interview and classroom observation making their triangulated summary complementary in nature (mixed method approach).

2.3.1. Classroom Observation

Observation entails carefully observing the classroom and the students to gather details and draw conclusions. The act of watching something to get additional knowledge about it is called observation. Creswell (2009) defines observations the technique of obtaining free-form firsthand knowledge through paying attention to people and environments at a study site. A person who observes a class in order to learn more about how it operates and what the instructor and students are doing is generally doing so in order to get more knowledge.

2.3.2. Students Questionnaire

A questionnaire is a set of questions used to collect information or opinions from students. According to Goode and Hatt (1955, p. 182), is a set of common questions used to look into a certain issue. The purpose of a questionnaire is to collect information from respondents about their attitudes, experiences, and views. You can gather quantitative and/or qualitative data with questionnaires. Similar information about a survey form is provided by Creswell (2012, p 382) A design that study subjects fill out and return to the researcher. The last set of questions falls into one of three categories: Closed, open-ended, and dichotomous inquiries. The questionnaire of this research contains 9 questions, organized as follows:

1. The first question is to determine whether the student is actively engaging in class activities.

2. The second question is meant to gauge student satisfaction with the teacher's approach.

3. The final inquiry tries to determine whether the students are happy with the professor's explanation and delivery of the material, and if so, why.

4. Finding out why you are linked to the professor is the goal of the fourth inquiry.

5. The fifth inquiry tries to ascertain whether or not the pupils feel comfortable responding to the inquiries and why.

6. The sixth question asks participants whether their confidence in their ability to speak English is impacted by the teacher's response to their errors. If they indicated that they did, the researchers requested an explanation.

7. The seventh question questioned the pupils if they were annoyed by the teacher's response to their English-language errors. If they responded without being asked or without the researcher's request, justification.

8. The eighth question asks about students' preferences on how they want to receive instructor feedback.

9. In the final question, the researchers requested feedback from the pupils regarding the teacher.

2.3.3. Teachers Interview

It involves a conversation between the researcher and the secondary school teachers, where the researcher asks questions in order to obtain information or insights. And it is a dialogue in which a person is questioned by another person is called an INTERVIEW. It's frequently used to learn more about a person's abilities, training, and credentials. Apparently, says R. Kumar (2019). The fifth edition of Research Methodology: A Step-by-Step Guide for Beginners. Publications by Sage. A researcher will engage in a meaningful dialogue with participants during an interview to elicit information, thoughts, and viewpoints on a certain subject or research issue. Moreover (2019) Seale, C., Gobo, G., Gubrium, J.F., and Silverman (Eds). Second edition of The Practice of Qualitative Research.

 Publications by Sage what is an interview? It is an important method for social research because it involves two-way dialogue between the researcher and the participants, which makes it easier to explore and comprehend both individual *and collective viewpoints. Generally speaking, an interview is a round of questions and

answers where one person asks the questions and the other person responds. There might be numerous interviewers and participants or it can be a one-on-one, two-way dialogue. The interview of this research contains 5 questions organized as follows:

1.   The researchers questioned the professor to learn how he or she identified the student's understanding issue and how the professor is attempting to address it.

2.   The researchers want to determine if the teacher corrects the student's errors right away or waits until he has finished speaking.

3.   The researchers want to understand how the instructor deals with the students' hesitation before, during, and after speaking.

4.   The goal of the study was to find out how the instructor might help the students more effectively by improving how he or she responds to them.

5.   The researchers also want to know how the professor manages the classroom setting when a student makes a mistake in response to the final question.

The study was conducted in Goabi Jdaya secondary School, in the municipality of Mecheria, the state of Naama, and the researchers used three research tools to ensure its validity.

The researchers began by giving English language students of different ages a questionnaire intended to help organize the information and facilitate analysis of their views on how their teacher responded to them and their mistakes. Besides interviewing the professors, which is a great opportunity to get in-depth answers about the students and the way they treat them, this also has an impact on how they interact with each other, how they behave, and how well they do. within the department. Adding class observation, and experimenting with note-taking, is the last tool, it goes further and is more certain about how students behave in the classroom, and can shed light on behavioral patterns that self-report tools such as questionnaires and interviews miss. As a result, the research is based on the strategies used with the above-mentioned techniques.

2.4. Data analysis

This section of the research explains how to gather and characterize data. Thus, it describes the substance of both the questionnaire and the classroom observation, as well as how to perform the interview with the instructors.

2.4.1. Questionnaire Results Analysis

Data collection began on April, 24th by the researchers, where they distributed 20 papers to students of the first, second and third year at the Secondary school Gouabi jdaya. It was distributed randomly. Twenty secondary school students at Gouabi Jedia Secondary school in Mechria, Naama Province have answered the questionnaires. In the next part, the researcher shows the findings of the questionnaire.

Demographical Questions:

Questions one and two: The two questions are concerned with students' age and gender and the level. The following table represents the findings:

Level	Number	Gender		Age
		Male	**Female**	
1st year	7	2	5	Between
2nd year	6	2	4	16 and 19 years
3rd year	7	1	6	old

Table *2:* Students Sampling

The table reveals that female students are more than males with 15 (75%) females and 5(25%) males, and their ages ranged from 16 to 19whichmeansthatthey are somehow mature enough to understand the questionnaire's questions.

Question three: this Graph represents student's self-rating of participating in the
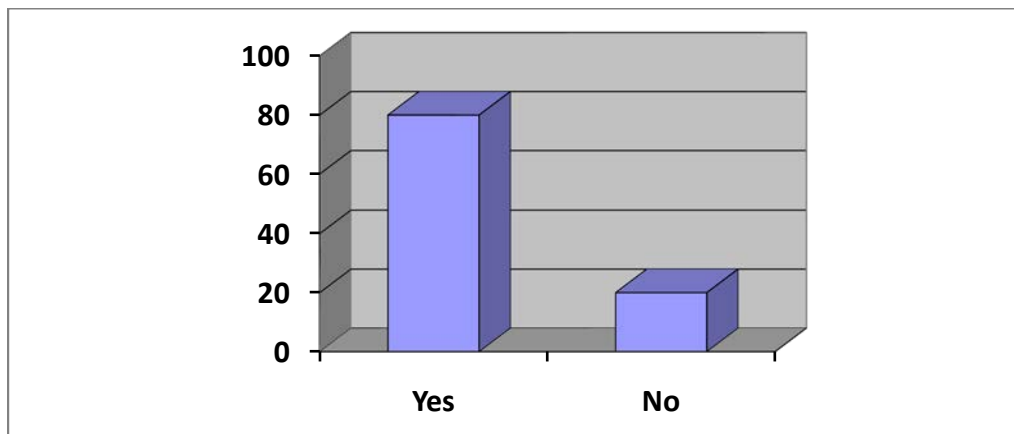
classroom.

Figure 1: Students' participation.

The bar chart above represents the number of students in relation to their level of participating in the classroom   according to them. From the results, it can be seen that there is diversity in their levels.16students80% reported that they participate in classroom, 4 students 20 % said that they don't participate in the classroom.
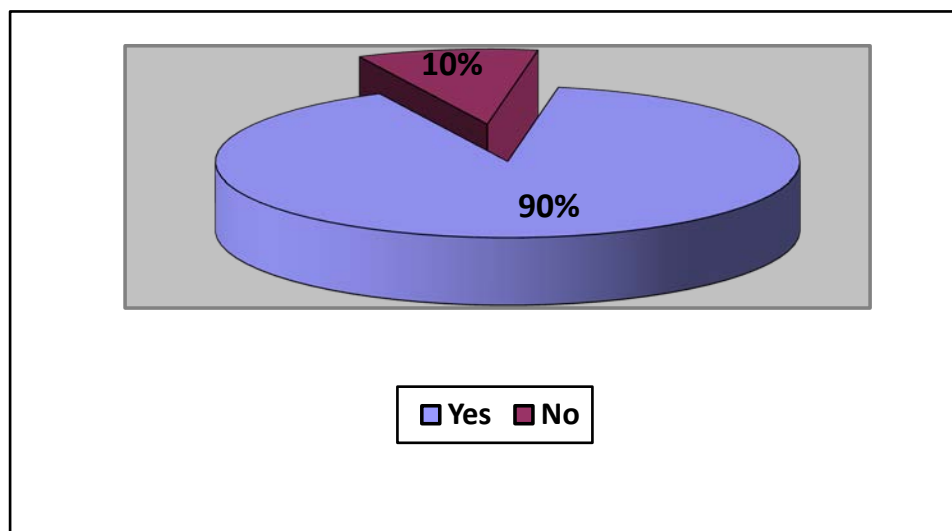
*Question four***:** The chart below shows if students like their teacher's method

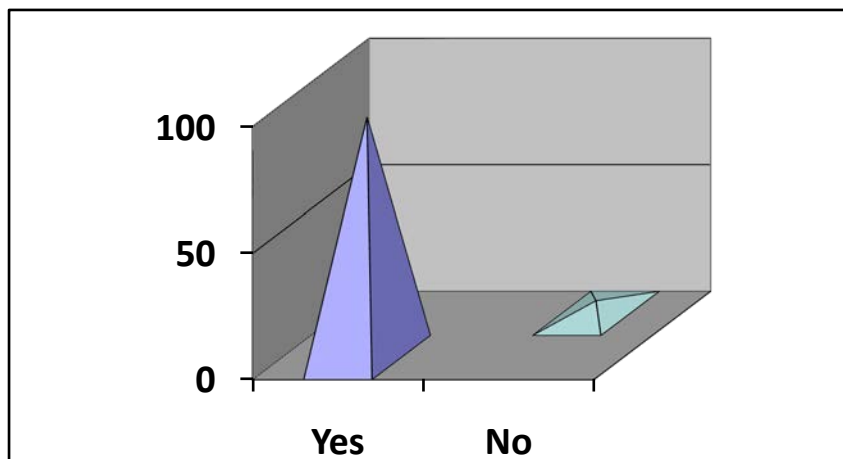**Figure 2: Students' attitudes towards teacher's method.**

From the responses shown above, it can be seen that the majority of students 90% like their teacher's method, 10% of the students stated that they don't like their teacher's method.

*Question five***:** The following pyramid presents the students' satisfaction with their teacher's way of explaining the lesson.
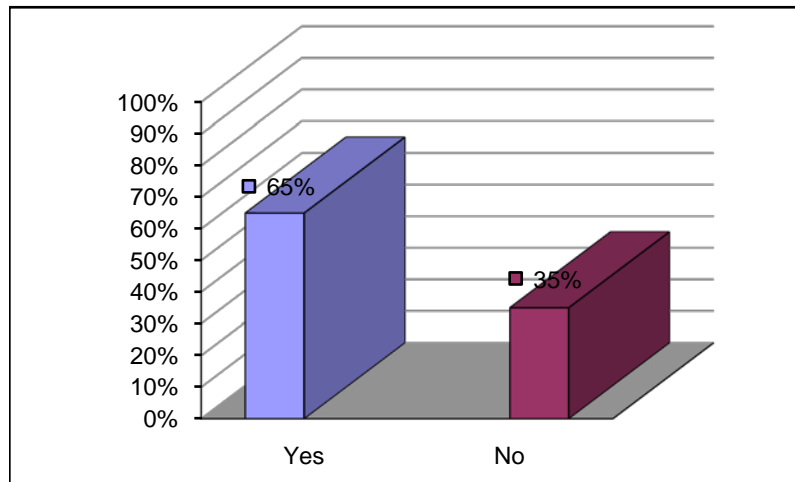

Figure 3: Students' satisfaction with their teacher's method

Students' satisfaction with their teacher's method

From the answers, yes is the most selected response according to the answers with 95% of students, 5% of students have chosen no.

*Question six***:** the next Graph shows if students feel comfortable responding to a question.

Figure 4: students' comfort responding to a question.

The graph above shows that most of the participants65% feel comfortable responding to a question and the rest 35 % replied "no"., the participants were asked to justify their answers by stating the reasons.

Question seven: the next Pie Graph demonstrates if students feel that their
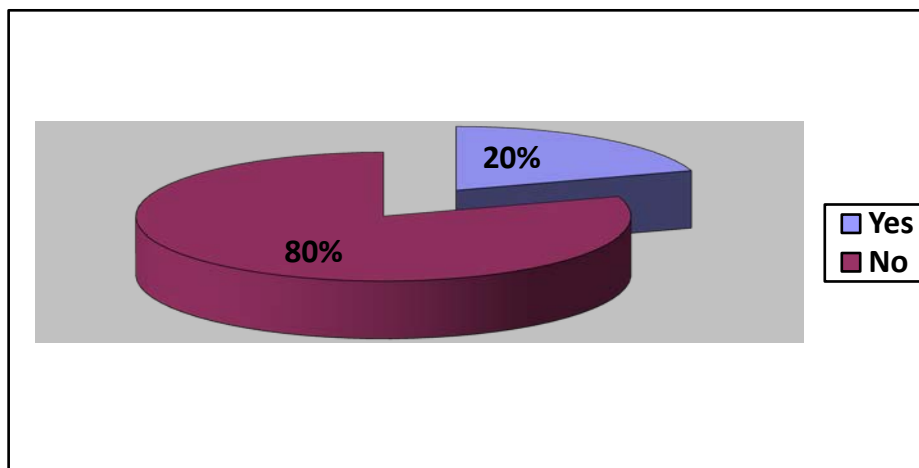
confidence in speaking English is affected by their teacher's reactions to their mistakes.

Figure 5: the impact of teacher's reaction on students' confidence

the impact of teacher's reaction on students' confidence

From the responses shown above, it can be seen that the majority of students 80% have chosen "no" as an answer, 20 % of the students have chosen "yes", in addition to that the participants were asked to justify their answers by stating the

reasons.

Question eight: the next Graph shows if students felt discouraged from speaking

English in the classroom because of their teacher's reaction to their mistakes.

Figure 6: the effect of teacher's reaction on students Courage in speaking English in the classroom.

the effect of teacher's reaction on students Courage in speaking English in the classroom.

The Graph reveals that from the answers, yes is the most selected response accordingtotheanswerswith80% of students, 5% of students have chosen no.

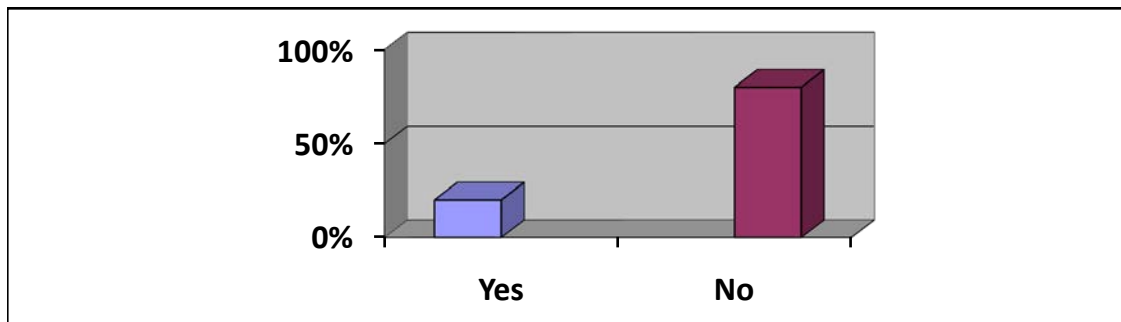## 2.4.2. Interview's Results Analysis

This part was directed towards the teachers' interview, a structured one was designed for three teachers at Gouabi Jdaya, it aims mainly at analysing the attitudes reported by the teachers about teacher's reactions towards students' mistakes. Next, the findings of the Interview will be demonstrated.

✓ **Section one:** Students mistakes

Question one: Teachers' recognizing if students have a problem understanding and try to solve this problem

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Most of the teachers 2 stated that I frequently question the class and assign homework in the form of assessments. while 1 said I involve him, motivate him, and intervene.

*Question two***:** This question seeks to know the instructor corrects errors right away or waits until the student has completed speaking?

Well, the question was open-ended and there were a variety of answers, two of the teachers agreed that they normally correct errors after the student has finished speaking while one teacher responded « No, I don't correct errors because I'm afraid he won't continue to participate."

*Question three***:** The aim of this question is to know the instructor manages the student's reluctance in the three faces before, during, and after speaking?

Two of the teachers replied by "yes" and some of one teacher replied by "no" claimed that the misreported responses are that the teacher assists the students before they speak, doesn't interrupt them throughout their speech, and corrects them after they finish.

*Question four***:** The reason behind this question is to get teachers' thoughts on how the instructor could encourage students more effectively by responding better to their errors?

The interviewees' answers revealed that they are all aware of the benefits of encouraging students, and all of them had different answers.

Question five: The interviewees stated how the instructor manages the environment in the classroom when a student blunders and misses class?

In this question, according to 3 teachers, 2 of them stated that they give students a chance to speak when they make errors, while1ofthem believed that he reminds them to utilize English as much as they can.

2.4.3. Classroom observation's Results

Teacher A:

The students have well-disciplined behavior during teachers' A lecture. the teacher gives advice and observes his students moreover students gave logical answers to the questions.

Teacher B:

The way the teacher deals with her students is great that she accepts any response whatever it is and deals with any behavior from students, however students are polite in the presence of the professor moreover they participate in an organized manner while discussion, in additional to that, their responses to the questionnaire was good.

Teacher C:

From this observation, it turns out that the teacher is beloved and patient with her students and uses a sarcastic way to teach and the least of students pay attention to the lesson while studying in chaos however all of the students prepare presentations and the teacher's reaction was so polite when she noticed some mistakes and few students responded to the questionnaire seriously and most of them need no help.

2.4.4. Interpretation of the Results

In this part, the major results that are collected for each research tool will be discussed in relation to the already raised hypotheses. After analyzing the questionnaires' results, one can say that the majority of students at the Gouabi Jedia find the English language neither easy nor difficult and this can be explained by their attempts to use alternatives to develop their English such as speaking in class as they help them recognize and remember new vocabulary, enhance their English skills in natural context and provide them with correct pronunciation which leads to increasing their motivation and interests through learning and practicing, then ,they will not be afraid of practicing English language inside classrooms , thus proving the first hypothesis. Moreover, the majority of them believe that they learn faster and better by

their teacher's reaction to their mistakes and they said that this attractive learning environment provides them with authentic English which is a better way to Learn English.

The results also revealed that most learners prefer their teachers' reactions with interesting topic in order to develop their knowledge of different cultures and their personal interests, while the others prefer to learn without any reaction from teachers. Hence, based on what was said, the second hypothesis was partly proven and more was discovered, all students strongly agree that they like their teachers' method and their reactions to their mistakes are helpful for improving their English.

The results from the teachers' interviews have revealed that secondary school students' reluctance to learn English in the classroom is out of some psychological factors that hinder their development in learning, it has been also observed that giving students an opportunity to speak when they make errors can affect their willingness to speak. On the other hand, teachers have several strategies to deal with learners' difficulties, some try to reminds them to utilize English as much as they can, therefore, encouraging them to learn, and not interrupting them while participating.

Moreover, the results have shown that teachers think that their reactions toward students' mistakes are very useful for learning language as they enhance their learning skill. The finding sal so indicate that teachers are aware of the benefits of learning environment and correcting their mistakes that helps to motivate students, provide them with authentic English and a huge list of vocabulary, and fix their pronunciation. In light of these findings, the first hypothesis was proven. In addition, most of the teachers suggested that correcting students' mistakes that improve students' learning process are very effective in enhancing students' English level and acquire self-confidence.

The outcomes from the classroom observation have shown that the method of teacher and his /her reactions to students' mistakes plays a huge role in developing students in learning English and not repeating the same mistakes and it has been also demonstrated that observing and correcting students' mistakes impact their level in learning and make them focus on the lesson.

To sum up, it appears that teachers' reactions to students' mistakes that correcting and observing and guiding them   has incorporated teachers and they take it into account as a very important tools of teaching.

The results have shown that both of them have positive attitudes towards teacher's reaction, and most of them agreed that it is very beneficial for enhancing the learning process.

2.5. Recommendations and Suggestions

Considering the previous results of the primary and the secondary data, this work about the value of teachers' reactions towards students' mistakes provides the following recommendations:

• Take a use of teachers' reaction in classrooms, in order to add variety to the learning environment and to attract the learners' attention.

• Students need to be conscious of the educational aspect of teachers' reaction.

• Encourage the learners to learn English language independently outside the classroom.

This study also opens doors for future research options such as:
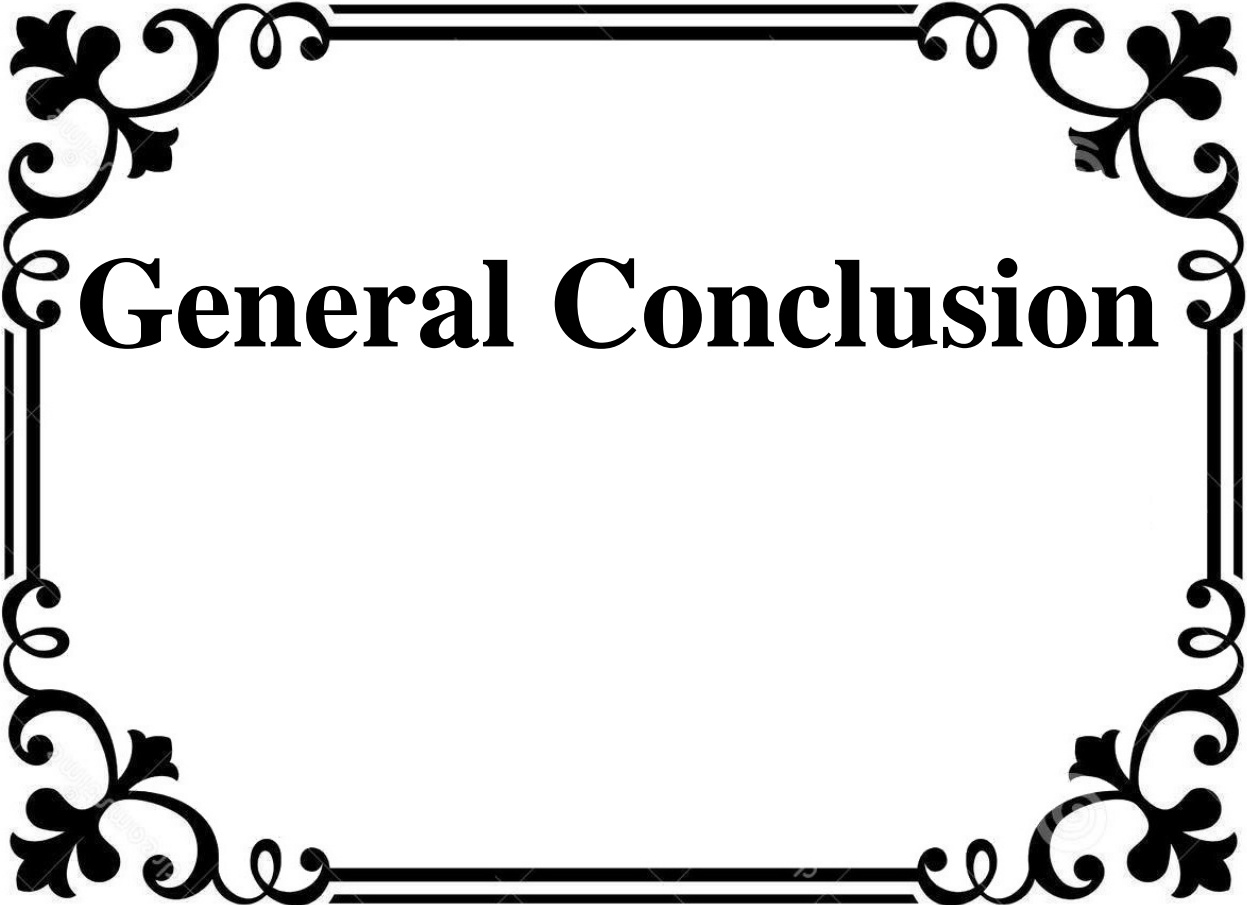
• Conducting the similar research but on a larger sample to enhance the generalizability of the outcomes.

• Managing further studies on the effect of teachers' reaction on learners' learning using different data sources like classroom observation.

• Conducting the same research about teachers' reaction but on different skills such as listening, reading and writing.

2.6. Conclusion

This chapter revealed the data obtained from the analysis of the research instruments i.e., students ‟questionnaire, and teachers' interview, classroom observation and the discussion of these findings. The current work was investigative and the analysis used was both quantitative and qualitative. This research aims at investigating the effect of teachers' reactions for improving students learning. It was found out that the most of students and teachers value teachers' reaction, as they encourage students to learn, enrich their vocabulary and help them to avoid struggling when speaking. teachers' reactions improve students' level and enhance their confidence, guide them and facilitate the learning process. Therefore, the research hypotheses were confirmed.

General Conclusion

GENERAL CONCLUSION

There have been various studies about finding new ways and strategies that can improve English learning process. Therefore, this study was carried out in order to explore the perception of the students at the secondary school Guabi Jdeya in Mecheria focusing on teachers' reactions towards students mistakes to develop the learning process. It aims at investigating how can teachers' reactions contribute to enhance students to learn English.

The present study comprises two chapters, the first one was devoted to a theoretical background of the research in which the main concepts related to the students' mistakes that were highlighted, the definition of students mistakes, its importance, its main aspects, and the obstacles faced by students in learning, in the next section of the chapter, light will be shed on some definitions related to teachers' reactions which are the main focus of the study. In the second chapter, the researcher described the work and its aspects. Later, it demonstrates the data collected towards the research tools, then proceeded into analysis, discussion and drawing of conclusions.

The present study implemented a carefully designed questionnaire administered to the students of the second year English at the Guabi Jdeia and an interview conducted with their teachers and a classroom observation. The collected data provided by the questionnaire   so the classroom observation and the interview afforded evidence to support the hypotheses of the research. The outcomes showed that the most of students and teachers agreed that teachers' reactions are a good factor to improve the learning process.

This is an important factor to classrooms for students. That students correct their mistakes. This leads them to be more confident and motivated to learn and participate in classrooms.

Ultimately, this research provides valuable insights to teachers' reactions for improving students' learning process, however, as mentioned earlier, mistakes are a part of learning, but discovering what are the appropriate strategies and how to implement them to minimize and control mistakes makes a better questioning for further   studies.

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Appendices

Student's Questionnaire

This questionnaire is a part of a research which is concerned with the teacher's methodology and behaviour in classroom. Please, answer by putting a tick (✓) in the appropriate answer and justify when necessary.

Thank you for your collaboration.

-Gender:

   Male☐ Female ☐

-Age……….

1**-**Do you participate in the class activities? Yes ☐ No ☐

2-Do you like your teacher method? Yes ☐ No ☐

3-Are you satisfied with the way the teacher is delivering the information and explaining the lesson? Yes☐ No☐

 -why?

 ………………………………………………………………………………

………………………………………………………………………………….

4-What makes you attracted to the subject and the teacher?

………………………………………………………………………………….

…………………………………………………………………………….

Why?

……………………………………………………………………………….

……………………………………………………………………………….

5-Have you ever felt comfortable responding freely to a question?

Yes□ No□

 –why?

....

………………………………………………………………………………………

6-How your teacher react to your mistakes?

………………………………………………………

7- do you think his/her reaction affects your confidence in speaking English?

 Yes□ No□

- If yes how?

……………………………………………………………...

……………………………………………………………………………………..

8-Have you ever felt discouraged from speaking English in class because of your teacher's reaction to your mistakes?

Yes□ No□

9- If no can you give an example?

…………………………………………………………………………………………..

…………………………………………………………………………………………..

10-How do you prefer to receive such feedback (correction of mistakes, explanation the mistakes…)?

………………………………………………………………………………………….

11- Give me your opinion about your teacher's methodology and reaction?

…………………………………………………………………………………………

Thank you

Teacher's Interview

- 1-How do you realize that your student has a problem in understanding and how do you try to solve this problem?

- 2-Do you correct mistakes immediately or do you wait until the student has finished speaking?

- 3- How do you manage the reluctance of the student in the three phases, before speaking, while speaking, after speaking?

- 4-What do you think the best reaction is to student mistakes in order to better support?

- 5-How do you control the classroom environment when the student makes a mistake?

Abstract

In educational context, the teacher-student relationship is a critical aspect which plays a significant role in shaping students' academic success, personal development, and overall well-being. Thus, the overall objective of this research is to investigate the EFL teachers' feedback and reactions to the grammatical mistakes/errors of students in Gouabi secondary School in Naama. Various linguistic aspects in addition to social and psychological ones are highlighted through different tools which are classroom observation, teachers interview and student's questionnaire. The results have revealed that the environment in the classroom is determined by the teacher's behavior, feedback and how the teacher interacts with the students' deficiencies in order to improve their performance.

Résumé

Dans le contexte éducatif, la relation enseignant-élève est un aspect essentiel qui joue un rôle important dans la réussite scolaire, le développement personnel et le bien-être général des élèves. Par conséquent, l'objectif général de cette recherche est d'identifier les opinions et les réactions des enseignants d'EFL face aux erreurs grammaticales des élèves de l'école secondaire Al-Jawabi de Naama. Différents aspects linguistiques sont mis en évidence en plus des aspects sociaux et psychologiques à travers différents outils, à savoir l'observation en classe, les entretiens avec les enseignants et les questionnaires auprès des étudiants. Les résultats ont montré que l'environnement de la classe est déterminé par le comportement de l'enseignant, ses réactions et la manière dont l'enseignant interagit avec les lacunes des élèves afin d'améliorer leurs performances.

ملخص:

في السياق التعليمي، تعد العلاقة بين المعلم والطالب جانبًا حاسمًا يلعب دورًا مهمًا في تشكيل النجاح الأكاديمي للطلاب، والتنمية الشخصية، والرفاهية العامة. وبالتالي، فإن الهدف العام لهذا البحث هو التعرف على آراء وردود أفعال معلمي اللغة الإنجليزية كلغة أجنبية تجاه الأخطاء النحوية للطلاب في مدرسة الجوابي الثانوية بالنعامة. ويتم تسليط الضوء على الجوانب اللغوية المختلفة بالإضافة إلى الجوانب الاجتماعية والنفسية من خلال أدوات مختلفة وهي الملاحظة الصفية، ومقابلة المعلمين، واستبيان الطلاب. وقد أظهرت النتائج أن البيئة الصفية تتحدد من خلال سلوك المعلم وردود أفعاله وكيفية تفاعل المعلم مع أوجه القصور لدى الطلاب من أجل تحسين أدائهم