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**Department of English**



**Teachers' Error Correction Strategies in EFL Speaking Classes**  
**Case Study: Teachers at The Department of English, Mohamed Seddik Ben Yahia University,**  
**Jijel**

**A Dissertation Submitted in Partial Fulfillment of the Requirements for the Master**  
**Degree in**  
**Didactics of Foreign Language**

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### **Declaration**

I hereby declare that the dissertation entitled “**Teachers’ Error Correction Strategies in EFL Speaking Classes, Case Study: Teachers at English Department, Mohamed Seddik Ben Yahia University, Jijel**” is my own work and all the sources I have used have been acknowledged by means of references. I also certify that I have not copied or plagiarized the work of other students or researchers partially or fully. In case any material is not documented, I shall be responsible for the consequences.

Signature

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Date

17/06/2023

## Dedication

IN THE NAME OF ALLAH, MOST MERCIFUL, MOST GRACIOUS

I DEDICATE THIS MODEST WORK TO:

MY LOVING PARENTS, WHO HAVE ALWAYS BEEN MY BIGGEST CHEERLEADERS, GUIDING ME WITH THEIR WISDOM.

MY SUPPORTIVE SISTERS AND BROTHERS, WHO HAVE BEEN A CONSTANT SOURCE OF INSPIRATION AND MOTIVATION, ESPECIALLY MY LOVELY SISTER SAMIRA FOR HER UNCONDITIONAL SUPPORT AND TRUST.

MY TWO SHINING STARS, KAWTHER AND YASMINE, WHOSE INNOCENT SMILES AND BOUNDLESS LOVE HAVE ILLUMINATED MY PATH.

MY COLLEAGUES, WHO SHARED THIS JOURNEY WITH ME. YOUR AID AND SUPPORT HAVE ENRICHED MY LEARNING EXPERIENCE.

MY FRIENDS, WHO HAVE STOOD BY MY SIDE, OFFERING ENCOURAGEMENT AND UNWAVERING SUPPORT.

THIS DISSERTATION IS DEDICATED TO ALL OF YOU. YOU HAVE BEEN MY INSPIRATION AND MOTIVATION. THANK YOU.

Faycel

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## **Abstract**

Learning English as a Foreign Language (EFL) poses challenges of errors in oral production. Therefore, effective oral error correction by teachers is crucial for learners' speaking skills development. This case study aims to explore the strategies used by EFL teachers in Algerian university classrooms to address errors during oral sessions. The research questions focus on sources of errors, the correction strategies employed, and students' preferences. A questionnaire was used to gather data from 15 teachers at Mohammed Seddik Ben Yahia University. The results revealed that repetition, elicitation, and recast are the most commonly used correction strategies. The majority of teachers prefer to provide feedback at the end of the activity, they try to strike a balance between fluency and accuracy, and they are most of time the correctors. Interference, cognitive and affective factors, and lack of practice are identified as major factors contributing to learners' errors. Elicitation, repetition, and clarification requests are perceived as preferred strategies for learners to provide oral corrective feedback. Recommendations of the study include open discussions between instructors and their learners on error treatment issues in EFL speaking classes, developing a policy of correcting oral errors based on teacher and student preferences, and promoting self and peer correction. Additionally, the study advises to put more focus on developing communicative competence and providing more opportunities for speaking practice.

**Keywords:** Correction of oral errors, corrective feedback, English as a foreign language, fluency, speaking classes, speaking skills.

## **List of Abbreviations and Symbols**

**%:** Percentage

**CF:** Corrective Feedback

**EC:** Error Correction

**EFL:** English as a Foreign Language

**FL:** Foreign Language

**i.e.:** In other words

**Lr/Lrs:** Learner/Learners

**MSBYU:** Mohamed seddik ben Yahia University

**OCF:** Oral Corrective Feedback

**OEC:** Oral Error Correction

**P:** Page

**P.hD:** Doctor of Philosophy

**PP.:** Pages

**Q:** Question

**St/Sts:** Student/Students

**Tr/ Trs:** Teacher /Teachers

**TEFL:** Teaching English as a foreign language

## List of figures

<i>Figure 01: Teachers' Degrees</i> .....	27
<i>Figure 02. Teachers' Experience in TEFL</i> .....	28
<i>Figure 03. Teachers' Experience in Teaching Oral Expression</i> .....	29
<i>Figure 04. Opinions About Students' Oral Errors</i> .....	30
<i>Figure 05. Teachers' Usual Reaction Towards Students' Oral Errors</i> .....	32
<i>Figure 06. Frequency of Treating Different Types of Errors</i> .....	33
<i>Figure 07. Frequency of Interrupting Learners for Correction</i> .....	34
<i>Figure 08. Note-taking Preferences</i> .....	35
<i>Figure 09. Timing of Oral Error Correction</i> .....	36
<i>Figure 10. Errors Versus Mistakes in Teachers' Oral Corrective Feedback</i> .....	37
<i>Figure 11. The Strategies Used for Ora Error Correction</i> .....	37
<i>Figure 12. Sources of Students' Speaking Errors</i> .....	38
<i>Figure 13. Factors That Contribute to Students' Errors</i> .....	39
<i>Figure 14. Teachers' Priorities Regarding Error Correction</i> .....	40
<i>Figure 15. Teachers' Opinions Regarding Over-correction</i> .....	41
<i>Figure 16. Teachers' Considerations When Ignoring or Correcting Errors</i> .....	45
<i>Figure 17. Who Correct Students' Errors</i> .....	43
<i>Figure 18. Teachers' Basis of Selecting Correction Strategy</i> .....	44
<i>Figure 19. Discussing Sorrection Strategies With Students</i> .....	45
<i>Figure 20. The Strategies Preferred by Learners</i> .....	45

## Table of contents

Declaration .....	I
Dedication.....	II
Acknowledgment .....	III
Abstract .....	IV
List of Abbreviations .....	V
List of figures .....	VI
Table of contents .....	VIII
General introduction .....	1
1. Background of the study .....	1
2. Statement of the problem.....	2
3. Research questions .....	2
4. Research methodology .....	2
5. Significance of the study.....	3
6. Organization of the study.....	3
Chapter one.....	5
Introduction .....	5
1. Section one: The speaking skill .....	5
1.1. Defining speaking .....	5
1.2. The importance of speaking .....	6
1.3. Components of the speaking skill.....	7
1.3.1. Fluency .....	7
1.3.2. Accuracy.....	7
1.3.2.1. Vocabulary .....	7
1.3.2.2. Grammar.....	8
1.3.2.3. Pronunciation.....	8
1.3.3. Discourse.....	9
1.4. The speaking and communicative competence.....	9
2. Section two: Errors in EFL classrooms .....	11
2.1. Defining errors .....	11
2.2. Error versus mistake .....	12
2.3. Sources of errors in FL classrooms.....	12



2.4. Types of EFL learners' errors .....	14
2.5. Oral error correction .....	15
2.6. Oral error correction issues and strategies.....	16
2.6.1. Should errors be corrected? .....	17
2.6.2. Which learner errors should be corrected? .....	17
2.6.3. When should errors be corrected? .....	18
2.6.4. Who should correct errors?.....	18
2.6.5. Strategies of oral error correction.....	19
2.7. The significance and efficacy of oral error correction .....	21
Conclusion.....	23
Chapter two: Fieldwork .....	24
Introduction .....	24
2.1. Research methodology .....	24
2.1.1. Participants.....	25
2.1.2. The research tool .....	25
2.1.2.1. Description of the questionnaire.....	25
2.1.1.2. Piloting the questionnaire .....	26
2.1.2.3. Administration of the questionnaire .....	26
2.1.3. Presentation and analysis of data.....	27
2.1.4. Data interpretation.....	48
2.1.5. Recommendations .....	55
2.2.6. Limitations.....	56
Conclusion.....	57
General conclusion.....	58

References

Appendices

Appendix 01

Appendix 02

Résumé

تلخيص

## General Introduction

### 1. Background of the study :

Learning English as a Foreign Language (EFL) involves various challenges, including the occurrence of errors in students' oral productions, such as pronunciation, syntax, and word choice errors. The role of teachers in facilitating the acquisition of oral skills is crucial, as these help learners to articulate appropriate utterances and communicate in a well-structured manner (Burns, 2019). Therefore, one important aspect of language teaching is oral error correction, which serves as a tool for EFL teachers to guide learners in recognizing and correcting their errors. Effective error correction can prevent the fossilization of non-target forms and promote the development of language proficiency (Ellis, 2009).

In recent years, a considerable body of research has focused on the topic of oral error correction, examining the significance of spoken skills and the associated correction strategies employed by teachers (Lyster & Ranta, 1997; Morshada, 2007; Coskun, 2010; Tomkova, 2013; Jing et al., 2013; Fakazli, 2018; Alkhamash, 2019). These studies have shed light on the importance of addressing spoken skills and providing effective error correction, particularly for non-native English speakers (cited in Bouzar, 2020). However, there is still a need for further investigation into the specific strategies employed by EFL teachers to address errors in oral expression sessions in the context of North Africa and specifically in Algeria.

To address this gap, this study aims to explore the intervention of teachers in Algerian university EFL-speaking classrooms regarding oral error corrections. The research will be conducted at Mohamed Seddik Ben Yahia University, aiming to investigate the strategies used by teachers in the Department of English to treat students' errors during oral expression sessions. By examining these strategies, the study seeks to contribute to our understanding of effective approaches to error correction and their impact on students' language development.

## **2. Statement of the problem:**

The learning process is closely connected to how teachers correct students' errors and how students benefit from and implement feedback to improve their speaking performance. Error correction or oral corrective feedback is an important part of classroom interaction, especially in speaking classes. Additionally, it is widely acknowledged that correcting errors is a challenging task for teachers, as it requires purposefulness and adherence to principles of language learning and teaching. Understanding the optimal strategies and approaches for error correction is key to creating a supportive and motivating language learning environment, therefore, it is useful to investigate these important points including the strategies to use for error treatment, how much correction should be made at what phases the teacher should correct the error, and how the teacher can correct the learner without de-motivating him/her.

## **3. Research questions:**

This research raises the following research questions:

1. What are the strategies that MSBYU teachers use for oral error correction?
  - When errors are being corrected?
  - Who corrects students' oral errors?
  - Which types of errors are focused on?
2. What are the sources of students' errors?
3. What are the preferences of students with regard to the appropriate types of error correction in speaking classes?

## **4. Research methodology:**

This research is conducted to explore error correction techniques that are preferred by teachers to correct their students' errors at Mohamed Seddik Ben Yahia University

(MSBYU). A questionnaire is developed to elicit techniques that are used by teachers to correct students' verbal errors and the way they apply these techniques in their classrooms. Our sample consists of 15 teachers of Oral Expression who have had the opportunity to teach speaking at MSBY University either this year or previously. The reason behind choosing those teachers is on the one hand to make the sample as large as possible and on the other hand is due to the fact that they are supposed to know more about their students' oral proficiency and level, as well as the different errors made by the learners.

### **5. Significance of the study:**

This study aims at exploring teachers' error correction strategies at MSBY University and to shed light on effective error correction practices by examining the ways used for error treatment, determining the optimal timing for error correction, and exploring how teachers correct learners' errors without diminishing their motivation, the research seeks to enhance the understanding of oral error correction efficacy and role in EFL speaking classrooms. Understanding the strategies and approaches for error correction is essential for creating a supportive and motivating language learning environment. By investigating the various aspects of error treatment, this research seeks to provide valuable insights that can inform language teaching practices and empower teachers to effectively correct errors, enhance students' speaking proficiency, and maintain their motivation and confidence.

### **6. Organization of the study:**

The structure of this research paper consists of two chapters, along with an introduction and a conclusion that provide an overview and summary of the entire work.

The first chapter focuses on the theoretical aspect of the study and comprises two sections. The initial section is dedicated to exploring the speaking skill in detail. It begins by defining the speaking skill and emphasizing its significance for foreign language learners. The

section proceeds to explain the key characteristics of effective speaking, including fluency, accuracy, and discourse. It concludes by discussing the relationship between speech and communicative competence, which represents the ultimate goal of successful foreign language teaching and learning.

The second section of the first chapter, titled "Errors in EFL Speaking Classes," delves into the concept of errors and oral error correction. It establishes a distinction between errors and mistakes, highlighting their respective implications. The section further examines the sources and types of oral errors commonly observed in EFL classrooms. It then addresses various aspects related to oral error correction, such as the timing and types of correction strategies employed. The significance of correcting learners' oral errors is also discussed, underscoring its importance in language acquisition.

The second chapter focuses on the practical part of the research. This section provides a brief introduction to the research and offers a description of the questionnaire utilized for data collection. Additionally, it presents the analysis and interpretation of the obtained results.

## **Chapter one**

### **Introduction**

This chapter contains two sections; the first one is dedicated to the speaking skill starting by defining speaking, its importance and characteristics, then highlighting some relevant concepts related to this skill including fluency and accuracy as well as the communicative competence. The second section deals with errors in EFL speaking classes. It begins with the definition of errors and the distinction between error and mistake, then the sources and the types of EFL students' oral errors. After that, the strategies used to treat them in addition to some related issues to error correction are discussed. And finally, the chapter ends with exhibiting the factors that influence error correction and the latter's significance with regard to EFL learners.

### **1. Section one: The speaking skill**

#### **1.1. Defining speaking:**

Scholars define speaking in different ways, however, they agree on many points when defining it. Most definitions focus on the ability to convey the intended meaning effectively and fluently in a spoken language, and to adapt the oral performance to be appropriate to different situations with different interlocutors. That is, using Brown's words, 'the ability to use language to communicate orally with others in a variety of real life situations' (2007, p.264). Similarly, Nunan describes the speaking skill as 'the ability to produce and respond appropriately to spoken language in a given context' (1994, p. 154). Burns and Joyce (1997) and Luoma (2004, p. 2) define speaking as an interactive process of constructing meaning that involves producing, receiving and processing information. In the same line, Chaney (1998) states that speaking is the process of building and exchanging meanings through verbal and

non-verbal symbols within diverse contexts, it is a crucial part of second language teaching and learning. (p. 2)

### **1.2. The importance of speaking:**

The importance of speaking skills has gained prominence in contemporary language teaching, as there has been a shift from traditional methods to communicative approaches. The ability to speak a language is often equated with overall language proficiency, as speech is seen as the fundamental medium for human interaction. According to Celce-Murcia (2001), speaking a language is essentially synonymous with knowing that language since it serves as the basic means of communication. Moreover, speaking skills play a crucial role in integrating other language components such as vocabulary and grammar, while also contributing to the improvement of writing skills. Through speaking, learners have the opportunity to express their emotions, opinions, and ideas, engaging in various language functions such as storytelling, informing, explaining, requesting, conversing, and discussing. Consequently, by practicing speaking, learners gradually enhance their overall language abilities. Additionally, mastery of spoken English opens doors to real-life opportunities across different domains. Baker and Westrup (2003,p. 5) highlight that individuals who possess strong English speaking skills have a greater chance of pursuing further education, finding employment, and advancing in their careers. Companies and organizations specifically seek individuals with proficient English communication skills for global interactions. Therefore, fluency in English proves advantageous for students in terms of higher education prospects, employment opportunities, and career growth (as cited in Omari 2015, p. 18).

As it is stated in the definitions, this skill plays a significant role in second and foreign language teaching and learning. It includes some components that are discussed in the following part.



### **1.3. Components of the speaking skill:**

The spoken language constitutes many key elements such as; fluency, grammar, pronunciation, vocabulary, and discourse. Addressing those important components is necessary for learners to achieve a level of proficiency in English as second or foreign language as they allow the speaker to communicate appropriately and effectively in various real life situations (Brown, 2007). Additionally, many language testing frameworks such as the Common European framework of Reference for languages (CEFRL) asses these components in speaking tasks.

#### **1.3.1. Fluency:**

According to Hedge (2000), fluency refers to the ability to speak effortlessly, smoothly, naturally, and reasonably quickly, with minimal pauses and stops (p. 54). It should be given attention by teachers in order to enhance students' oral productions and make their language more like native language users. Fluency includes, also, aspects such as the rhythm of speech, intonations, pauses, and stress.

#### **1.3.2. Accuracy:**

Accuracy refers to the speaker's ability to produce grammatically correct sentences; it is related to the extent to which the oral production respects the rules and the norms of the target language system. Harmer (2001, p. 104) confirms that accuracy means the correct use of vocabulary, grammar, and pronunciation. Hence, EFL learners and teachers should give attention to these elements to enhance the accuracy of oral productions.

##### **1.3.2.1.Vocabulary:**

Vocabulary refers to the 'words and phrases with which the speaker is familiar and which they can understand and use with accuracy and variety' (Nation, 2001, p. 43). Therefore, from

one hand EFL learners should have a wide range of vocabulary in order to be able to communicate effectively and accurately; accuracy with regard to vocabulary is related to word selection when speaking; and from the other hand, Teachers must offer direct instruction of techniques or procedures for developing a broad and varied vocabulary. This instruction can be provided both formally through the language arts programs, and informally through various classroom interactions-such as story time-with learners. Furthermore, new vocabulary terms must be connected to learners' previous knowledge and experiences with the purpose of enabling learners to contextualize new words by attaching them to words and concepts they already understand (Omari, 2015, p. 18).

#### **1.3.2.2. Grammar:**

Grammar refers to the rules of language use, how the words are formed, how they are combined to form sentences that convey meanings, and how both words and sentences constitute language forms and functions. According to Ellis (2002), grammar is 'the structure and system of a language, including its rules for word formation, sentence formation, and the use of word forms and functions' (p. 21). For SL and FL learners, it is important to teach grammar in a spoken context to lead them to understand how the language works in real life situations. The focus on correct grammatical oral production of learners is a key aspect if we are going to foster the speaking skills (mccarthy (1995) as cited in Omari 2015, p. 46).

#### **1.3.2.3.Pronunciation:**

Pronunciation refers to the ability to articulate sounds, words, and phrases accurately and clearly, ensuring that the listener can understand the speaker's intended message. That is, the articulation of sounds and the production of patterns that makes speech easily understandable by the hearer and appropriate in its context (Celce-Murcia, Brinton, & Goodwin, 2010, p. 15).

### **1.3.3. Discourse:**

Discourse is defined as the manner in which the oral language namely utterances, sentences and groups of sentences are constructed to be meaningful for a given situation as well as for the requirements of a given task and interlocutor. Using Thornbury's (2005) words, discourse is 'the way that sentences and sequences of sentences are put together to form coherent, meaningful spoken texts that are appropriate to task, situation, and audience' (p. 12). It refers to how a whole block of spoken language fits within a specific speech act so that each utterance or sentence appears in its logical place and plays its own part in giving meaning to the block.

### **1.4. The speaking and communicative competence:**

In order to lead EFL learners and spur them to become proficient speakers of English, the aim of teachers in oral expression classes should be to provide guidance to students so that they achieve oral communicative competence. To reach such purpose, all the aforementioned components underlying speaking proficiency should be addressed, each of which should be developed hand in hand with the others. That is, on the long term of learning, EFL teacher should focus on the following three aspects together because they are interrelated and none of them could be neglected; knowing the rules of the language system (i.e. Grammar, pronunciation, and vocabulary) which is related to accuracy; besides being able to speak at ease, smoothly and linking sentences logically and naturally (i.e. Ability to speak fluently); in addition to contextualizing the spoken language to be appropriate to the intended interaction and for the interlocutor (discourse) (Richards & Renandya, 2002, p. 204). In the same line, H. Douglas Brown in his book 'teaching by principles'(2007) asserts that studies on communicative competence provide what is perhaps the most important linguistic principle of language teaching and learning:

Given that communicative competence is the goal of a language classroom, instruction needs to point to all its components: organizational, pragmatic, strategic, and psychomotor. Communicative goals are best achieved by giving due attention to language use and not only usage, to fluency and not just accuracy, to authentic language and context, and to students' eventual need to apply classroom learning to previously unrehearsed context in the real world(p. 69).

Similarly, Savignon (1984) asserts that the ultimate aim of language teaching, and then mainly teaching speaking, should be the development of learners' communicative competence, enabling them to express, interpret, and negotiate meaning (p. 249).

It is important to note that Dell Hymes (1972) was the first scholar who introduced the concept of communicative competence as a response to Chomsky's notion of linguistic competence. Hymes distinguishes between performance, which refers to the actual use of language in specific situations, and competence, which pertains to the speaker-hearer's knowledge of the language. Afterwards, Canale and Swain (1980) proposed four components of communicative competence: grammatical competence, sociolinguistic competence, discourse competence, and strategic competence. Grammatical competence involves understanding the sentence structure of a language. Sociolinguistic competence relates to using language appropriately in different contexts, considering the roles of participants, the setting, and the purpose of interaction. Discourse competence encompasses recognizing discourse patterns, connecting utterances to a central theme, and inferring meaning from larger units of spoken or written texts. Strategic competence refers to compensating for limitations in linguistic, sociolinguistic, and discourse knowledge or application, such as fatigue, distraction, or inattention.

## **2. Section two: Errors in EFL classrooms**

Starting from the 1960's, there has been a notable change in pedagogical emphasis regarding errors in language learning; from solely aiming to prevent errors to learning from errors, many foreign language teachers have responded to their students' needs by adopting innovative approaches and resources that promote self-expression and do not place excessive emphasis on error-free communication. This positive attitude towards errors in second and foreign language learning stems from the observation that children make many mistakes when acquiring their first language, and parents consider this a natural part of their development. Drawing on this analogy, educators suggest that foreign language teachers should also expect and accept errors from their students as part of the learning journey (Hendrickson, 1978). From this viewpoint, scholars have examined learners' errors with the objective of defining, explaining, and categorizing such errors, as well as identifying efficient strategies for correcting and addressing them.

### **2.1. Defining errors:**

Hendrickson (1978) defines an error as "an utterance, form, or structure that a specific language teacher considers unacceptable due to its improper usage or absence in real-life communication". Lennon (1991) (as cited in Al-Ghazo, 2016) further explains that an error refers to a linguistic form or combination of forms that, in a similar context and under comparable production conditions, would unlikely be produced by native speakers of the language. That is, errors in language learning are considered as deviations from the target language norms that native speakers adhere to in their productions. Another definition that highlights the learner language states: "Errors are the result of a cognitive process in which learners test their hypotheses about the language against the input they receive, and they reflect the learners' interlanguage system, that is, their own rules and assumptions about the target language" (Selinker, 1972, p. 219).

## **2.2. Error versus mistake:**

Corder (1967), made the distinction between errors and mistakes. He states that mistakes are performance errors that can occur due to factors like slips of the tongue or affective factors. They are not systematic and do not reflect the learners' underlying knowledge. On the other hand, errors reflect the learner's knowledge of the language. They are systematic and result from a lack of knowledge. Furthermore, James (1998) explains that errors cannot be self-corrected until the learner receives further relevant input and processes it (p. 38). Mistakes, however, can be corrected by the learners themselves. Overall, mistakes are seen as performance errors that can be self-corrected, while errors reflect underlying knowledge or competence issues and require external input for correction. Ellis (2005) suggests two methods to differentiate between mistakes and errors in the FL classroom. The first approach involves noticing the consistency of the learner's performance. If the learner sometimes uses the correct form and sometimes uses the incorrect form, it is a mistake. However, if the learner consistently uses the incorrect form, it is an error. The second approach entails asking the learner to attempt to correct their own deviant utterance. If the learner is not capable of rectifying the utterance, then the deviations are considered errors. However, if the learner succeeds in correcting the deviations, the incorrect utterances are deemed as mistakes.

## **2.3. Sources of errors in FL classrooms:**

According to Brown (2000, p. 224), there are two primary categories of errors: interlingual errors and Intralingual errors. Interlingual errors, also known as interference errors, occur due to the influence of the learner's first language. These errors stem from negative transfer between languages. On the other hand, Intralingual errors result from incomplete or faulty learning of the target language, rather than language transfer (Keshavarz, 2003, p. 62). Richards (1972) identifies four main types of Intralingual errors: overgeneralization, ignorance of rule restrictions, incomplete application of rules, and false concepts

hypothesized. Later, the author expands the list to include six sources of errors in FL learner's productions: interference, overgeneralization, performance errors, markers of transitional competence, strategies of communication and assimilation, and teacher-induced errors (cited in Amara, 2018). An explanation of each source is in the following part.

- a. **Interference:** Interference errors occur when learners transfer features or patterns from their native language to the target language. This can lead to incorrect structures or usage due to the influence of the learner's first language.
- b. **Overgeneralization:** Overgeneralization errors happen when learners apply a particular rule or pattern inappropriately to a wider range of contexts than is actually appropriate. For example, the learner applies a grammar rule to all cases when it only applies to specific instances.
- c. **Performance errors:** Performance errors refer to mistakes made by learners due to lapses in attention, memory, or other factors that affect real-time language production like affective factors. These errors are not reflective of the learner's underlying knowledge of the language but rather temporary slips or mistakes in their speech.
- d. **Markers of transitional competence:** These errors indicate that learners are in the process of acquiring new linguistic forms or structures. They may exhibit errors that are characteristic of learners (learner interlanguage system) at a specific stage of language development, showing their progress toward mastery.
- e. **Strategies of communication and assimilation:** Language learners often use strategies to compensate for gaps in their knowledge such as avoidance. However, these strategies can sometimes lead to errors. For example, learners may rely heavily

on literal translation from their native language, resulting in awkward or ungrammatical sentences in the target language.

- f. **Teacher-induced errors:** This source of errors refers to mistakes that learners make as a result of incorrect or misleading instruction from their teachers. If teachers provide inaccurate information or explanations, it can lead to learners adopting incorrect language forms or patterns.

It is to note that these sources of errors are not mutually exclusive, and learners may exhibit errors stemming from multiple sources simultaneously. By understanding these sources, educators can better analyze and address the specific difficulties learners may face in their language acquisition process.

#### **2.4. Types of EFL learners' errors:**

Researchers in the field of language teaching and learning have identified various categories and classifications of errors. Hendrickson (1978) distinguishes between two types of errors: global errors and local errors. A global error is a communicative error that significantly affects understanding, leading to misinterpretation or incomprehensibility of a message. On the other hand, a local error is a linguistic error that may make a sentence appear awkward but does not hinder comprehension within the given context.

Errors also may be distinguished by relating them to competence and performance. From this point of view, as mentioned previously, they are either errors or mistakes. Performance mistakes are made when learners are tired or in a hurry and are considered less serious and easily treatable. Competence errors, however, reflect ignorance and lack of knowledge or the interlanguage system of the learner.



Another classification is presented by Duly and Burt (1974) who classified errors into three categories: developmental errors, which are similar to errors made during first language acquisition; interference errors, which reflect the influence of the learner's first language structure; and unique errors, which do not fall into either developmental or interference categories.

Chaudron (1977) classified errors based on the level of language, ranging from phonological errors to vocabulary or lexical errors and syntactic errors. Lyster (1998) further expands on this classification, dividing errors into phonological errors, grammatical errors, and lexical errors. Phonological errors are related to pronunciation and may result from differences between the learner's first and second language sound systems. Grammatical errors occur when learners fail to conform to the grammar rules of the target language. Lexical errors involve inappropriate or inaccurate choices of words within open word classes such as nouns, verbs, adverbs, and adjectives. These errors stem from the learner's lack of knowledge or familiarity with the target language lexicon.

### **2.5. Oral error correction:**

It is of great importance to mention that, in second language learning and teaching, feedback refers to any commentary information on learners' performance. It can be positive, like "good", or "right", while it can be negative as it mentions a problem in the learner's performance, that is, corrective feedback (CF), which intends to correct learners' errors. Hence, CF when it is directed to students' spoken errors is referred to as 'Oral Corrective Feedback' (OCF) (Su and Tian, 2016). Similarly, many sources consider 'Oral Error Correction' and 'Oral Corrective Feedback' to be interchangeable terms referring to the same concept (Sheen, 2007; Beuningen et al. 2012; Al-Ghazo, 2016). Henceforth, in this research, they are considered equivalent and alternatives.

On this view, oral error correction refers to the teacher's reaction toward learners' spoken language that contains errors. It is the process of identifying and correcting errors that occur during oral interactions in EFL classrooms. According to Choudron (1977) (as cited in Panova and Lyster 2002), oral error correction can be defined as "any reaction of the teacher which clearly transforms, disapprovingly refers to, or demands improvement of the learner utterance". Using simple words, Lightbown and Spada (2006), define oral error correction (OEC) as any feedback that tells learners their target language output is wrong. Ellis, R. (2009) agrees that OEC is a response to learners' wrong sentences. The response includes telling learners their sentences are wrong, offering them the right target language form, as well as offering grammatical explanations about learners' errors.

#### **2.6. Oral error correction issues and strategies:**

Error treatment in FL teaching is a complex and significant issue. Teachers need to possess theoretical knowledge and a clear understanding of their actions in the classroom, as error correction plays a crucial role in supporting learners. James (1998) suggests that it is sensible to adhere to three principles when correcting errors. Firstly, the techniques employed in error correction should aim to improve students' accuracy in expressing themselves. Secondly, teachers should consider the affective factors of students, taking into account their emotions and attitudes towards correction. Lastly, the correction process should be conducted in a manner that does not threaten students' self-esteem or confidence (cited in Amara, 2018). In fact, the teacher must go through many crucial questions besides what is mentioned in order to decide the appropriate way to deal with students oral errors, the most important of them are: Should errors be corrected? If so, when should errors is corrected? Which learner errors should be corrected? How should learner errors be corrected? And who should correct learner errors?

### **2.6.1. Should errors be corrected?**

When determining whether an error should be corrected or not, the teacher must consider various factors, including the specific error type (e.g., pronunciation, vocabulary, grammar), the extent to which the error hinders comprehension of the meaning, the objectives of the activities, and the factors that are relative to the student's individual variables such as their attitudes, language proficiency level, and level of confidence (Al-Ghazo, 2016).

### **2.6.2. Which learner errors should be corrected?**

Concerning oral corrective feedback, it is crucial to identify the specific type of error made by learners, as not all errors require correction because it is not always the case teachers want or need to correct everything. Language instructors are faced with numerous decisions, one of which is determining which errors should be addressed. In certain cases, some errors may be ignored and only the most significant ones are corrected. This means that there are errors that may not impede comprehension. However, those global errors that can impact communication in real-world situations require attention. Additionally, the frequency of error correction in classes must be taken into account. Excessive correction can potentially have a negative impact on learners' attitudes and performance, while insufficient feedback may be perceived as an obstacle to effective language learning. Striking the right balance in terms of the amount of error correction is, thus, of utmost importance (Méndez and Cruz, 2012). Furthermore, according to Hendrickson (1978), teachers should tolerate more errors during communicative practice. He stated that a survey of 1,200 university students of foreign language was conducted partly to determine their reactions to having their errors corrected by their teachers. It was found that the "students prefer not to be marked down for each minor speaking and writing error because this practice destroys their confidence and forces them to expend so much effort on details that they lose the overall ability to use language".

### **2.6.3. When should errors be corrected?**

Regarding this issue, there is a significant debate surrounding the question of whether errors should be corrected immediately or with a delay. The central dilemma revolves around the balance between fluency and accuracy. For communicative activities, delayed correction is generally favored. However, more advanced students argue that the timing of error correction should be determined by the specific type of error committed. For instance, immediate correction is deemed preferable for pronunciation or grammatical errors since delaying the correction may not aid in retention. Additionally, the overall classroom dynamics play a crucial role. If the entire class is already familiar with a particular word or concept, singling out an individual for correction can lead to feelings of discomfort. Thus, determining the appropriate timing for error correction is a complex matter. Both the teacher's intuition and students' preferences hold equal importance in making this decision (Amara, 2018).

### **2.6.4. Who should correct errors?**

There are various possibilities for addressing errors within the classroom setting. When a student makes an error, they should have the opportunity to self-correct. Self-correction is considered the most effective technique as it enhances the student's ability to retain the correct form. If self-correction is not feasible, the teacher can encourage other students to provide the correction. However, it is important to employ this technique tactfully to avoid humiliating the student who made the initial error. In cases where peer correction is utilized, it is beneficial for the teacher to subsequently return to the student who made the mistake and have them repeat the corrected version. According to Edge (1990), peer correction offers several advantages: it fosters cooperation among students, promotes active engagement with the language for both the learner who made the error and the one providing the correction, and provides valuable insights into the learners' abilities. Nonetheless, it is essential to ensure that the same students do not monopolize the peer correction process, and that other students are

actively involved. If no one is able to correct the error, it indicates that the concept has not been adequately grasped by the class. In such cases, the teacher may need to re-explain the problematic language item, particularly if it appears to be a common difficulty among the majority of the students (ibid).

The following question is how to correct students' oral errors; that is, what is the strategy to use to appropriately and effectively treat the error?

### **2.6.5. Strategies of oral error correction:**

In a comprehensive study of CF in Canadian immersion classrooms (Lyster and Ranta, 1997, pp. 46-49) distinguished six different types of oral corrective feedback. The study was highly influential and their classification was advocated in numerous studies in foreign language that focus on error correction, those types or strategies are explained here:

- a. **Recast:** This technique involves repeating the student's incorrect utterance in the correct form without directly pointing out the error. It is considered a subtle way of providing correction. A recast is an "... implicit feedback technique that involves the teacher's reformulation of all or part of a student's utterance, minus the error"

#### **Example:**

L: I went shopping two times.

T: You've been. You've been shopping twice by yourself

- b. **Explicit Correction:** This technique involves directly pointing out the error and providing the correct form. It is the correction of the student's error with an explicit indication that he/she is wrong, using some expressions such as 'No, you should say...', 'That is wrong'.

**Example:**

L: On April.

T: Not on April, in April. We say "I will fly to America in April."

- c. **Elicitation:** This technique involves asking leading questions or providing prompts to help the student self-correct. It is a less direct form of correction that aims to encourage the student to identify and correct their errors (Ellis, 2009).

**Example:**

L: i'll go outside if it will not rain.

T: i'll go outside if it.....?

- d. **Repetition:** This strategy involves repeating the incorrect utterance by the teacher using an intonation that highlights and stresses the error.

**Example:**

L: I will talked to you.

T: I will **TALKED** to you!?

L: i'll talk to you.

- e. **Clarification Request:** This technique involves asking the student to clarify their intended meaning, or to check the correctness of their production. A clarification request informs students that either their utterance has been misunderstood by the teacher or that the utterance is somehow incorrect, and therefore needs to be repeated or reformulated. In this way, the student is prompted to clarify aspects related to both comprehensibility and accuracy (Ellis, 2009).

**Example:**

L: What do you spend with your home?

T: What? Could you say that again?

- f. **Metalinguistic:** This strategy involves discussing the error with the student and prompting the student to think about language use leading them to identify the rule or concept that was violated, and providing additional examples to help them understand and apply the correct form.

**Example:**

L: Yesterday I go shopping.

T: Use past tense/ what is the past form of the verb to go?

Two, other additional strategies; which were not included in the aforementioned model; are listed in what follows:

- g. **Translation:** The teacher provides a translation of the erroneous utterance into the learner's L1, allowing the learner to understand the correct form, for example the teacher says 'En Français, c'est: Je suis allé au stade hier'. This technique is mentioned by Ellis (2015, p. 304) and Larsen-Freeman and Anderson (2011, p. 195).
- h. **Non-verbal:** The teacher uses gestures or facial expressions to indicate the mistake without verbally correcting the learner. Harmer (2007, p. 159).

**2.7. The significance and efficacy of oral error correction:**

Based on the search results, there have been numerous studies conducted with regard to oral corrective feedback in ESL/EFL classes. While some scholars view it as an important aspect of second language acquisition that can contribute to students' development, others have investigated its effectiveness in classroom instruction (Lyster, 2004; Sheen, 2007). Research has also been carried out on the beliefs of both students and teachers regarding oral

corrective feedback (Ellis, 2009). Some of the studies have focused on investigating the linguistic foci of oral corrective feedback, while others have explored how learners emotionally respond to it. Overall, there seems to be a general consensus that oral corrective feedback plays an important role in the learning process of ESL/EFL students. According to the results, oral corrective feedback can be effective in aiding second language learning in several ways. Firstly, receiving oral feedback can help students become more aware of their errors and learn from them. Secondly, it can help students develop their accuracy and fluency in the target language. Thirdly, feedback can help students to become more confident in their ability to communicate effectively in the target language. Fourthly, it can help them to develop a more accurate and appropriate use of grammar, vocabulary, and pronunciation (Yoshida; Kim, 2020). However, it is important for teachers to strike a balance between providing feedback and allowing students to practice freely. Ellis (2009) explored error correction and teacher development, finding that teachers who received training on providing corrective feedback were more effective in helping students improve their accuracy. Yoshida (2020) investigated key features of error correction to maximize the learning potential of L2 oral production, emphasizing the importance of explicit, target-focused, and immediate feedback. Findings show that error corrections were effective but their impact depended on learners' proficiency. Kim (2020) focused on oral corrective feedback in the EFL classroom, examining feedback types and learners' perceptions, and highlighted the preference for prompts and explicit corrections among students.

It is seen as a valuable piece of advice that is of Hedge (2002) when he discussed the confusion and misunderstandings that may arise if error treatment is done inconsistently in a random manner. The author confirms that the teacher is able to make oral error correction highly effective by being consistent in his/her moves so that they will be expected and accepted by students. Furthermore, the author suggests that teachers should openly



communicate their preferred method of correction to learners and engage in discussions with them to establish a mutually agreed-upon approach for oral feedback. In addition to that, the writer spurs teachers to take notes of individual and key errors for self-reflection about the used strategies and their efficacy (Hedge, 2002, pp. 289-291). By doing so, teachers and learners are to develop an Oral Error Correction Policy within the classroom which should be agreed on, and ultimately effective.

In conclusion, oral error correction has been extensively studied in the field of second language acquisition. Scholars have recognized its significance and effectiveness in aiding second language learning. Research has shown that oral corrective feedback can help students become aware of their errors, improve accuracy and fluency, and boost confidence.

### **Conclusion:**

This chapter has examined key aspects relevant to the study of oral error correction in EFL speaking classes. It commenced with an overview of the literature pertaining to speaking skills, encompassing the definition of speaking, its significance, and distinguishing features. Additionally, it explored its connection to communicative competence. The subsequent section dived into the definition of oral correction and engaged in a comprehensive discussion of the complexities surrounding error correction. This entailed addressing questions regarding when, how, and by whom learners' errors should be addressed, as well as considering the different types of errors to focus on. Finally, the chapter concluded by evaluating the effectiveness of oral error treatment.

## **Chapter two: Fieldwork**

### **Introduction**

This chapter focuses on the practical fieldwork of the study. It begins with an explanation of the data collection process, followed by a presentation and analysis of the results. And by the end, the chapter discusses the limitations of the research study and provides pedagogical recommendations based on the findings.

The main objective of this part is to explore the strategies that teachers at Mohamed Seddik Ben Yahia University (MSBYU), department of literature and English language, use to correct students' errors in speaking classes. Additionally, to investigate how these strategies are implemented in practice; i.e. who corrects learners' errors, when, what are the most frequent errors as well as what teachers think about the students preferences about ways of error treatment. Consequently; the study seeks to respond to the following research questions:

1. What are the strategies that MSBYU teachers use for oral error correction?
  - When errors are being corrected?
  - Who corrects students' oral errors?
  - Which types of errors are focused on?
2. What are the sources of students' errors?
3. What are the preferences of students with regard to the appropriate types of error correction in speaking classes?

### **2.1. Research methodology:**

In order to achieve the objectives of this study, a combination of quantitative and qualitative research methods was employed. A questionnaire was administered to teachers of

oral expression to gather both quantitative and qualitative data to provide a deeper understanding of the topic being investigated. The questionnaire was designed specifically for teachers who have had the opportunity to teach oral expression at MSBYU. It contains three distinct sections, each serving a unique purpose. Its design aims to efficiently extract information from respondents, allowing the research questions of the study to be answered.

### **2.1.1. Participants:**

The participants in this inquiry are fifteen teachers from the Department of English at MSBY University in Jijel. The researcher intended to make the sample as large as possible so that the results reflect the actual state of the issue investigated by the study. Hence, in addition to those who are teaching oral expression this year, the sample included other teachers who have taught speaking previously and still working at this university. Thus we came to have fifteen respondents out of seventeen having had experience in teaching oral expression sessions.

### **2.1.2. The research tool:**

A questionnaire was used to gather data in this inquiry; it is described in the following section

#### **2.1.2.1. Description of the questionnaire:**

Questionnaires are widely recognized as one of the most commonly utilized tools in applied linguistics research for data collection. According to Richards (2005), questionnaires offer various advantages such as ease of preparation, applicability to a large number of participants, and the ability to gather information that can be easily organized and analyzed. They can be used to gather data on a range of topics, including language use, communication difficulties, preferred learning styles, classroom activities, and attitudes and beliefs (p.60).

In this particular study, the teachers' questionnaire was introduced with a brief text that outlined the study's objectives and provided guidelines on how to complete the questionnaire. It comprises a total of 22 questions, organized into three main sections. It incorporates a mix of closed-ended, open-ended, and multiple-choice questions to gather comprehensive data. The first section (Q1, Q2, and Q3) aims to gather general information about teachers' degrees and their experience in both teaching English and "oral expression" module. The second section (Q4) focuses on teachers' opinions regarding students' errors. The third section addresses strategies for oral error correction and consists of sixteen questions (Q5 to Q22). These questions primarily seek information about the specific practices of oral error correction in speaking classes as well as related issues.

#### **2.1.1.2. Piloting the questionnaire:**

To assess the clarity, effectiveness, and feasibility of the questionnaire and identify any areas for improvement, the questionnaire was administered to two teachers of oral expression. Based on their feedback, certain aspects of the questionnaire, such as the wording of some questions and the options provided, were reconsidered and revised.

#### **2.1.2.3. Administration of the questionnaire:**

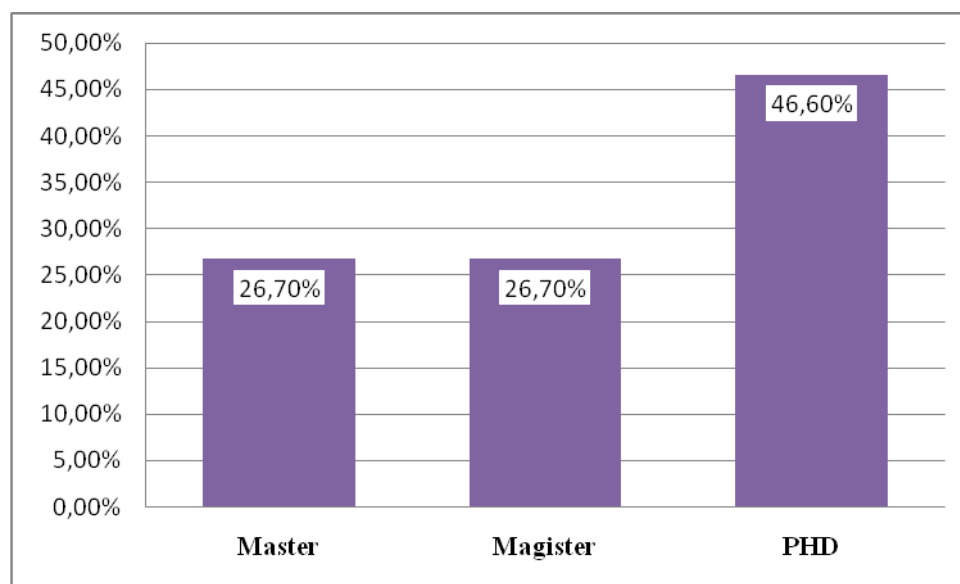
The survey was administrated to seventeen English teachers in the Department of English at MSBYU, all of whom had experience in teaching oral sessions. Out of the seventeen teachers, fifteen responded to the questionnaire. Unfortunately, we were unable to reach one teacher while another teacher apologized as being not able to respond it. The respondents showed great cooperation, with the majority promptly submitting their completed questionnaires to the department's secretary either on the same day they received them or within a few days. Data collection spanned a two-week period, accommodating the teachers' varying timetables, from May 10th to May 25th.

### 2.1.3. Presentation and analysis of data:

#### Section one of the questionnaire:

This section contains three questions (Q1, Q2, and Q3), it aims at having information about the participants' overall experience and expertise in the field of English teaching and specifically in oral expression sessions.

#### Q1. Teachers' degrees:

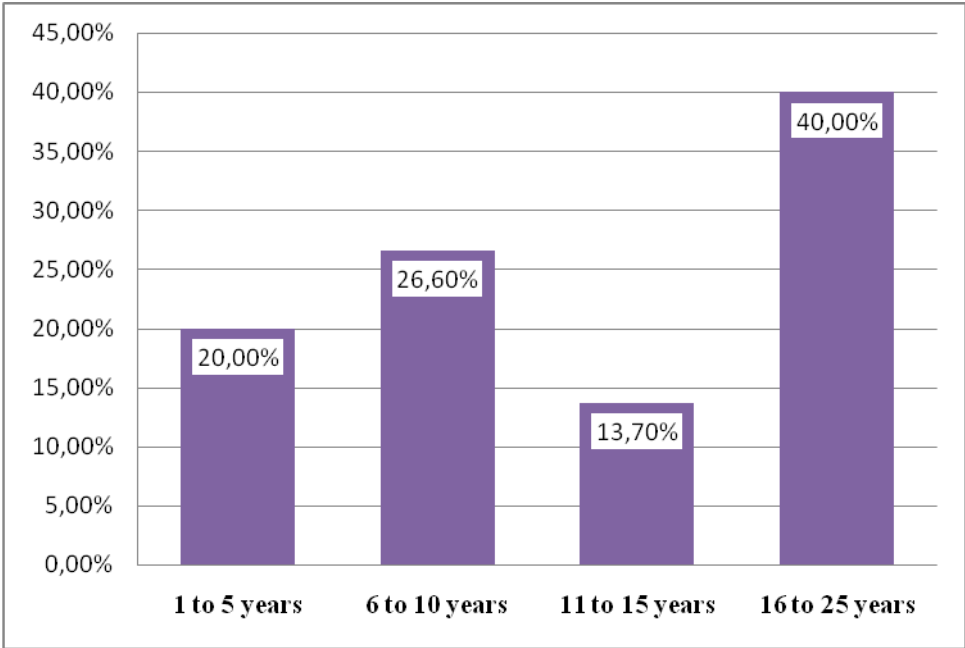


*Figure 01: teachers' degrees*

As is shown in figure 01, it is evident that among the fifteen respondent, 26.7% of them hold a Master's degree, 26.7% hold a Magister degree, and 46.6% hold a Ph.D. This signifies that a significant majority, 73.3%, possess either a Magister or a Ph.D., indicating that the majority of teachers in the sample are highly qualified.

**Q2. Years of experience in teaching English:**

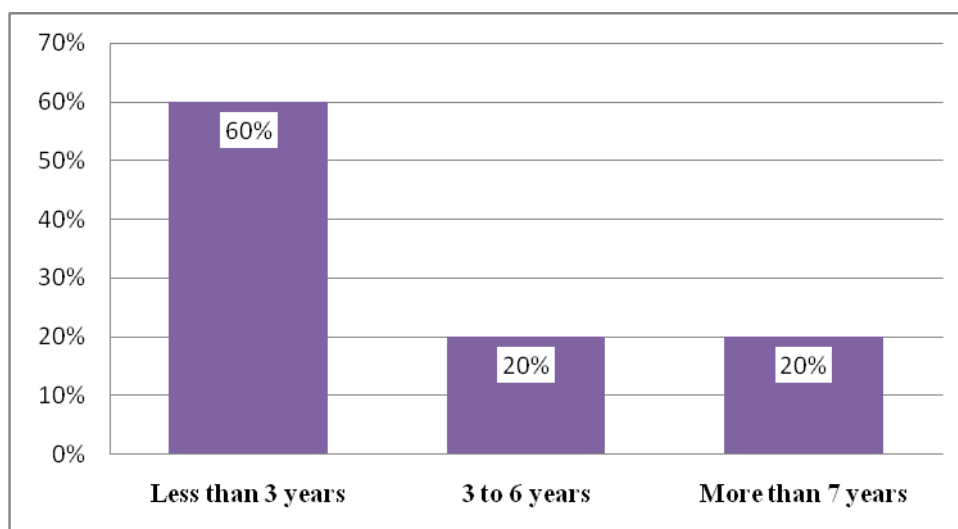
The data presented in figure 02 reveals that 20% of the respondents have less than five years of experience, while 26% have been in TEFL for 6 to 10 years. Furthermore, 13.3% of the respondents have 11 to 15 years of experience, and 40% have accumulated between 16 and 25 years of experience in TEFL.



*Figure 02. Teachers' experience in TEFL*

Consequently, it can be inferred that 80% of the respondents possess six or more years of experience, and a notable 53.3% have spent over a decade in the field. These findings underscore that the majority of respondents possess significant experience in TEFL, which enhances their expertise and effectiveness as teachers. The wealth of their experience brings valuable insights and practical knowledge to the study.

### Q3. Experience in teaching oral expression:



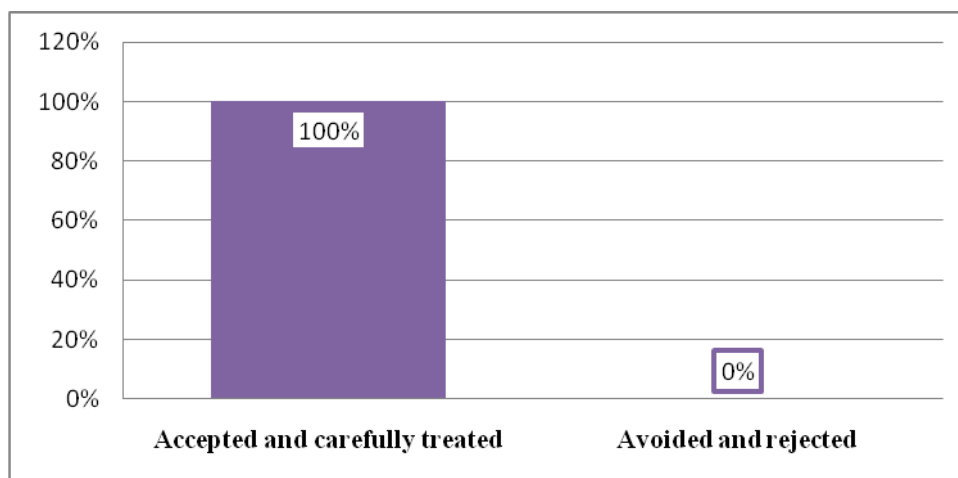
*Figure 03. Teachers' experience in teaching oral expression*

When asked about their experience in teaching oral expression, the teachers' responses showed that 60% have less than three years of experience, 20% have been teaching for 3 to 6 years, and 20% have more than six years of experience. This indicates that a significant number of teachers surveyed have relatively short experience in teaching oral expression. However, a notable proportion, 40%, has a moderate to extensive level of experience in this particular area. The fact that the majority of the teachers have a long experience in TEFL but a significant number of them have less than three years of teaching speaking suggests that their extensive experience in TEFL have been acquired in other areas or aspects of language instruction, rather than specifically focused on oral expression. In addition to that, it is possible that some teachers may not have a particular interest in teaching speaking skills. Furthermore, considering that the majority of the teachers surveyed is highly qualified and have extensive experience in teaching English, it is assumed that their expertise, knowledge, and proficiency in language instruction coupled with their qualifications can compensate for the relatively short experience in teaching oral expression of some of them.

## Section two of the questionnaire:

This section includes only one question (Q4), its aim is to obtain information about teachers' views on students' oral errors. The question is coupled with an open ended part as it asks for justifications to gain insights into the reasons behind the participants' opinions on how to handle students' speaking error.

### Q4. In your opinion, an error should be:



*Figure 04. Opinions About students' oral errors*

The findings indicate a unanimous response from all participants, with 100% selecting the option 'errors should be accepted and carefully treated'; their choice suggests that the teachers hold a positive and supportive attitude toward students' oral errors in speaking classes. They recognize that errors are a natural part of the learning process and believe that errors should be carefully treated rather than avoided or rejected.

### Justifications:

As mentioned above, all teachers agree that errors should be accepted and carefully treated. They have provided various justifications which are summarized as follows:

- Avoiding errors will lead to more errors.

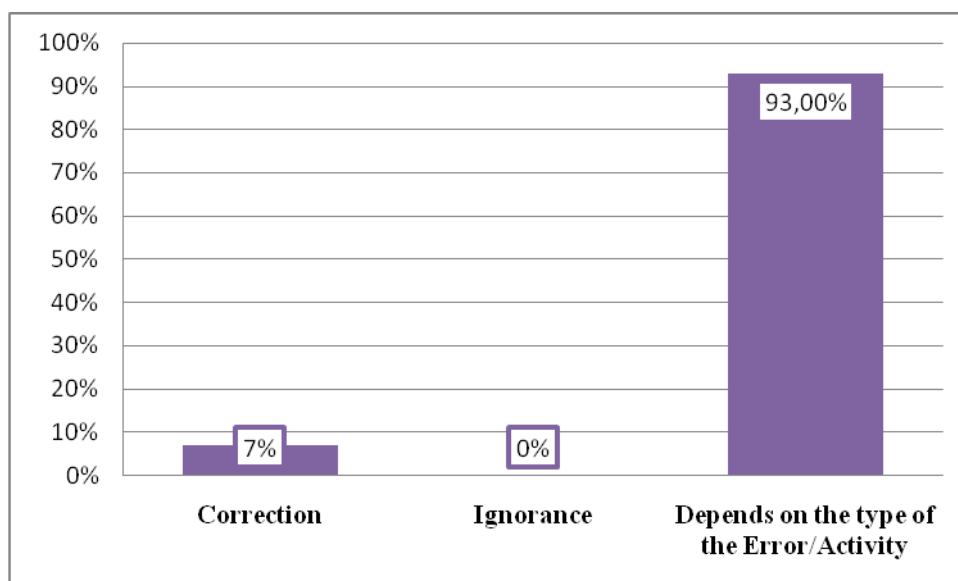


- By doing so, students will have a relaxed enjoyable learning atmosphere.
- Lrs learn from their mistakes, teachers should carefully steer Sts' attention to mistakes in a nice agreeable way, English is no longer what natives dictate.
- Corrective feedback is central to develop oral proficiency in the target language.
- To help Sts being aware of their errors so they avoid making the same error in the future.
- The teacher should be very mindful of Lrs' mistakes and find the appropriate responses as to when and how to treat them.
- Errors reflect Sts' difficulties and form the base for remedial work. Additionally, they help teachers to identify Sts' needs and design lessons accordingly.
- Error making is a part of learning.
- Errors (and even mistakes) are a sign of learning. They signify that the learner is getting out of their comfort zone and is trying and making an effort to improve. Teachers should treat those errors carefully in order not to break Lrs' self-confidence.
- In order to avoid communication breakdowns, errors should be treated in a smooth way.
- To avoid putting pressure (anxiety) on the Sts, overcorrection tends to discourage Sts to engage in classroom discussion.

### **Section three of the questionnaire:**

This section comprises 18 questions (Q5 to Q22) and aims at obtaining detailed factual information about the respondents' actual practices in speaking classes, specifically in dealing with learners' oral errors. These questions are designed to assist the researcher in collecting data on various issues examined in the study.

**Q5. Usually your reaction towards students' oral errors is:**



*Figure 05. Teachers' usual reaction towards students' oral errors*

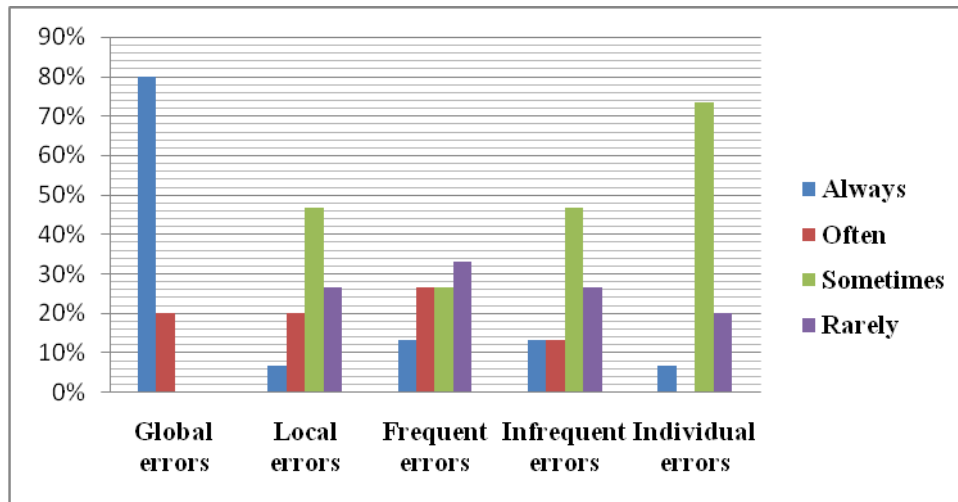
The figure 05 shows that the participants' typical reaction to students' oral errors depends on the type of error and the activity being conducted with a portion of 93% (14 teachers), only 7% (one teacher) chose correction. This suggests that the majority of teachers consider various factors, such as the nature of the error and the specific learning task, when determining how to address students' oral errors.

**Q6. How often do you correct each of the following errors?**

This question investigates the types of errors that teachers focus on when they intervene to correct learners' errors and how often they correct each type. The findings are illustrated in the following figure and indicate a variety of intervention frequency according to the type of error with a notable focus on global errors.

For global errors, i.e. Those which have a significant impact on comprehension and understanding the intended meaning of the speaker, as shown in figure 06, 80% of the participants stated that they 'always' correct them, and 20% stated that they 'often' correct

them. None of the participants chose the options ‘sometimes’ or ‘rarely’. This indicates a strong focus on addressing global errors, as they are seen as crucial for conveying meaning effectively.



*Figure 06. Frequency of treating different types of errors*

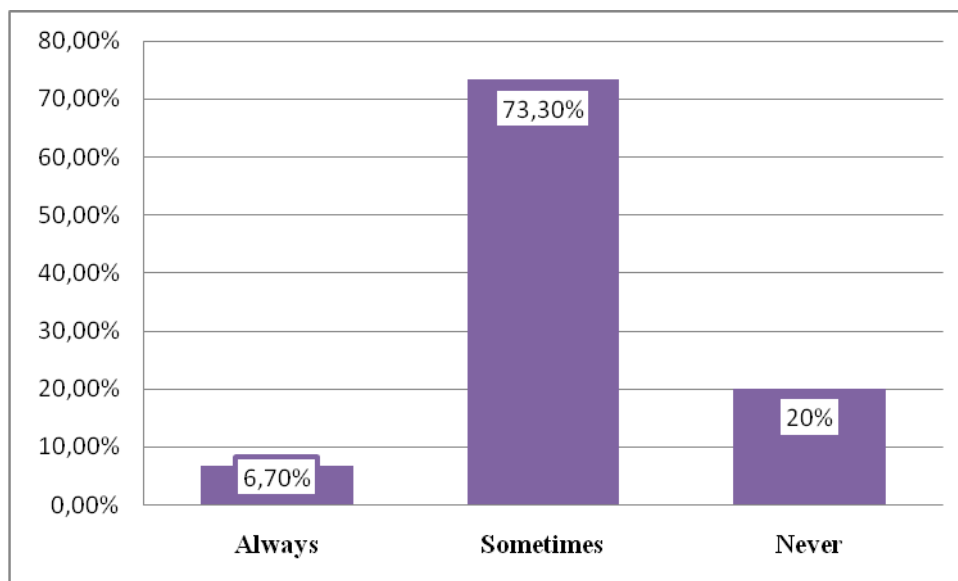
Regarding local errors (errors that do not make difficulty in understanding the meaning), 47% of teachers stated that they correct them ‘sometimes’, followed by 27% stated that they correct them ‘rarely’ while 27% give them attention either ‘often’ (20%) or ‘always’ (7%).

The respondents do not give as much focus to frequent errors (i.e. Those that occur frequently in students utterances) as that given to global errors. More than half of teachers correct frequent errors either ‘often’ (27%) or ‘sometimes’ (27%) while only 13% of them treat frequent errors ‘always’, Surprisingly, 33% of the teachers stated that they ‘rarely’ intervene for frequent errors.

Similarly, errors that do not occur frequently (Infrequent errors) are given less attention since 47% of participant treat them ‘sometimes’ and 27% treat them ‘rarely’; that is, 74% of teachers. And only 26% treat this type with equal portions to ‘always’ and ‘often’ with 13% to each option.

In the case of individual errors which are those made by only one student, almost all teachers (93%) do not focus on this type. The majority of teachers (73%) deal with individual errors ‘sometimes’, and 20% treat them ‘rarely’. Only one teacher (7%) explicitly focuses on individual errors.

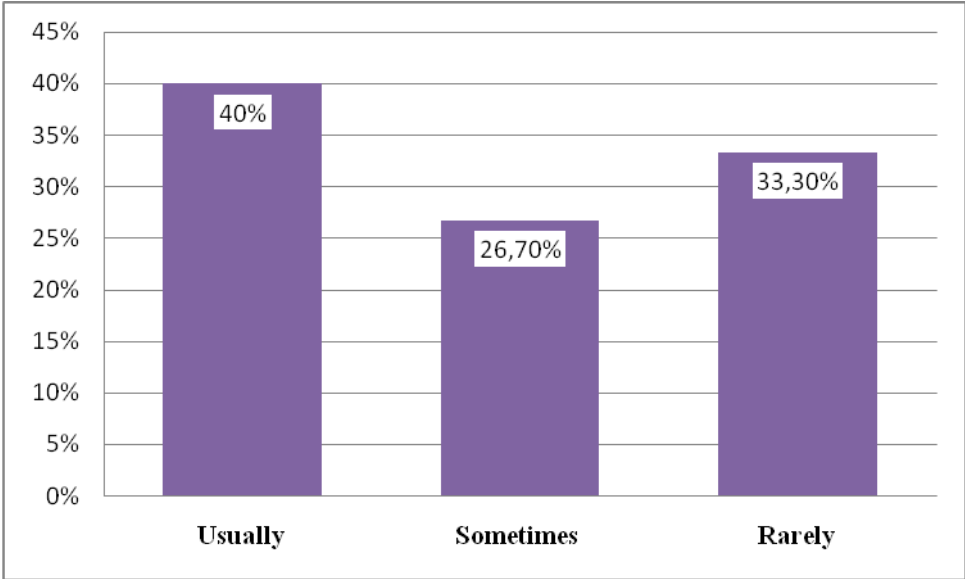
**Q7. How often do you interrupt your students to correct their errors?**



*Figure 07. Frequency of interrupting learners for correction*

According to the findings from Q7 (figure07), the majority of teachers (73%) stated that they interrupt their students ‘sometimes’ to correct their errors, while 20% mentioned that they never interrupt their students for correction purposes. Only one teacher (7%) reported that he/she do interrupt their students to correct errors. This indicates that a high portion of the teachers (93%) prefer not to interrupt their students during their speech unless other factors are considered so that they intervene sometimes during their students’ speech. Lined with the previous findings, this suggests that teachers hold that refraining from constant interruptions can create a supportive and encouraging learning environment where students feel empowered to communicate freely and take risks in their language production.

**Q8. Do you take notes of key errors made by students?**

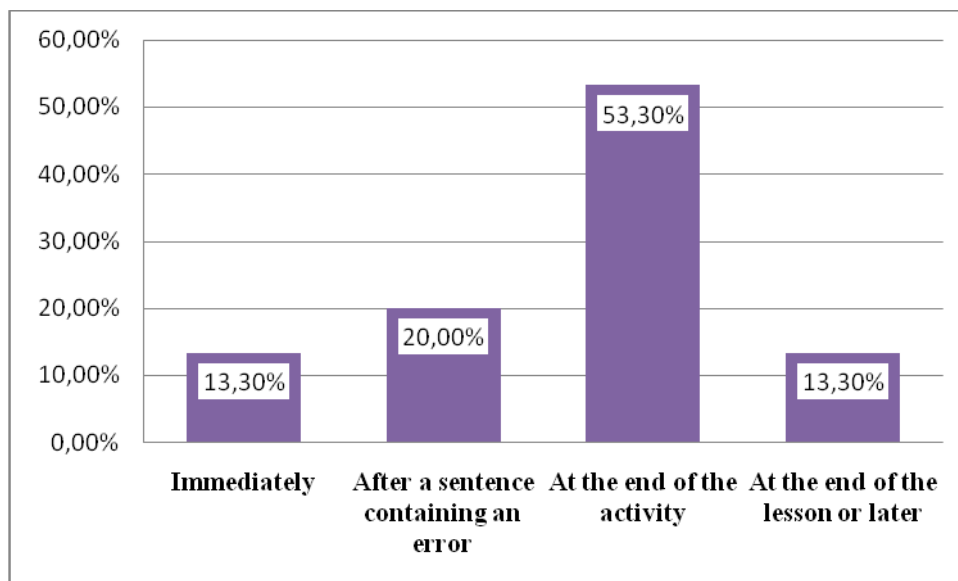


*Figure 08. Note-taking preferences*

According to the responses to Q8 in the above figure, 40% of teachers stated that they usually take notes of key oral errors or errors made by several students. Another 27.7% mentioned that they sometimes take such notes, while 33.3% reported that they rarely take notes. The diversity in teachers' practices regarding note-taking suggests that there are multiple approaches to managing and addressing oral errors in the classroom. Those who usually take notes likely consider these errors as important indicators of areas that require further attention and intervention. On the other hand, teachers who sometimes or rarely take notes may rely more on immediate oral corrective feedback or prefer to focus on the immediate needs of the learners.

**Q9. When do you usually correct your students' errors?**

This question aimed to investigate the timing of oral error correction in teachers' classes. The responses provide insights into teachers' practices regarding when they typically correct their students' errors.

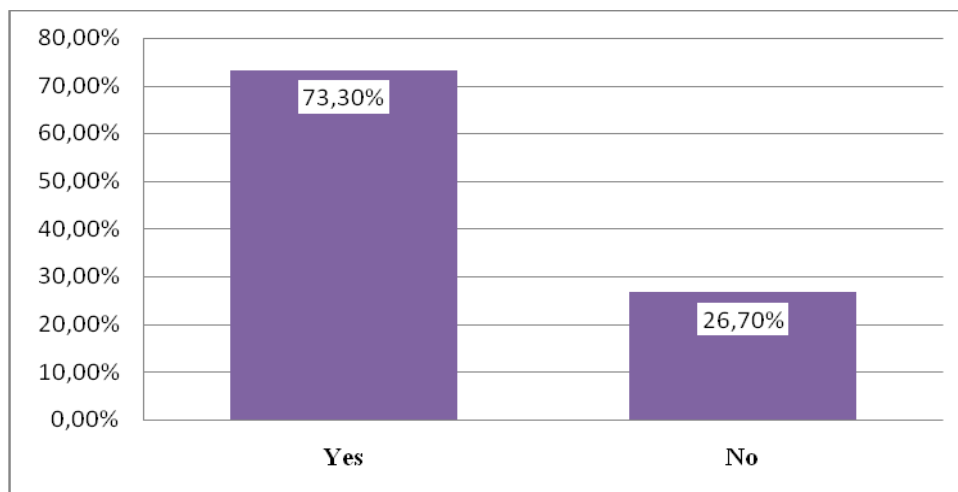


**Figure 09. Timing of oral error correction**

The data presented in Figure 09 reveals that teachers utilize diverse approaches when it comes to correcting errors during speaking activities. Specifically, 13.3% of teachers opt to correct errors immediately, while an equal proportion of 13.3% choose to deal with errors at the end of the lesson or later. Another 20% of teachers treat errors after a sentence containing an error, and the majority, comprising 53.3%, prefer to treat them at the end of the activity.

**Q10. Do you consider whether you are dealing with an error or a mistake when you are treating students' utterances?**

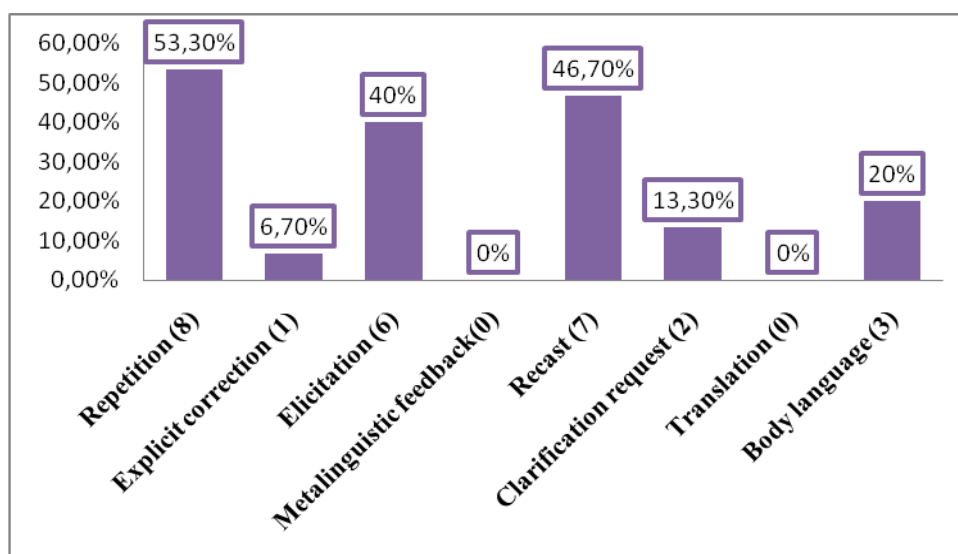
The following figure indicates that the majority of teachers, 73.3% of them, consider whether they are dealing with an error or a mistake when treating students' utterances. This suggests that these teachers differentiate between errors and mistakes, which can have implications for their approach to oral error correction. By distinguishing between errors (systematic deviations from the target language) and mistakes (performance-based errors resulting from lapses or slips), these teachers may be more focused on providing targeted and specific guidance to help learners improve their language proficiency.



**Figure 10. Errors versus mistakes in teachers' oral corrective feedback**

On the other hand, 26.7% of teachers responded that they do not consider such distinction when addressing students' utterances. This group may take a more general approach to corrective feedback, providing guidance without explicitly differentiating between errors and mistakes. It goes without saying that although they do not consider this distinction their approach still involves providing constructive and effective corrective oral corrective feedback to support learners' language development.

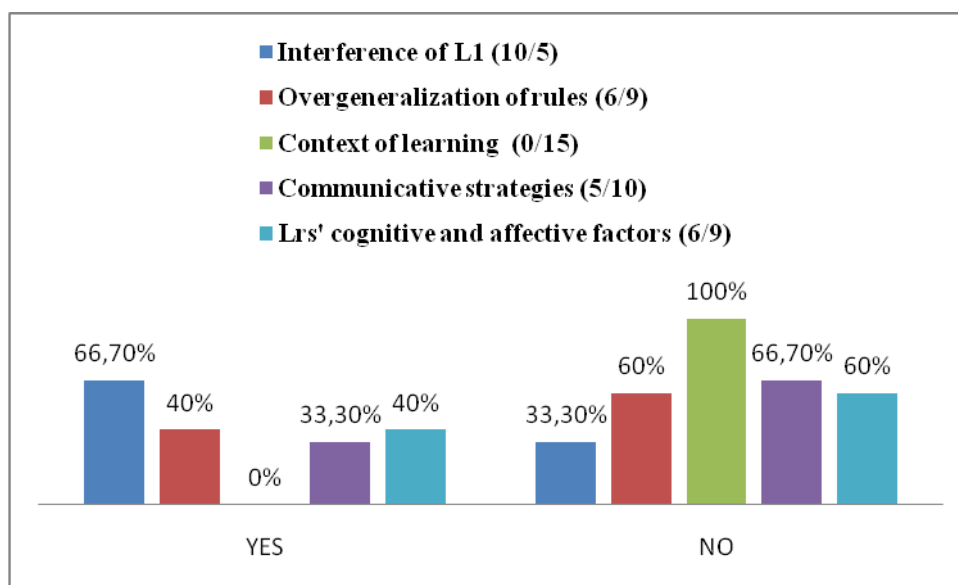
**Q11. How do you usually correct your students' oral errors?**



**Figure 11. The strategies used for Oral Error Correction**

The aim of this question is to explore the strategies employed by teachers for correcting oral errors in their speaking classes. Figure 11 above presents the distribution of these strategies. The most commonly used strategy is 'Repetition,' chosen by 53% of teachers. 'Recast' is the second most frequent strategy, selected by 46.7% of teachers, while 'Elicitation' is the third most common strategy, with a usage rate of 40%. On the other hand, the remaining strategies are less commonly employed by teachers. Only 20% of participants utilize 'Body language' as a corrective strategy, while 'Clarification request' is employed by 13.3% of teachers and 'Explicit correction' is used by 6.7%. Notably, none of the respondents reported utilizing 'Translation' or 'Metalinguistic correction' in their correction practices.

**Q12. What is the source of errors that your students make the most?**



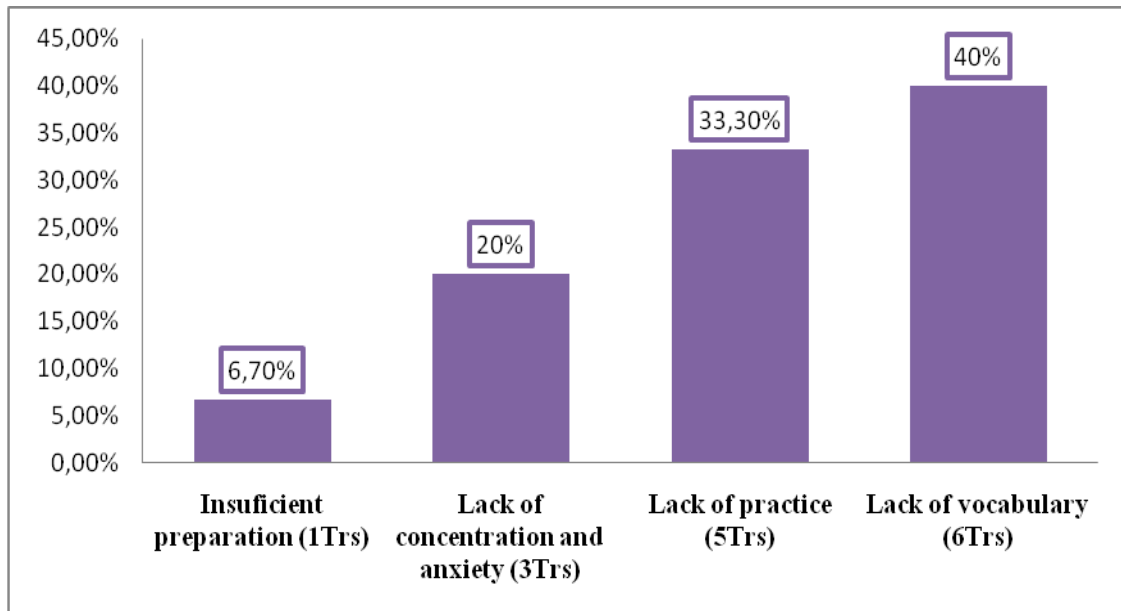
**Figure 12. Sources of students' speaking errors**

According to the findings portrayed in figure 12, the most common sources of errors reported by teachers in their students' oral language production are first interference with a percentage of 66.7%, and then with equal portions overgeneralization and learners' cognitive/ affective factors 40% for each. After that, teachers consider communicative strategies as less



contributive to learners' errors with a percentage of 33.3% while none of the teachers selected the context of learning as a significant source of errors.

**Q13. From the following factors, what is most common one that causes students' errors?**



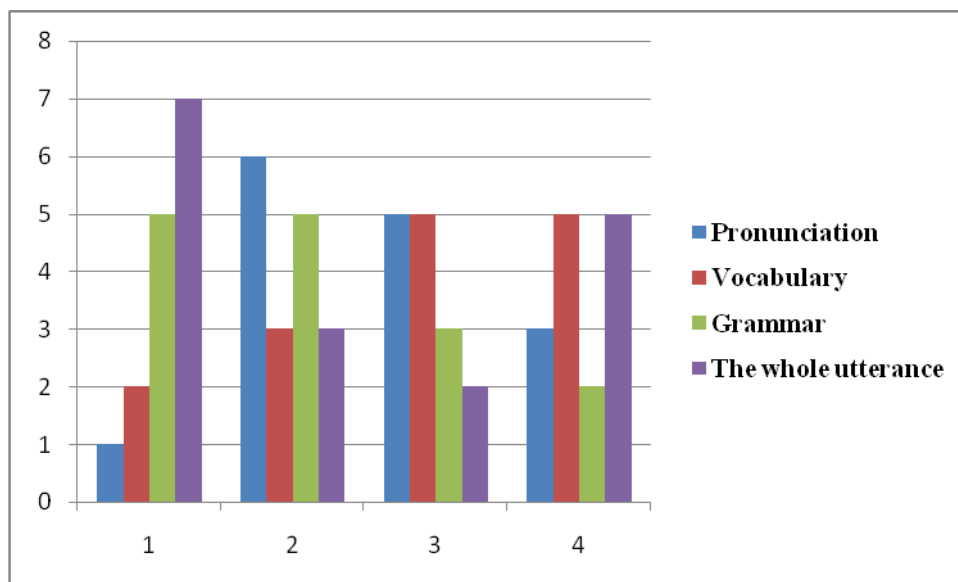
*Figure 13. Factors that contribute to students' errors*

Based on the responses provided by the participants, two factors are reported as the most common; 'Lack of vocabulary' was selected by 40% of the teachers, and 'Lack of practice' was chosen by 33.3% of the teachers. Additionally, 20% of the teachers identified 'Lack of concentration and anxiety' as a contributing factor, and a small percentage of 6.7% indicated 'Insufficient preparation'

**Q14. In oral error correction you give priority to (order 1 for the most important and 4 for the least):**

Teachers' priorities for error correction shown in the following figure (Figure 14) can be summarized as follows:

Pronunciation was considered the first most important factor by one teacher (6.7%), while six teachers (40%) ranked it second, five teachers (33.3%) ranked it third, and three teachers (20%) ranked it fourth.

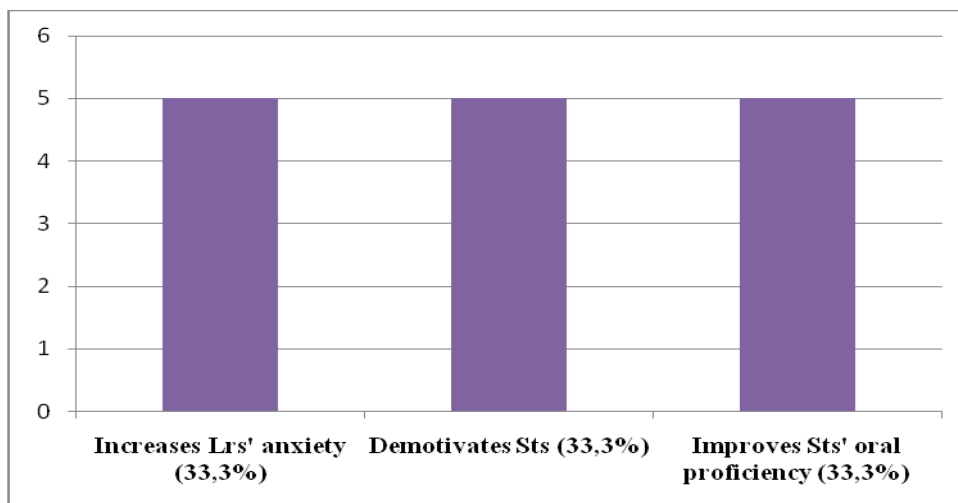


*Figure 14. Teachers' priorities regarding error correction*

Vocabulary was regarded as the first most important factor by two teachers (13.3%), with three teachers (20%), ranking it second, five teachers (33.3%) ranking it third, and five teachers (33.3%), ranking it fourth. Grammar was seen as the first most important factor by five teachers (33.3%), with an equal number of teachers (33.3%), ranking it second, three teachers (20%) ranking it third, and two teachers (13.3%) ranking it fourth. The whole utterance was prioritized as the first most important factor by seven teachers (46.7%), with three teachers (20%), ranking it second, two teachers (13.3%) ranking it third, and five teachers (33.3%) ranking it fourth.

**Q15. Do you think that over-correction?**

This question aimed to investigate what the teachers believe about focusing on correcting errors each time the students make it, i.e. insisting on correction always.



*Figure 15: teachers'opinions on over-correction*

The responses to question 15 were equally distributed, with each option chosen by 33.3% of teachers. This suggests that they hold different perspectives on the effects of over-correction especially by noticing that one third of them believe that over-correction improves students' oral proficiency. They may perceive rigorous correction as beneficial for language development, as it helps students become more aware of their mistakes. However, it is noteworthy that both items 'Increases the learner's anxiety' and 'Demotivates students' indicate negative effects of over-correction, and by combining the two ratios, a significant portion of teachers (66.6%) highlights the potential drawbacks of over-correction. Therefore, one can deduce the importance of striking a balance between providing corrective feedback and avoiding excessive correction.

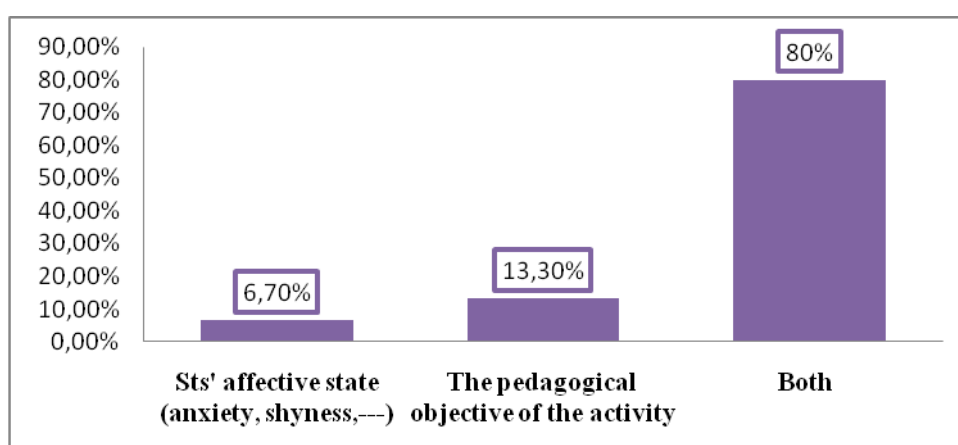
**Q16. In speaking activities, you place more emphasis on fluency, grammatical correctness, or both? Explain please**

The answers and their justifications (similar answers are combined) are summarized below:

1. Both, because each of which has its own importance in speaking successfully and efficiently; they are equally importance.
2. On fluency, grammatical rules can be learnt later with time.

3. On fluency, I teach first year students and they need to learn how to speak fluently with confidence.
4. I give more importance to fluency since it is an oral expression session and students are more exposed to slang and informal/native like speech.
5. Both, in addition to fluency; grammar is also important such as using correct tenses.
6. It depends on the set aim of session, if it targets grammar or vocabulary I focus on accuracy. But if it targets communication I consider fluency first.
7. Fluency first, then remedial work for selected grammatical errors.
8. Both, I give, first, the opportunity to the learner to speak freely (fluency first), then, I pay attention to correct some errors.
9. Both, because they are both important to improve the communicative skills, both are part of good oral performance.
10. Both, because both are important and there should be a balance between them.
11. Fluency, I give more importance to students ability to naturally express themselves, I dictate my session as a free safe place to talk.

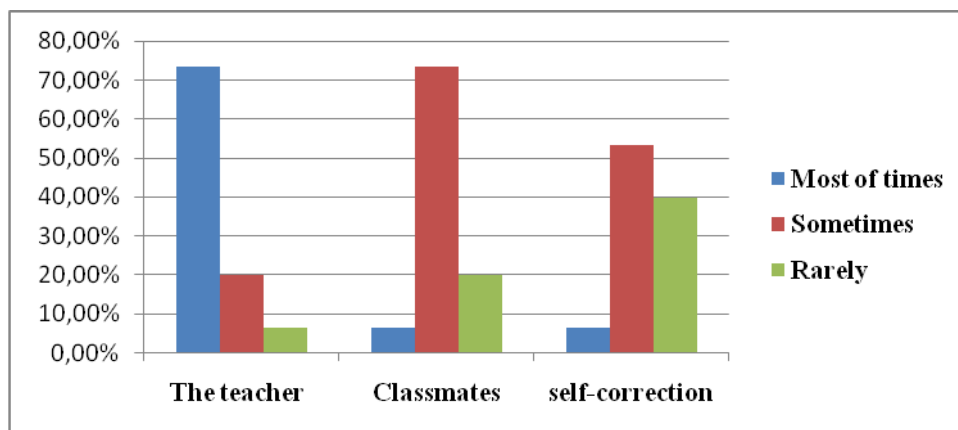
**Q17. When you decide to correct or to ignore an error, what do you consider the most?**



**Figure 16. Teachers' considerations when ignoring or correcting errors**

The majority of teachers (80%) prioritize both the affective state of the students and the pedagogical aim of the lesson when deciding whether to correct or ignore an error. Similarly, 13.3% of teachers prioritize the pedagogical aim of the lesson. These findings demonstrate that while there may be variations in teachers' approaches, the majority of them consider multiple factors, when making decisions about error correction in the classroom.

**Q18. Who corrects students' errors in your speaking classes?**



*Figure 17. Who correct students' errors*

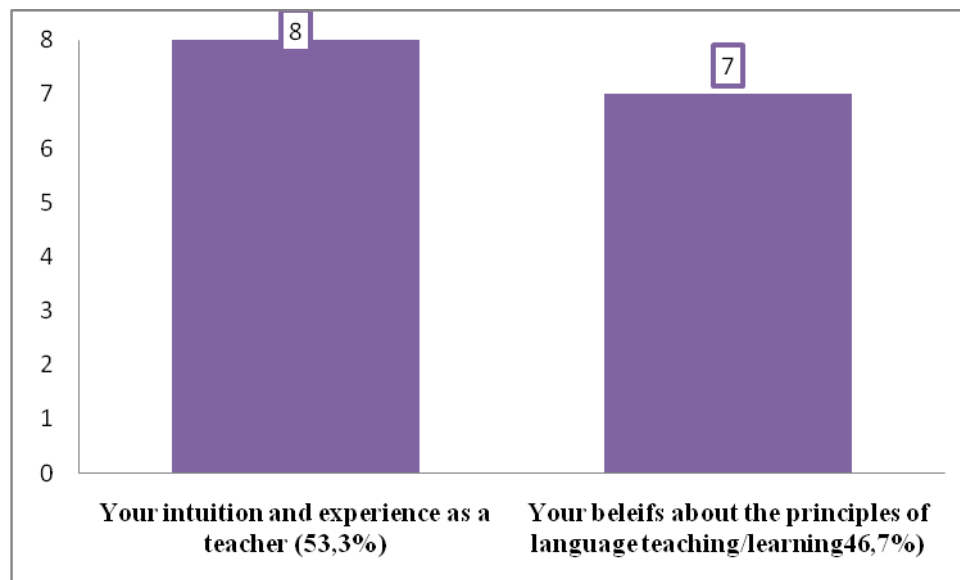
This question aimed to identify who corrects learners' errors in the participants speaking classes and the frequency of intervention of each corrector. The majority of participants (73.3%) selected 'most of times' for teachers as correctors, highlighting their primary role in error correction during speaking classes. This emphasizes the significant influence teachers have in providing feedback and guidance to students.

Peers as correctors: Participants reported a lower frequency of peer correction compared to teachers. Only 6.7% selected "most of times" for peers as correctors, while 73.3% chose "sometimes." This indicates that peers are not the primary source of error correction but may occasionally offer feedback to their classmates.

Self-correction: Participants showed a moderate reliance on self-correction, with 53.3% selecting "sometimes." However, 40% reported that self-correction occurs rarely. This suggests that while some students actively try to correct themselves, many rely more on external sources for error correction.

These findings indicate that teachers have the highest frequency of intervention for correcting errors while peer-correction occurs occasionally in the participants' oral sessions.

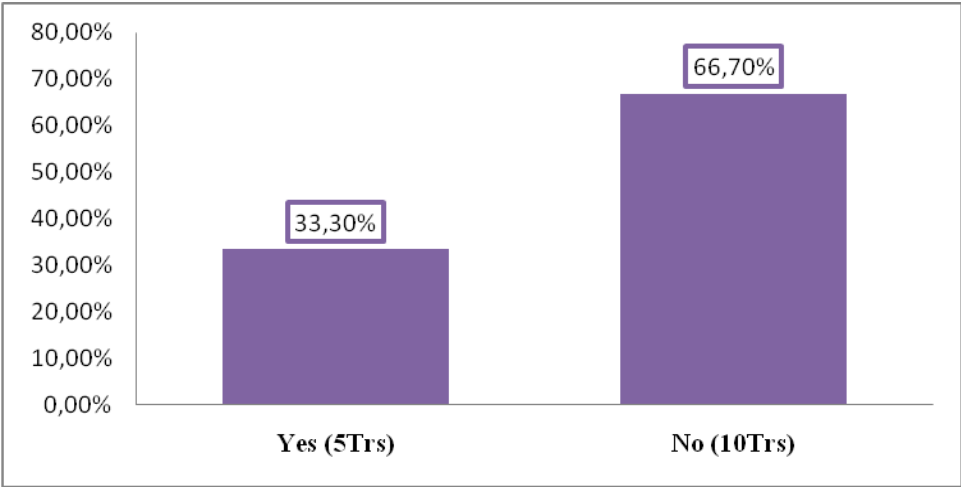
**Q19. You select the way of correction on the basis of:**



***Figure 18. Teachers' basis of selecting correction strategy***

The findings of question 19 reveal that teachers have diverse approaches when determining how to give feedback to students. 53.3% of participants rely on their intuitions and teaching experiences as the basis for their feedback decisions. In contrast, 46.7% of participants rely on their beliefs about language teaching and learning principles to guide their feedback practices.

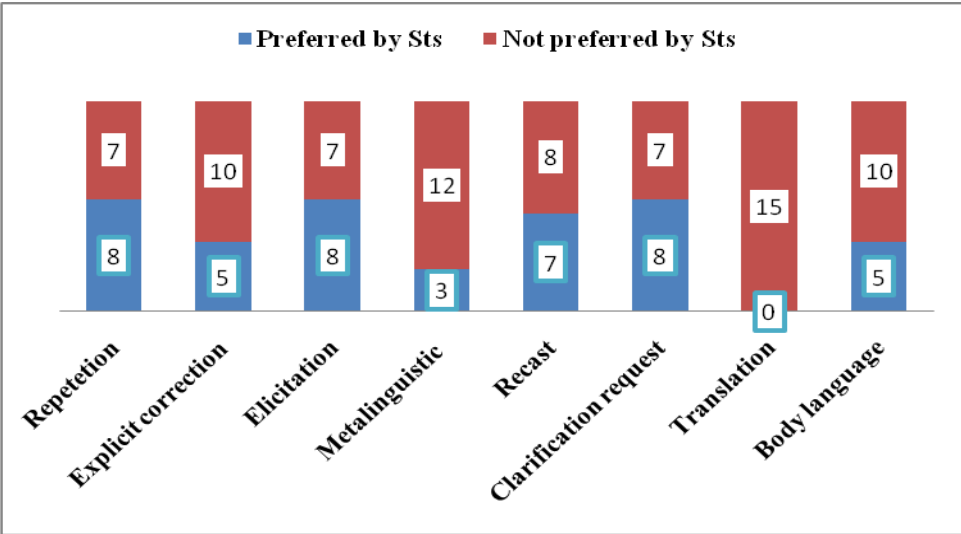
**Q20. At the beginning of the year/semester, do you discuss with your students the appropriate way to correct their speaking errors?**



*Figure 19. Discussing correction strategies with students*

Figure 20 shows that a majority of teachers (66.7%) do not discuss with their students the appropriate way to correct their speaking errors at the beginning of the year/semester. In contrast, 33.3% of teachers responded affirmatively, indicating that they do have discussions with their students regarding the appropriate approach to correcting errors.

**Q21. Based on your experience with EFL learners, tick from the following strategies the most preferred ones for them:**



*Figure 20. The strategies preferred by learners*

The findings of question 21 reveal the preferred error correction strategies among EFL learners, as perceived by the participants. According to 53.3% of the teachers (8 teachers), elicitation, repetition, and clarification request are favored by students, whereas 46.7% (7 teachers) view these strategies as not preferred. Furthermore, the majority of participants (66.7%) consider explicit correction and non-verbal cues to be less favored by students. Additionally, metalinguistic correction and translation are widely seen as not preferred by almost all teachers. These results emphasize the varying preferences in error correction strategies among EFL learners, as reported by the participants.

**Q22. Based on your experience, what is the appropriate and the most effective way to deal with learners' oral errors?**

The respondents' ideas about the appropriate and most effective way to correct students' oral errors are summarized in the coming items:

- Giving the opportunity to the learners to discover their errors by themselves.
- Creating a carefree and safe environment which lowers the learners' affective filter and motivates them to speak and use the target language more frequently without fear of embarrassment or criticism as well as being less defensive about the teacher/classmates correcting their mistakes.
- Making students aware of the fact that committing errors is very natural and is an integral part of the learning experience. Being tolerant towards such acts but at the same time providing students with necessary feedback in all possible forms.
- Make students aware of the errors they make and motivate them to correct them and show them that through correction they can improve their speaking skills



- I think error correction should be handled with care. The teacher should carefully consider many factors before correcting such as the psychological state of the learner, his level, his background, fluency, timing...
- Starting the year with an analysis of learners' learning styles and designing a specific way of feedback giving accordingly. Give differentiated instructions and feedback according to each the needs group and provide collective oral error correction anonymously.
- The teacher needs to consider the flow of communication, the students' profile and personalities (reticent, extrovert, introvert...). The correction has to be done in a smooth way so that output production continues. Teachers should refrain from interrupting and correcting students while they are speaking.
- Not putting much pressure or emphasis on the errors is beneficial so that the students will not feel targeted.
- The most effective way to deal with learners' oral errors is to keep giving them written feedback about the errors they make after each presentation and plan remedial lessons accordingly.
- Practice (engage students in meaningful discussions and conversations) besides immediate and continuous feedback.
- Teachers should also encourage self-correction and peer-correction as these have shown effective and contributive to promote language learning.

Overall, the respondents provided valuable insights on the appropriate and effective ways to correct students' oral errors. They emphasized the importance of allowing learners to

discover their own mistakes and being aware that error-making is a natural part of learning. Furthermore, teachers stressed the importance of being tolerant with students besides creating a safe and supportive environment that encourages frequent use of the target language without fear of judgment. Additionally, they highlighted the need to provide feedback in various forms while being mindful of factors such as the learner's psychological state, level, fluency, and personality. The respondents, also, suggested giving oral correction anonymously, providing written feedback after each presentation, and planning remedial lessons as effective strategies to treat learners' oral errors. They recommended avoiding putting excessive pressure on errors and instead focusing on engaging students in meaningful discussions.

#### **2.1.4. Data interpretation:**

The first three questions aimed to gather information about the background and experience of the participants in the field of English instruction, particularly in teaching oral expression to EFL students. The findings revealed that a significant majority (73.3%) of the participants held advanced degrees (Magister or a Ph.D.) indicating a high level of qualification. Furthermore, it was evident that 80% of the respondents had six or more years of teaching experience, with a noteworthy 53.3% having over a decade teaching English. Thus, even if 60% of participants indicated, in the third question, a shorter duration of practice in teaching oral expression, it is reasonable to assume that the wealth of experience they have in TEFL in addition to the fact that 40% of them have a significant experience in teaching speaking compensates for any potential limitations. This composition of participants with extensive qualifications and experience brings valuable expertise and knowledge to the survey, enriching its insights and perspectives.

The fourth question sought to report the respondents' opinions regarding students' oral errors. The teachers unanimously agreed that errors should be accepted and carefully treated

which affirms that they share a positive stance toward learners' errors. Their justifications highlight the psychological aspect of error treatment, emphasizing that errors are a natural part of the learning process and should not negatively impact students' self-confidence. Furthermore, they advocated for treating errors in a way that avoids putting pressure on students and stressed the need to finding appropriate ways to deal with them without demotivating students, and at the same time avoiding communication breakdowns. Overall, the justifications highlight the value of error treatment in creating a supportive learning environment and fostering students' language growth.

The findings of the fifth question indicate that the participants' typical reactions to students' oral errors are guided by the type of error and the activity at hand, with a majority of 93% taking these factors into consideration. This suggests that teachers adopt a nuanced approach in responding to oral errors, considering the specific context in which they occur. By tailoring their reactions accordingly, teachers aim to provide effective guidance and support to their students, facilitating their language learning process.

Regarding the timing of teachers' interventions in order to treat learners' errors, the results indicate diversity among teachers' practices. While 13.3% of teachers who reported correcting errors immediately may prioritize accuracy and try to make their correction as fresh as possible assuming that if it is closer in time to the error it will be more effective, they aim to ensure that learners develop correct language forms and avoid fossilization. However, this approach may have implications for fluency, as immediate correction can disrupt the natural flow of conversation and potentially impact learners' confidence.

By waiting until the end of a sentence, the 20% of teachers who correct errors after a sentence containing an error may try to strike a balance between fluency and accuracy as they can intervene in a smooth way between the speaker's sentences allowing him/her to get the

correct form and to continue their speech at the same time. This approach still focuses more on accuracy and tries to address errors in time when they are fresh in the learner's mind.

The majority, 66.6% of teachers, who treats oral errors at the end of the activity or at the end of lesson, prioritizes fluency and communication. By waiting until a specific moment, such as the end of an activity or lesson, teachers can address errors in a more holistic comprehensive manner addressing the whole class and allowing learners to concentrate on fluency, express themselves freely, and engage in natural conversations without constant interruptions. In addition to that, they minimize potential embarrassment or anxiety experienced by individual students who made the error. Moreover, correcting errors at the end of the activity or lesson can remain it timely and fresh in the students' minds, which may enhance its effectiveness. And it still provides the opportunity for error analysis and targeted corrective feedback at appropriate times later such as remedial sessions.

The next question shed light on the types of errors that teachers focus on when intervening to correct learners. Overall, the results show that there is a consensus among the respondents (80%) that errors that impact meaning conveyance should be treated i.e. Global errors. One possible reason for the emphasis on global errors and the relatively lower focus on other types of errors could be the respondents' desire to maintain the flow of interactions during speaking activities unless the intended meaning is not understood, and to avoid interrupting learners unnecessarily. This is confirmed if we consider the results of the following question in which 93% of teachers stated that their frequency of interrupting students is either 'sometimes' or 'rarely' indicating that they prefer to give students the opportunity to express themselves freely and allow them gain confidence in their abilities.

It is worth noting that frequent errors are, also, given slightly more importance than local and infrequent ones. Such emphasis on frequent errors can be attributed to the fact that these

errors are commonly made by multiple students, indicating a potential difficulty in understanding a specific language concept. By addressing these common errors, teachers aim to reinforce correct language usage and prevent the propagation of incorrect language patterns among the students. Additionally, addressing and correcting frequent errors helps to prevent the fossilization, where learners' persistent errors become ingrained and difficult to correct.

The findings of question 11 cover the strategies employed by teachers for correcting oral errors in their speaking classes. These results indicate that many teachers in this study employ a range of strategies. Implementing multiple strategies suggest their awareness of individual differences among learner and their attempt to provide tailored corrective feedback. The most commonly used strategy is 'Repetition,' with 53% of teachers utilizing this approach. The second most frequent strategy is 'Recast,' chosen by 46.7% of teachers while 'Elicitation' is the third most common strategy, utilized by 40% of teachers. This means that these strategies have been deemed adequate, effective, and suitable by the participants. The utilization of recast is particularly beneficial in large classroom settings, as it allows teachers to provide corrections efficiently while saving time. It enables students to quickly understand the correct form and continue their speech without losing their train of thought. Repetition and elicitation strategies, on the other hand, promote self-correction among students.

By highlighting the error and prompting students to make adjustments, these strategies encourage active engagement and help students develop their language skills. Body language, used by only 20% of participants, maybe it is less common because it does not give a clear idea about the existence of an error. Also, 'Clarification request,' is employed by 13.3% of teachers, and 'Explicit correction,' utilized by 6.7% of teachers. The lower utilization of explicit correction and metalinguistic correction suggests a focus on promoting independent learning and avoiding interrupting the natural flow of conversations.

Responses to Q12 and Q13 shed light on the perceived sources and contributive factors of errors in students' oral language production according to respondents. The high percentage of teachers attributing errors to interference indicates that learners often struggle with overcoming the structural and linguistic differences between their native language and the target language, leading to errors. Furthermore, the presence of overgeneralization and learners' cognitive/affective factors as significant sources of errors highlights the role of language learning processes and individual factors in influencing learners' production. The recognition of learners' cognitive and affective factors, such as fatigue and anxiety, emphasizes that teachers are aware of such factors and consider the impact of learners' psychological states on their language performance. The lower percentage of teachers attributing errors to communicative strategies suggests that learners' avoidance of difficult structures or reliance on simplified language may contribute to errors but to a lesser extent.

Additionally, the results suggests that students' limited vocabulary knowledge besides insufficient speaking practice or limited opportunities for students to engage in oral communication may contribute significantly to their errors in oral productions. To address this issue, it is crucial to create a supportive and interactive learning environment that promotes both vocabulary acquisition and speaking practice in addition to inducing students to put much effort into both aspects on their own.

Results of the coming questions (Q14, Q15, Q16, and Q17); aimed at determining the priorities and the basis of teachers' decisions about error treatment; demonstrate that teachers have diverse perspectives on error correction priorities in oral expression teaching. The variations can be attributed to individual teaching approaches, beliefs, and contextual factors. The answers of the respondents could be classified as follows:

Regarding specific focus such as pronunciation, grammar, vocabulary and sentences; the percentages highlight that the majority of teachers (46.7%) considered the correction of the whole utterance as the most important aspect of error correction. This suggests that they value overall accuracy and coherence in students' oral language production. Grammar was also given significant importance, with 33.3% of teachers ranking it as the first most important factor. Pronunciation and vocabulary had varied levels of importance, as indicated by the different rankings assigned by teachers. Overall, teachers focus and decisions turns around their approach to favor fluency versus accuracy or vice versa. Their approaches towards fluency and accuracy are diverse and related to many other factors; the following paragraphs explain this diversity and relate it to their error correction practices.

Six teachers (40%) focus on both fluency and accuracy in their EFL speaking classes, recognizing the individual significance of each. They believe that both elements are equally important for successful and efficient speaking. These teachers, also, emphasize the importance of grammar in addition to fluency such as the use of the correct tenses and articles. They view fluency and accuracy as integral components of good oral performance and acknowledge that both aspects are crucial for enhancing students' communicative skills. Thus, they strive to strike a balance between fluency and accuracy in their teaching approach.

Conversely, six other teachers (40%) focus on fluency over accuracy in their teaching approach because they believe that grammatical rules can be learned gradually over time. They emphasize the importance of fluency, particularly in oral expression sessions where students are exposed to slang and informal/native-like speech. These teachers believe that fluency is crucial for students to develop the ability to speak confidently and naturally and then it should be given priority in oral expression sessions. They create a safe and free environment for students to express themselves without excessive concern for grammatical accuracy, valuing the authentic and spontaneous use of language.

Two respondents (13.3%) adopt an approach that encompasses both fluency and accuracy; starting by focus on the former initially and targeting the latter afterwards. They believe in providing learners with the opportunity to speak freely and express themselves without undue pressure. While prioritizing fluency, these teachers also recognize the importance of addressing specific grammatical errors through targeted remedial work. The remedial work can be either in the form of purposeful intervention when the students finish their speech, or it could be done by addressing the major grammatical errors in a coming session.

According to one teacher (13.3%), the emphasis on either fluency or accuracy depends on the specific objective of the lesson. If the aim is to focus on grammar or vocabulary, the teacher prioritizes accuracy. However, when the goal is to promote effective communication, the teacher gives precedence to fluency. This approach ensures that the teaching method aligns with the specific learning objectives, allowing students to develop the necessary language skills accordingly.

The following question reveals that teachers play a predominant role in correcting errors, as indicated by the majority of participants (73.3%) who stated that teachers correct errors most of the time. This underscores the significant responsibility and influence teachers have in providing feedback and guidance to students. In contrast, peers have a limited role as correctors, with only a small percentage (6.7%) of participants selecting most of times. Self-correction, on the other hand, falls in between, with a moderate percentage (53.3%) of participants indicating that it occurs sometimes. These results, compared with the findings of question 11, suggest that the strategies that are commonly employed by the majority of teachers, such as repetition and elicitation, may be effective in promoting self-correction among students and making them aware of their ill-formed utterances.



When asked about students' preferences for error correction, around 53.3% of teachers believe that elicitation, repetition, and clarification requests are favored by students. In contrast, explicit correction and non-verbal cues are seen as less preferred by a majority (66.7%) of participants. Comparing these findings to the strategies mentioned in question 11, it can be concluded that teachers generally try to use error correction strategies they perceive as preferred by their students. Appendix 2 shows that 80% of participants use at least one strategy they believe their students prefer. However, there might be a discrepancy between teachers' perceptions and their actual practices, particularly in terms of the use of clarification requests.

#### **2.1.5. Recommendations:**

- Teachers should use a variety of strategies to meet the different needs, learning styles and personalities of the learners.
- Learners should know and be aware that being proficient speaker needs a huge effort and practice outside the classrooms on their own.
- Teachers should focus more on fluency and spur students to speak naturally without fear of judgement and actively engage in classroom conversations.
- It is necessary to avoid interrupting students when they speak, unless there is difficulty in understanding the meaning.
- Teachers should take notes about learners' oral errors and focus on providing delayed feedback with tailored error treatment, especially for students who are not at an advanced level in speaking.
- In a university setting, where learners have specific courses on grammar and other language aspects, oral sessions should prioritize communicative skills as much as possible.
- The way of providing Oral corrective feedback should be clear and made as consistent as possible and not random.

- Teachers should discuss openly their way of error treatment with their students at the beginning of the year/semester and ask them about how they like their errors to be corrected.
- Furthermore, the researcher suggests that teachers use the aforementioned discussion to have an agreement in the classroom on a plan, a code, or an Oral Error Correction Policy within the speaking classroom. Such policy will be developed based on:
  - The teacher's approach and learners' preferences
  - The affective factors of learners, and their levels
  - And it should encourage self and peer correction opening meaning negotiations and discussions

By doing so, the teachers will avoid any misunderstandings regarding interruption or corrections among their students, encourage them to participate and engage in conversations, and save time and keep learners focused on their thoughts and ideas as they know and expect teachers and peers moves regarding feedback. Moreover, this leads to a free positive and interactional environment creating more opportunity to practice the FL in oral sessions. Noting that the teacher can adapt and adjust the way of given feedback from time to time and reflect on it aided by his students suggestions and reactions regarding the policy agreed on.

#### **2.2.6. Limitations:**

During the course of this research, several limitations were encountered.

- One significant challenge was the difficulty in finding adequate resources related to specific content.
- Another major constraint was the limitation of time, which affected the quality and successful completion of the study.

Meeting with teachers posed another obstacle as they had their own timetables and were overwhelmed with end-of-year responsibilities such as supervision, exams, and teaching, leaving them with little availability to collaborate with the researchers.

**Conclusion:**

This chapter was devoted to the practical part. It addresses the research methodology and it includes the introduction of the data collection instrument, the participants, the administration of the questionnaire, and the presentation and interpretation of the findings. The chapter concluded by offering some recommendations and the study's limitations.

## General Conclusion

Oral error correction is of great importance in EFL speaking classes and demands the attention and awareness of teachers. It is essential to understand the strategies employed by EFL teachers to provide oral corrective feedback. This study aims to explore and identify the implementation of these strategies in oral expression sessions. The research is divided into a theoretical section that addresses speaking skills and error correction, and a fieldwork section that presents and interprets the collected data. On this stance, this piece of research raised the following research questions:

1. What are the strategies that MSBYU teachers use for oral error correction?
  - When errors are being corrected?
  - Who corrects students' oral errors?
  - Which types of errors are focused on?
2. What are the sources of students' errors?
3. What are the preferences of students with regard to the appropriate types of error correction in speaking classes?

First, the results obtained from the questionnaires revealed that teachers in this study employ a range of strategies, emphasizing repetition, elicitation, and recasting as respectively the most used to deal with students' errors. Non-verbal cues and clarification requests were reported as not commonly used while none of the respondents reported using translation or Metalinguistic correction in their correction practices.

Regarding the timing of intervention, the majority of teachers (66.6%) prefer to address oral errors at the end of activities or lessons, prioritizing delayed feedback and emphasizing fluency and communication. However, some teachers intervene immediately, focusing on

accuracy and grammatical correctness. Additionally, teachers play a dominant role as the primary source of corrective feedback noting that 73.3% of participants stated that they correct errors most of the time.

Next, in terms of sources of learners' errors; there is a consensus among participants on the following causes as significant sources of errors: interference, learners' cognitive/affective factors, lack of vocabulary and practice, and communicative strategies. However, the percentage attributed to each source may vary among teachers.

Lastly, the findings indicate that approximately 53.3% of teachers perceive elicitation, repetition, and clarification requests as favored by students, while explicit correction and non-verbal cues are considered less preferred by a majority (66.7%) of participants. Metalinguistic correction and translation are widely viewed as not preferred by most teachers.

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## **Appendices**

**Appendix01: Teachers' questionnaire**

**Appendix 02: Table of the strategies used by teachers combined by those perceived as favored by students**

## Appendix 01: teachers' questionnaire

Dear teachers,

We are conducting a research for a master two dissertation aims at exploring **teachers' error correction strategies in EFL speaking classes** at Mohammed Seddik Ben Yahia University. All the teachers who have had the opportunity to teach speaking or oral session either this year or previously are kindly invited to answer the following questionnaire. For the validity of this piece of research, it is crucial that the answers reflect the actual practices in the sessions regardless of teachers' beliefs of how to treat errors. Please tick the right answers and justify whenever it is possible. **We extremely appreciate your collaboration. Thank you.**

### Section One: Background Information

#### 1. Teacher's degree(s):

- Master
- Magister
- phd/Doctorate

2. How long have you been teaching English? .....years.

3. Your experience with EFL speaking (oral expression) classes .....years.

### Section Two: teachers' views about Errors

#### 4. In your opinion, an error should be:

- A. Accepted and carefully treated
- B. Avoided and rejected

Please, justify

.....

.....

.....

.....

### Section Three: Teachers' practices with regard to Error Correction

#### 5. Usually your reaction towards students' oral errors is?

- A. Correction
- B. Ignorance
- C. It depends on the type of the error and the activity

**6. How often do you correct each of the following types of errors in speaking practice?**

**A. Global errors:** errors that cause a difficulty in understanding the intended meaning.

Always  Often  Sometimes  Rarely

**B. Local errors:** errors that do not cause a difficulty in understanding the intended meaning.

Always  Often  Sometimes  Rarely

**C. Frequent spoken errors.**

Always  Often  Sometimes  Rarely

**D. Infrequent spoken errors.**

Always  Often  Sometimes  Rarely

**E. Individual errors made by only one student.**

Always  Often  Sometimes  Rarely

**7. As a teacher, how often do you interrupt your students to correct their errors?**

A. Always

B. Sometimes

C. Never

**8. Do you take notes (or lists) of key oral errors or those made by several students:**

Usually  Sometimes  Rarely

**9. When do you usually correct your students' oral errors (timing of correction)?**

A. Immediately

B. After a sentence containing an error

C. At the end of the activity

D. At the end of the lesson

**10. Do you consider whether you are dealing with an error or a mistake when you treat student's incorrect utterances?**

Yes  No

**11. Considering the following example, how do you usually correct your students' errors?**

**Teacher:** Where did you go yesterday?

**Student:** I go to the stadium yesterday.

**A. I go? (Repetition:** the teacher uses intonation to highlight the student's grammatical Error)

**B. "Go" is the present tense, you need to use the past tense "went" here. (Explicit Correction:** the teacher gives the correct form to the student with a grammatical Explanation)

**C. Yesterday, I... (Elicitation:** the teacher asks the student or guides him to correct And complete the sentence)

**D. How does the verb change when we talk about the past? (Metalinguistic feedback:** The teacher gives a hint or without specifically pointing out the mistake)

**E. I went (Recast:** the teacher repeats the student's utterance in the correct form without Pointing out the student's error)

**F. Could you say that again? (Clarification request:** the teacher asks for repetition or Reformulation of what the learner has said).

**G. You use of the first language to explain to the learner (Translation:**Enfrançais, c'est 'Je suis allé au stade hier'

**H. You use only body language**(signs, gestures, facial expressions) to indicate to the student that there is an error

**12. What is the source of errors that your students make the most?**

**A. Interference** (influence of one's native language to target language)

**B. Overgeneralization** (of rules)

**C. The context of learning** (materials, teachers, misleading explanations...)

**D. Communicative strategies** (avoidance of difficult structures causes errors)

**E. The learners' cognitive and affective factors** (tiredness, anxiety,..)

**13. From the following factors, what is the most common cause of errors you face?**

- A- Insufficient preparation
- B- Lack of concentration and anxiety
- C- Students do not have much opportunity to talk
- D- Lack of vocabulary

**14. In oral errors' correction you give priority to: order from the most to the least important (1 for the most important and 4 for the least).**

- A. Pronunciation
- B. Vocabulary
- C. Grammar
- D. The whole utterance

**15. As a teacher, do you think that the continuous correction (over correction) of students' errors will?**

- A. Increase the learner's anxiety
- B. Demotivate students
- C. Improve students' oral proficiency

**16. In speaking activities, you place more emphasis on fluency, grammatical correctness or both? Explain**

.....

.....

**17. When you decide to correct or to ignore students' errors, you consider the most:**

- A. Student's affective state (anxiety, shyness...)
- B. The pedagogical objective of the activity
- C. Both a and b

**18. In your speaking classes who corrects students' errors?**

- A- The teacher:      most of times       sometimes       rarely
- B- The classmates:      most of times       sometimes       rarely
- C- The learner himself:      most of times       sometimes       rarely

**19. You select the way of correction on the basis of:**

A. Your intuition and experience as a teacher

B. Your beliefs about the principles of language teaching and learning

**20. At the beginning of the year/semester, do you discuss with your students the appropriate ways to correct their speaking errors?**

Yes

No

**21. Based on your experience with your EFL learners tick from the following strategies the most preferable for them (you may choose more than one option):**

Repetition

Explicit correction

Elicitation

Metalinguistic

Recast

Clarification request

Translation

Body language

**22. In your experience as a teacher, what is the appropriate and the most effective way to deal with learners' oral errors? (Please explain or add any relevant information you may want to)**

.....

.....

.....

.....

**Thank you for your cooperation**

**Appendix 02: Table of the strategies used by teachers combined by those perceived as favored by students**

	Repetition	Explicit correction	Elicitation	Metalinguistic	Recast	Clarification request	Body language
<b>T1</b> Sts'Pref	+		+			+	+
<b>T2</b> Sts'Pref			+		+		
<b>T3</b> Sts'Pref		+		+	+	+	
<b>T4</b> Sts'Pref	+	+	+			+	
<b>T5</b> Sts'Pref	+				+	+	+
<b>T6</b> Sts'Pref			+		+		
<b>T7</b> Sts'Pref	+	+				+	
<b>T8</b> Sts'Pref	+		+			+	+
<b>T9</b> Sts'Pref			+		+	+	
<b>T10</b> Sts'Pref	+		+		+		+
<b>T11</b> Sts'Pref	+	+	+	+	+	+	+
<b>T12</b> Sts'Pref	+			+		+	
<b>T13</b> Sts'Pref	+		+		+		
<b>T14</b> Sts'Pref			+				+
<b>T15</b>	+						



Sts'Pre f	+	+					
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**+Strategy used by the teacher**

**+Strategy perceived as favored by learners**

## Résumé :

L'apprentissage de l'anglais en tant que langue étrangère présente plusieurs défis, notamment dans la méthode de correction des erreurs reliés à la production orale. Pour cela, une correction efficace des erreurs orales par les enseignants joue un rôle important pour le développement des compétences d'expression oral des étudiants. La présente étude vise à explorer les stratégies utilisées par les enseignants d'Anglais au niveau des universités algériennes afin de corriger les erreurs commis par les étudiants lors des cours d'expression oral. Les questions de recherche portent sur les stratégies de correction utilisées, les sources d'erreurs et quelles méthodes/stratégies sont préférable par des étudiants. Un questionnaire a été utilisé pour recueillir des données auprès de 15 enseignants de l'Université Mohammed Seddik Ben Yahia. Les résultats révèlent que la répétition, l'élaboration et la reformulation sont les stratégies de correction les plus utilisées. La majorité des enseignants préfère donner des retours à la fin de l'activité, en cherchant à trouver un équilibre entre la fluidité et la précision, et ils corrigent principalement eux-mêmes les erreurs. L'interférence, les facteurs cognitifs et affectifs, et le manque de pratique sont identifiés comme des facteurs majeurs contribuant aux erreurs des apprenants. L'élaboration, la répétition et les demandes de clarification sont perçues comme des stratégies préférées pour les apprenants afin de fournir une rétroaction corrective orale. Les recommandations de la présente étude incluent des discussions ouvertes entre les enseignants et leurs apprenants à propos des problèmes de traitement des erreurs, le développement d'une politique de correction des erreurs orales basée sur les préférences des enseignants et des étudiants, ainsi que la promotion de l'autocorrection et de la correction entre pairs. De plus, l'accent est mis sur le développement de la compétence communicative et la création d'avantage d'occasions de pratique de l'expression orale.

Mots clés : Anglais, compétences en expression orale, correction des erreurs orales, cours d'expression oral, corrective rétroaction.

## ملخص

يمثل تعلم اللغة الإنجليزية كلغة أجنبية تحديات عديدة أمام الطلبة لا سيما كيفية معالجتهم للأخطاء المقترفة حين التحدث. ولذلك يعتبر التصحيح الفعال للأخطاء الشفوية من قبل المعلمين أمر بالغ الأهمية لتنمية مهارات التحدث لدى الطلبة. تهدف دراسة الحالة هذه إلى استكشاف الاستراتيجيات التي يستخدمها مدرسو اللغة الإنجليزية كلغة أجنبية على مستوى الجامعات الجزائرية لتصحيح أخطاء الطلبة ومصادر الأخطاء وتفضيلات الطلاب. حيث تم توزيع استبيان لجمع البيانات من 15 أستاذا بجامعة محمد الصديق بن يحيى في جيجل في هذه السنة 2023. وقد كشفت النتائج أن أكثر الاستراتيجيات استخداما من قبل الأساتذة هي التكرار والتوضيح وإعادة الصياغة. كما يفضل غالبية الأساتذة تقديم ملاحظات في نهاية التمرين أو النشاط في محاولة لإيجاد توازن بين الطلاقة والدقة، ويقومون بشكل أساسي بتصحيح الأخطاء بأنفسهم. كما كشفت النتائج أيضا أن التداخل اللغوي أي تأثير التركيبات النحوية اللغة الأم على كلام الطلبة باللغة الأجنبية وكذلك العوامل المتعلقة بالحالة المعرفية و العاطفية للطلاب بالإضافة الى قلة الممارسة كعوامل توقع المتحدث في الأخطاء. يُنظر من قبل الأساتذة إلى التفصيل والتكرار وطلبات التوضيح على أنها استراتيجيات مفضلة للمتعلمين لتقديم ملاحظات تصحيحية شفوية. وفي الأخير تضمن البحث توصيات مفادها اعتماد مناقشات مفتوحة و مرنة بين الأساتذة والطلبة حول أساليب معالجة الأخطاء الشفوية، ووضع سياسة لتصحيحها بناءً على خيارات كلا من الاستاد والطالب، وكذلك تشجيع التصحيح الذاتي والتصحيح بين الأقران. إضافة إلى ذلك، يفضل التركيز على تطوير كفاءة التواصل وخلق المزيد من الفرص لممارسة المحادثات الشفوية بين الطلاب.

الكلمات المفتاحية: الأخطاء الشفوية، معالجة الأخطاء الشفوية، اللغة الانجليزية كلغة أجنبية، المرونة، مهارات المحادثة.