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Mohammed Esseddik Ben Yahia University, Jijel
Faculty of Letters and Foreign Languages
Department of English

The Impact of Teachers' Implicit Corrective Feedback on Enhancing Learners'

Self Correction Abilities

The Case of 3rd Year LMD Students at the Department of
English- Mohammed Esseddik Ben Yahia University, Jijel

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in Language Sciences

Submitted by: **Rima ZEGHBIB**

Supervised by: **Malika NOURI**

Souaad GRIMES

Members of the jury:

Fouzia BENNACER Chairperson Mohammed Esseddik Ben Yahia University, Jijel

Malika NOURI Supervisor Mohammed Esseddik Ben Yahia University, Jijel

Loubna KOUIRA Examiner Mohammed Esseddik Ben Yahia University, Jijel

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Dedications

**In the name of God, most gracious, most merciful, all the praise is due to God alone,
the sustainer of all the worlds**

Firstly and foremost, I would like to give my undeniable and unforgettable thanks to the most graceful and most compassionate the almighty (Allah), that has provided me with a lot of blessing that can never be counted.

I dedicate this work:

to the memory of my grandmother **El Modjahida Boubakir Oum-Essaàd** who switched candles of hope around me and advocated her life to see me succeeding;

to my dearest **father, mother** and **grandfather**;

to my sisters **Lamia** and **Hanane** and to my brothers **Fateh, Nasro, Messoud** and all my family and friends.

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to my **Mother** and **Father** with gratitude and love;

to my sisters and brothers;

to my nephew **Yahia**;

to all my dearest friends.

Rima Zeghib

Abstract

Providing learners' with implicit corrective feedback is a common practice among teachers which is based on supplying the students with cues, hints and some other techniques that may guide them to identify and correct their own errors. This study aimed at investigating the impact of teachers' implicit corrective feedback on improving and developing the students' self correction abilities. In this research, we hypothesized that if the teachers use the implicit corrective feedback, students will be able to overcome and correct many errors by themselves. To check the validity of this hypothesis, two questionnaires were administered: one to 60 third year LMD students and another to 10 teachers of written and oral expression at the department of English in Mohammed Eseddik BenYahia University, Jijel. The obtained results showed that the implicit corrective feedback is an important technique for enhancing and developing students' self correction capacities. Consequently, the predetermined hypothesis was confirmed to a large extent.

List of Abbreviations

%	Percentage
CF	Corrective feedback
EFL	English as a foreign language
L1	First language
L2	Second language
LMD	License Master Doctorate
S	Student
SLA	Second language acquisition
TL	Target language
T	Teacher
Q	Question
ZPD	Zone of proximal development

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**The Impact of Teachers' Implicit Corrective Feedback on Enhancing Learners'
Self Correction Abilities.**

Language learning has been a subject of interest for many years. It is a long and complex process that needs a total involvement from the learner. One of the major issues that attracted the researchers' attention was: in which manner should teachers deal with students' errors? In language teaching, linguistic errors are unavoidable and how to deal with these errors is one of the proficient and successful teacher qualities. Whether and how to correct errors usually depend on the methodological perspectives which teacher adopt.

Providing corrective feedback is a pedagogical issue that has a long and continuous history and gave birth to a great deal of theoretical researches. Some scholars like behaviorists considered errors as taboos in their discourse and believed that they should be immediately corrected by the teacher. This behavioristic view is clearly indicated by Brooks (1960) who stated that "like sin, an error is to be avoided and its influence overcome, but its presence is to be expected" (cited in Mishra, 2006, p.50). While others claimed that errors correction is not only unnecessary, but also harmful to language learning. Perhaps the most well known proponent of this view to errors correction is Stephen Krashen (1982) who considered it as a "serious mistake" (cited in Ellis & Shintani, 2013, p.258). In contrast to Krashen, many scholars believe that language teachers should provide learners with feedback regarding the correctness or appropriateness of their responses since it helps speed up the process of learning, among them Ellis (2012) who noted that "corrective feedback would be effective if it was fine-tuned to the learners development (provided minimal assistance needed to induce a self correction)" (p.140). In the same way, Long (1996) recognized the value of corrective

feedback and its facilitative role in drawing learners' attention to the form. He has also emphasized the crucial importance of interaction including implicit corrective feedback as it contributes to the learners' development (cited in Ellis & Shintani, 2013, p.09). This development can be noticed through the students' ability to identify their errors and then correct them by themselves.

Self correction has been found to be effective in several studies. For example, Kubota (2001, pp.468-469) worked on lower intermediate university students learning Japanese as a foreign language. She found out that the number of errors of different categories in students' writing diminished when they use self correction through self-help resources. Elsewhere, Hurd and Lewis (2008) pointed out that "well designed, guided self-correction can help to increase students' confidence in their own judgments and deepen their understanding of the learning process" (p.263).

1. Statement of the Problem

Errors have always been considered to be part of the learning process especially in the field of second/ foreign language acquisition. Teachers-even the most competent and experienced ones- usually find many difficulties in dealing with their learners' errors without demotivating them or creating anxious atmosphere that may be unhelpful for the good running of the lessons. However, errors can be a good opportunity for both teachers and learners to show the extent to which the learners have learned the target language as well as the areas in which they still need support and improvement; that is why many scholars and researchers consider errors as a sign of progress in the learning process.

Dealing perfectly with errors includes providing feedback in a way that enables the learner to enhance some kinds of his capacities and skills such as self correction. For many educators, the most acceptable or effective way is to send or give this feedback

implicitly by using some techniques such as recast, elicitation, clarification request or body expression. Since errors are not specific to one subject, level or place, Algerian university students and teachers are said to encounter the same problem because in one hand, teachers do not know how to take a positive reaction and attitude towards students' errors (not considering them as a sign of failure and carelessness but as an unavoidable phenomenon). On the other hand, students do not know how to receive the teachers' corrective feedback and how to use it as a guidance, advice or assistance to identify their errors in order to be able to correct them. The problem in this research is precised in the following question: to what extent the teachers' does implicit corrective feedback contribute to the enhancement of the learners' self correction abilities?

2. Research Questions

1. What kinds of strategies do teachers adopt in providing implicit corrective feedback?
2. To what extent does the teachers' implicit corrective feedback promote the learners' self correction abilities?
3. What are the factors that influence the teachers' error treatment?

3. Aim of the Study

Teachers use various strategies to help their learners identify errors in order to increase their chances of successful self correction. So, this study aimed at:

1. Investigating the impact of the teachers' implicit corrective feedback on promoting learners' abilities to correct their errors by themselves.

4. Hypothesis

In this research it is hypothesized that: if a foreign language learner is exposed to an implicit corrective feedback, he will be able to identify his errors and correct them by himself.

5. Tools of the Study

In this study, in order to obtain the necessary data to confirm or refute the hypothesis and to reach the study purpose, the main research tools are two questionnaires. One of them was directed to a sample of third year LMD students chosen randomly from the whole population, the other one was administered to a sample of written and oral expression teachers at the department of English, Mohammed Essedik Ben Yahia University, Jijel.

The questions are closed items which were set to investigate the students' and teachers' attitudes towards the significance of implicit corrective feedback in enhancing students' self correction abilities.

6. The Structure of the Study

This descriptive research ran into three main chapters. The first two chapters dealt with the theoretical framework and the third one was devoted to data analysis and interpretation of teachers' and learners' administered questionnaires.

The first chapter was divided into two sections. The first section outlined an overview of errors and mistakes, types and sources of errors, as well as, teachers' perceptions about learners' errors. Likewise, the second section introduced feedback, its definition, dimensions, types and some aspects related to this topic.

The second chapter was divided into two sections. The first section shed light on some models that dealt with error treatment and different implicit oral and written corrective feedback techniques used by teachers for developing learners' self correction abilities. Likewise, the second section dealt with the notion of self correction and some of its related terms followed by an overview of the monitor model of Krashen. In addition to that, this section indicated some of the teachers' roles in developing learners

self correction abilities and some materials used for this purpose. Finally, this section concluded by mentioning some benefits of self correction.

The last chapter dealt with data analysis. It provided a detailed analysis of both teachers' and learners' questionnaires and helped in confirming or rejecting the predetermined hypothesis.

Introduction

Learners' errors are an attractive research area that gained a special attention from educators. Many controversies have been emerged regarding the view to errors and how they should be considered. Moreover, researches in language learning have been always motivated to find out the most appropriate way to deal with them. Therefore, they suggested that instructors need to consider an effective way to respond to these errors. This response is what is usually referred to as 'feedback'.

This chapter represented an attempt to cover even a part of the different elements underlying this issue. To do so, this chapter was divided into two main sections. The first section is entitled 'errors and correction'. It gave an insight into the notions of errors and corrections, and shed some lights on the different attitudes adopted by instructors towards them. Moreover; it talked about researchers' preferences regarding the most appropriate way to deal with errors.

The second section was devoted to feedback by mentioning its types, characteristics, importance, dimensions and some other features related to the topic.

Section One: Errors and Correction

1.1. Terms and Definition

Language learning is basically a process that involves making and producing numerous errors and mistakes which are considered as a crucial part in learning any skill, or acquiring knowledge. As Brown stated (2000, p. 217) “in order to analyze learners’ language in an appropriate manner, it is very important to make a distinction between the two terms; errors and mistakes which are considered as two very different phenomena”.

1. 1.1. Errors

Various definitions have been given to the term “error” by many researchers, and everyone has provided his own description. However, the deviation from accuracy and correctness is the most obvious and the famous one. According to Random House Dictionary (1987) “the term error is derived from the Latin word ‘error’ and originally meant ‘a wandering, straying, mistake” (cited in Leiter, 2010, p.03). Errors are the misuse of the language rules as the result of an incomplete or lacking knowledge. They are “morphological, syntactic, and lexical forms that deviate from the rules of the target language” Ferris (2011, p.03) .For Lennon (1991) an error is: “a linguistic form or combination of forms which, in the same context and under similar conditions of production, would, in all likelihood, not be produced by the native speaker counterparts” (cited in James, 2013, p. 64). According to Brown (2000, p. 217) “an error is a noticeable deviation from the adult grammar of a native speaker reflects the competence of the learner”.

1.1.2. Mistakes

Brown (2000, p. 217) stated that “a mistake refers to a performance error that is a random guess or a slip; it is a failure to use a known system correctly when talking”. Mistakes are the result of lack of attention, confusion, tiredness, stress, or carelessness that can affect the learners’ production and lead to the deviation from the correct form. As it is pointed out by Richards and Schmidt (2010, p. 201) “a mistake is made by lack of attention, fatigue, carelessness, or some other aspects of performance”. Mistakes do not reflect the learners’ level in the target language, but they are just lapses and this leads to the claim that mistakes do not have any impact on the process of language learning and teaching.

1.1.2. Error Correction

Different terms and definitions were used by many researchers to refer to the act of correcting learners’ errors. The most useful terms are ‘feedback’, ‘repair’, ‘treatment’ ‘negative feedback’, and ‘correction’ or ‘corrective feedback’. According to Ellis (1994) (cited in Leiter, 2010, p.03) error correction “is the process by which the teacher or even a more advanced learner pay the attention to errors made during learning in the classroom”. It refers to the attempt to supply learners with the appropriate negative feedback to pay their attention to the errors they have committed. Thus, error correction is guidance, advice or solution given to the learner by his teacher or classmates when he produces errors. In addition, James (2013, pp. 236-237) pointed out that the term correction has been used in three senses:

1. Informing the learners that there is an error and leaving them to discover it and repair it themselves;

2. Providing treatment or information that leads to the revision and the correction of the specific instance of an error (indicate that the present attempt is wrong. The correction can specify how, when, suggest an alternative, or give a hint);
3. Providing the learners with information that allows them to revise or reject the wrong rule they are operating with when they produce the error token.

The result will be to induce the learners to revise their mental representation of the rule, so that this error type will not recur.

1. 2. Error Versus Mistake

In pedagogy, there is a general impression that the two terms; errors and mistakes are synonyms and both have the same definition. However, “they are found to be different phenomena” (Brown, 2000, p.217). Ellis (1997, p.17) also stressed the necessity of distinguishing errors and mistakes and asserted that “errors reflect gaps in learners’ knowledge and the learners’ disability to identify what is correct. Whereas mistakes reflect occasional lapses in performance; they occur because in a particular instance, the learners are unable to perform and practice what they know” .Since mistakes are the result of lapses and anxious atmosphere, they can be found in both native speakers and also in language learning situations. The speakers who produce mistakes have the ability to identify and correct them because they are not the result of incomplete knowledge, but just a sort of stumble, breakdown or imperfection in the production of speech.

Errors, on the other hand, reveal a portion of the learners’ competence in the target language (Brown 2000, p.217). Moreover, James (1998) (cited in Brown, *ibid*) stated that “an error cannot be self corrected, but mistakes can be self corrected if the deviation is pointed out to the speaker”.

Corder (1967) also said that:

Mistakes are akin of the tongue and the speaker who makes mistakes is able to recognize and correct them if necessary. An error, on the other hand, is systematic; that is it is likely to occur repeatedly and is not recognized by the learner as an error. (cited in Gass & Selinker, 2008, p.102)

Sometimes it is very difficult to distinguish errors and mistakes. However; the frequency of the deviation can be a useful way to make that distinction. For example, when the speaker consistently uses 'goed' instead of 'went', this would indicate the lack of knowledge, so it is an error, but when the speaker sometimes says 'goed' and sometimes says 'went', this would indicate that he has the knowledge and the correct form and this is just a slip, so it is a mistake. "Another way might be to ask learners to try to correct their own deviation utterances. Where they are unable to, the deviations are errors; where they are successful, they are mistakes" (Ellis,1997, p.17).

1.3. Types of Errors

In accordance with the definition above, it is crucial to distinguish the different types of errors according to the degree of confusion or offense they cause. On that basis, Burt and Kiparsky (1972) (cited in Brown, 2000, p.223) categorized errors as either global or local.

1.3.1. Global Errors

Brown (2000, p.223) provided a definition to this type and stated that "global errors hinder communication; they prevent the hearer from comprehending some aspects of the message". This kind of errors presents a great impediment to the successful process of communication because it makes the recipient unable to achieve a full or clear understanding of the message.

1.3.2. Local Errors

Unlike the global errors, the local ones seem to have less damage as “they do not prevent the message from being heard, usually because there is only minor violation of one segment of a sentence allowing the hearer/reader to make an accurate guess about the intended meaning” (Brown, *ibid*). In this type of errors, it is not very difficult for the recipient to get and interpret the speakers’ message because the general meaning of the utterances is not highly affected.

1.4. Sources of Errors

Determining the sources of errors is an area that gained a considerable interest from the part of researchers in the field of language learning. Why are some errors made? What strategies, styles or contexts of learning underlie certain errors?

Although it is difficult to capture all the possible factors that are responsible for the erroneous forms and structures produced by learners, it is obvious that the majority of learners’ errors are the result of four main processes: interlingual transfer, intralingual transfer, context of learning and communicative strategies.

1.4.1. Transfer

“Transfer is a general term describing the carryover of previous performance or knowledge to subsequent learning” (Brown, 2000, p.94). In other words, it is the process through which the learners’ acquisition of the language is influenced by the knowledge that he has already acquired. Researchers distinguish two types of transfer: interlingual and intralingual.

1.4.1.1. Interlingual Transfer

“It is a significant source of errors for all learners” (Brown, 2000, p.224). It occurs as a result of the influence of the mother tongue on the target language in the early stages of learning. According to Ellis and Barkhuizen (2005), it is related to “the introduction

of an L1 form into the interlanguage system” (p.65). Many researchers link the interlingual transfer to the familiarity with the new system detected to the second language. As it is stated by Brown (2000, p.224) “in these early stages, before the system of the second language is familiar, the native language is the only previous linguistic system upon which the learner can draw”. Interlingual transfer frequency is depending on a number of factors including the linguistic and cultural relatedness of the languages (Brown, *ibid*), or as Ellis and Barkhuizen (2005) indicated “the extent to which the L2 is linguistically closed or distant from the target language” (p.65). Which means, the more the native and second language are closely related, sharing the same origins, cultures and structures, the more the learner is likely to commit such errors. It should be noted, however, that it is not always easy to avoid such errors resulting from interlingual transfer; rather this process can only be achieved through more exposure to the target language.

1. 4.1.2. Intralingual Transfer

The research in the sources of errors has been extended beyond the interlingual transfer and recognized that “intralingual transfer” is a major factor of errors that is as important as interlingual transfer. Researchers usually refer to it as “overgeneralization” which is “the negative counterpart of intralingual transfer” (Brown, 2000, p.224).It occurs when the learner acquires a new form, then he overgeneralizes it because he finds it easier to learn and process. For example, the use of “ed” forms for all the verbs when the learner tries to express the past- tense. Unlike the interlingual transfer, which is found in the early stages, the intralingual transfer manifests once the learner starts acquiring parts of the new system which means “as learners progress in the second language, their previous experience and their existing subsumers begin to include structures within the target language itself”(Brown, *ibid*).It is worth noticing here that,

this kind of errors is made by all learners irrespective of their L1 because of the universality of learning strategies they use.

1.4.2. Context of Learning

Another issue that was raised during the analysis of the learners' errors sources is "the context". The concept of context refers to "the classroom with its teachers, and materials in the case of school learning, or the social situation in the case of untutored second language learning"(Brown, 2000, p.226). In the classroom, the teacher or the materials like for example textbooks, may provide misleading explanation, confusing information, or a faulty representation of a word or structure to the learner which may have serious impact on him if it is memorized. It is commonly believed among researchers that there is a strong relationship between the social context and language learning. As stated by Ellis and Barkhuizen (2005, p.277) "learning does not and cannot take place in a social vacuum". This sociolinguistic context may lead to learn certain dialects that may be a source of errors, especially in the case of untutored second language learning where immigrants are expected to be the most exposed to this problem.

1.4.3. Communicative Strategies

Communicative strategies are some verbal or non verbal techniques or mechanisms that are used by a learner to compensate his lack of knowledge about the target language. Faerch and Kasper(1983) defined communicative strategies as "potentially conscious plans for solving what to an individual presents itself as a problem in reaching a particular communicative goal"(cited in Brown, 2000, p.127). Avoidance, paraphrasing, and conscious transfer are examples of communicative strategies. These strategies can be effective and helpful sometimes, but in many times may be not. As it is stated by Brown (2000) "learners obviously use production strategies in order to

enhance getting their messages across, but at times these techniques can themselves become a source of errors” (p. 227).

1. 5. Teacher’s Views to Errors: from Avoidance to Acceptance

The view to errors has gained a valuable attention, and considered to be a distinctive feature of the different methods of language teaching. This view has been radically transformed and reshaped from a total refusal and avoidance, to more tolerance and acceptance due to the emergence of new perspectives and conceptions. Here is a description of some well known approaches focusing on one aspect which is: how the teacher responds to students’ errors?

In the past, within the traditional methods, errors were linked to carelessness and non learning, and as such they were avoided. Holley and King (1971) pointed out that, foreign language teachers were trained “to correct faulty student’s responses and consistently grammatical or pronunciation errors assuming that correct learning will result” (cited in Leiter, 2010, p.07). Therefore, language teaching guides suggested methods which help in minimizing errors’ production.

In a class, where the Grammar Translation Method is applied, “having students get the correct answer is considered very important. If students make errors or do not know the answer, the teacher supplies them with the correct answer” (Larsen Freeman & Anderson, 2012, p. 20).

Errors in an Audio-lingual class, should be “avoided if at all possible” (Larsen Freeman & Anderson, 2012, p. 46) and this will be through the teachers’ awareness of his students’ level and the areas where he will have a difficulty or not.

Teachers who adopt the Direct Method “employ various techniques, try to get the student self correct whenever possible” (Larsen Freeman & Anderson, 2012, p.31).The teacher who works with the Silent Way Method, sees his students’ errors as “a natural,

indispensable part of learning process” (Larsen-Freeman & Anderson, 2012, p. 64). The teacher here must use them as a basis to decide about his lessons’ contents.

However, during the 1970’s, a new view to errors has emerged and “language teachers began to stress the use of language for communication. Instead of asking their students to produce error free sentences in the foreign language, they started motivating them to simply speak.” (Hendrickson, 1978, cited in Leiter, 2010, p.07). This new view to errors which shifted from emphasizing the notion of the “correctness” towards the notion of “communication” was as a result of the emergence of “The Communicative Approach” in which errors of form are tolerated and they are seen as “a natural outcome of the developmental of communication skill” (Larsen Freeman & Anderson, 2012, p.125).

1.6. Teacher’s Reaction to Learners’ Errors

Within a classroom setting, the teacher is expected to play different roles during the teaching process where; he may find himself obliged to make decisive interventions. Students’ errors are one of the things that puzzle many teachers when they see their students sometimes get lost, and go on making the same errors even if they were previously treated. In this situation, many questions arise: whether these errors should be corrected, and if so, how and when they should be corrected. “These questions were first posed by Hendrickson (1978) more than thirty years ago, yet still today there are no clear answers-the issues remain highly debated and controversial” (cited in Leiter, 2010, p.10).

1.6.1. Correcting Versus Neglecting Errors

Teachers’ decisions about how to react to the students’ errors highly depend on some factors such as: “the activity, type of mistake made, and the particular student who is making the error” Harmer (2001, p.104). It is very important to make a distinction

between accuracy and fluency. This indicates that teachers should decide about their expectations from students:

Whether a particular activity in the class is designed to expect the students' complete accuracy- as in the study of a piece of grammar, a pronunciation exercise, or some vocabulary work for example, or whether we are asking the students to use the languages fluently as possible. (Harmer, *ibid*)

Chaudron (1988) agreed with this proposal and suggested that the question of whether or not errors should be corrected "should ultimately be determined by how effective correction is. And he noted that the practice of error correction should be restricted to those which are related to the pedagogic focus of the lesson" (Cited in Griffiths, 2008, p. 287).

Another aspect that should be taken in consideration is the type of error; whether it is global or local. Hendrickson recommended that "the local errors usually need not to be corrected since the message is clear and correction might interrupt a learner in the flow of productive communication. Global errors need to be treated since the message remains garbled" (cited in Brown, 2000, p.237). He further explained that "corrections should be used judiciously, focusing on types of errors that inhibit communication, that are repeated frequently and that have highly stigmatizing effect on the listener" (Hendrickson, 1978, cited in Griffiths, 2008, p. 287). Burt (1975) (cited in Leiter, 2010, p. 18) hold the same view and stated that "by correcting only global errors, the teacher will keep the students motivated and confident".

Another major factor that needs to be taken into account is the particular student who commits the error. According to Harmer (2001):

Most students want and expect us to give them feedback on their performance; for example, in one celebrated correspondence, a non-native

speaker teacher was upset when, on a teacher training course in Great Britain, her English trainers refused to correct any of her English because they thought it was inappropriate in a training situation. (pp. 104-105)

To make a balance between these views, Brown (2000, p. 236) indicated that the teacher has to provide enough “green lights to encourage continued communication, but not so many that crucial errors go unnoticed, and providing enough red lights to call attention to those crucial errors, but not so many that the learner is discouraged from attempting to speak”.

1.6.2. Way of Correction

The way in which errors should be corrected is often regarded as a complex matter. Researches in this area are still inconclusive about the most effective methods of error correction. Early studies on error correction have shown that the most common practice among teachers in response to their students’ errors is providing an explicit and direct correction for the erroneous forms and this is much more a behaviorist interpretation. However, this way of correcting seems to have less popularity among other researchers such as: Corder(1967), Gorbet(1974),Valdman(1975) (as cited in Leiter,2010,p.22) who pointed out that “providing feedback in an explicit way may be ineffective”. Holley and King (1971) also agreed that such “feedback is unfruitful; instead they advised teachers to tolerate more errors, and when they did decide to correct, they should do so by providing cues, as students may be able to come up with the correct form on their own”(cited in Leiter,2010,p.22).By adopting this way, many psychological and pedagogical advantages will be achieved such as: encouraging the students and keeping them motivated and confident about their own capacities, and giving them a chance to think about the errors and correcting them by themselves.

1.6.3. Time of Correction

After having noticed an error in the student's performance, another challenging situation the teacher may encounter is deciding about the appropriate time for giving the correction. Two questions regarding this situation are posed: whether to correct errors immediately after their occurrence, or to postpone the correction. Adherents to immediate correction claim that interrupting a student immediately after the error is committed is very helpful to language learning. Their evidence on this view is that error correction will be ineffective when the time between the deviate form occurrence and the teachers' correction increases. Long (1996), in his attempt to support the immediate treatment of errors, raised the question of "whether learners would even be able to remember their initial erroneous utterance" (cited in Leiter, 2010, p.16). In contrast, opponents of immediate correction, support the choice of delaying correction and stated that the former "often involves interrupting the learner in mid-sentence-a practice which can certainly be disruptive, and could eventually inhibit the learners' willingness to speak in class at all" (Allwright & Bailey,1991, cited in Leiter, 2010,p.15).which means, many serious effects can be provoked when the immediate correction is used. For example, breaking the flow of ideas, impeding the communication, destroying the learners' motivation, and more importantly preventing the learner from correcting his own errors.

Section Two: Feedback

1.1. Feedback Definition

One of the things that students expect from their teachers is to indicate whether or not they are well performing. This indication is what researchers refer to as “feedback”. Before identifying what this term means, it is necessary to signal its original background. According to Man (2008):

Feedback started in early twentieth century, with the advent of microphones. Since inputs into the mics were “feedback”, and they were designed to only work with inputs, if there were “feeds”, that came back through the system -usually from being too close to speakers- you would get an awful noise. That awful noise was named feedback because it was a “feed” that came “back” into the system.(Cited in Deider &Jackie, 2010, p.03)

Generally speaking, feedback can be defined as “verbal and non verbal responses from others to a unit of behavior provided as close in time to the behavior as possible and capable of being perceived and utilized by the individual initiating the behavior” (Benne in Knight, 1995, cited in Deider &Jackie, *ibid*).

In relation to language learning, a variety of interpretations were given to this concept by many researchers. Among those, Richards and Schmidt (2010,p.127) who stated that “in teaching, feedback refers to comments or other information that learners receive concerning their success in learning tasks or tests, either from the teacher or other persons”. Black and William (1998) (cited in Merry et al., 2013, p. 32) gave a similar description to feedback and said that “it refers to any information that is provided to the performer of any action about the performance”. As it is indicated in these definitions, feedback in classroom setting is a message sent by the teacher to his

students in the form of comments, reactions, responses correction or judgment of the quality of their work.

As Dekeyser (2007, p.111) maintained, “feedback is a central issue in scholarship dealing with theoretical concerns as well as with instructional design, with a great number of different terms having been employed over the years”. One of these terms is “evidence” which is frequently used by many researchers to refer to any “information about whether certain structures are permissible in the language being acquired” (Dekeyser, 2007, p.112).

Feedback and evidence differ only in one point which is the time of occurrence. This is what Dekeyser (2007) has asserted by saying:

Evidence may be provided either in advance of any learners’ produced language or in response to it. Feedback which refers to a mechanism which provides the learner with information regarding the success or failure of a given process, by definition is responsive, and thus occurs only after a given process. (p.112)

1.2. Feedback Dimensions

In order to analyze feedback appropriately, it is crucial to examine how it is shaped, situated and negotiated. This means looking at three key dimensions: psychological, cultural, and social ones.

1.2.1. The Cultural Dimension

It is well known that learning and teaching a language is a process that can be best performed when it looks at the different factors affecting it. The cultural factors according to Hyland and Hyland (2006) are believed to:

help shape participants’ understanding of teaching and learning, and are likely to have a considerable impact on the feedback offered, whether teachers decide to focus on form or content, look to praise or to criticize

students, establish an equal or hierarchical affiliation, or adopt an involved or remote stance, they are at least partly influenced by the dominant ideologies of their institutions and beliefs acquired as a result of their cultural backgrounds and educational experiences. (p.11)

The cultural diversity which characterizes human beings involves looking differently to many issues among which: how teachers and students consider instruction and what is the meaning they link to feedback?

As members of many communities, with different identities, teachers and students cannot act beyond what they have acquired and experienced. This means that, they just practice and accept what they assume to be right from their own perspectives including the way they may prefer to interact, teach and learn.

1.2.2. The Social Dimension

It refers to “the relationships that participants construct, confront, and deal with as they engage in the situated process of giving feedback” as Hyland and Hyland (2006, p.14) indicated. This involves all acts of communication and interaction which take place within a classroom context as a result of giving or receiving feedback, either between the teacher and his students, or between the students themselves. This process occurs when the teacher tries to elicit information from the learner after providing corrective feedback (CF) or when they negotiate meaning between each other.

2.3. The Psychological Dimension

Feedback is geared to facilitate and improve the process of teaching and learning. However, during a verbal feedback exchange or while reading written feedback on an assignment, it can have long and lasting impact beyond its intent. Hattie and Timperly (2007) pointed out that “there are ample of studies indicate that feedback as a stimulus

has more powerful impact on learning than any other variable in education including class size, and teacher experience” (cited in Boud & Molloy, 2013, p.51).

Many studies have shown that in some occasions, teachers’ feedback may create problems and obstacles in the progress of learning especially with anxious and embarrassed students. The painful feedback provided by the teacher may cause harm and hesitation to the learners as well as in some cases obliges them to avoid interaction, discussion and participation in different classroom activities. Vigil and Oller (1976) indicated that “in order to avoid demotivation, correction needs to be done in such a way that students’ affective needs are also considered” (cited in Griffiths, 2008, p. 290). In this sense, teachers should be more aware of the way in which they provide the corrective feedback and they must not underestimate and despise the student’s answers in front of his classmates. For example, a personal judgment “you are narrow minded” should not be given. Moreover, if the teacher gives negative praise by acknowledging the students’ participation before pointing out the mistakes this will be a good strategy to avoid humiliating the student.

1.3. Types of Feedback

Achieving a fully comprehensive understanding of the practice of feedback must involve a consideration of the ways in which teachers respond to learners’ errors, as well as the different types of this practice, that is to say “feedback”. In this context, it is important at the outset to clarify the taxonomy which classifies feedback according to its: explicitness or implicitness, positiveness or negativeness.

1. 3.1. Explicitness or Implicitness

Feedback differs in terms of how much explicit or implicit it is. Therefore; the corrector may adopt the way which he sees appropriate and more beneficial to his learners. Researches in language learning sought to highlight the different options

available for teachers when responding to errors. Ellis, Loewen and Erlam (2009) stated that corrective feedback “takes the form of responses to learners’ utterances that contain an error” (cited in Ellis, et al., 2009, p. 303). These responses can consist of “(a) an indication that an error has been committed, (b) provision of the correct target language form or (c) metalinguistic information about the nature of the error, or any combination of these” (cited in Ellis, et al, *ibid*).

1.3.1.1. Explicit Feedback

It is the kind of feedback where the teacher provides “metalinguistic information or indicates directly that an error has been committed or elicits the correct form” (Lyster & Ranta, 1997, cited in Philip, Oliver & Mackey, 2008, p. 174). It is also the teachers’ feedback that “overtly states that a learners’ output was not part of the language to be learned” (Carrol & Swain, 1993, cited in Noris & Ortega, 2006, p. 137). These two definitions maintain that the teachers’ explicit feedback (also known as direct feedback) clearly indicates that an error has been committed, or an ill-formed structure has been produced using some expressions such as: “no, you should say...”, “that is wrong”, or “you mean...” .

According to Ellis, Loewen, and Erlam (2009), explicit feedback can take two forms:

- (a) explicit correction in which the response clearly indicates that what the learner said was incorrect (for example, ‘no, not goed –went’) and thus afford both positive and negative evidence or (b) metalinguistic feedback defined by Lyster and Ranta (1997) as ‘comments, information or question related to the well-formedness of the learners’ utterance for example; “you need the past tense”, which afford only negative feedback”. (Cited in Ellis et al., 2009, p.304)

It is important to mention that feedback provision is highly influenced by the type of instruction which learners are exposed to. Explicit feedback is assumed to be more appropriate for form-focused classes, where grammatical accuracy is central as asserted by (Carrol & Swain, 1993, cited in Doughty & Williams, 1998, p. 232) who pointed out that “explicit instruction combined with explicit metalinguistic feedback may be helpful for rules that are not clear cut”.

1.3.1.2. Implicit Feedback

In the case of implicit feedback, the teacher makes a “reformulation of all of a learners’ immediately preceding utterance in which one or more non-target (lexical, grammatical...) items are replaced by the corresponding target language form (s)” (Long, 2006, cited in Ellis et al., 2009, p. 303). As its name indicates, implicit feedback occurs when learners do not receive a direct indication that an error has been made or an explicit correction of that error. It often takes the form of recast (replacing the ill-formed items by the corresponding ones). In order to ensure that learners will benefit from this feedback, instructors need to take into account one important point which is mentioned by Barr (2004) (cited in Kim, 2009, p.12) who said that implicit feedback seems to place “more responsibility for learning on the learner and may work for the more advanced and able learners, but those who need guidance and prompting from the teacher or other source of reference may struggle in that situation”. This demonstrates that the practice of implicit feedback is more suitable when the teacher aims at encouraging students’ autonomy, self-reliance and confidence.

Another point that affects implicit feedback is the type of activity or instruction learners are exposed to. When the teacher designs activities which aim basically at achieving a successful communication and delivering of meaning, he avoids explicit feedback because “the aim is to attract learners’ attention and to avoid metalinguistic

discussion, always minimizing any interruption to the communication of meaning” (Doughty & Williams, 1998, p.232).

1.3.2. Positiveness or Nigativeness

In the second line of the taxonomy, researchers seek to propose another basic distinction between the forms of feedback. This distinction is built on the extent to which the teachers’ reactive feedback, judges positively or negatively the learners’ output including the accuracy, communicative success, or the context of the learners’ utterance or discourse.

3.2.1. Positive Feedback

As it is defined by Dekeyser (2007, p. 112) “it consists of information that the process was successful”. The alternative term to positive feedback is “positive evidence” which by its turn “consists of information that certain utterances are possible in the target language” (Dekeyser, *ibid*). These two definitions demonstrate that when the learner makes an acceptable output, he generally receives a “positive feedback” from the teacher which can be a praise or a compliment to his performance and skills. This is what Senior (2006) asserted by saying that:

When the student says an utterance which is free of stuttering, the teacher immediately follows with a reinforcement comment that praises the child’s speech. The commonly comments used are: ‘good talking!’, ‘that was smooth’, ‘well done’, ‘nice smooth talking’, ‘that sounds great’ these comments are made in a positive tone of voice with a smiley facial expression. (p. 47)

There is no doubt that, when the teacher shows his satisfaction or support to the student is actually very helpful in the sense that, it “shows the student that he is making progress on certain lines, as it can help build up the right kind of base of self confidence in the student” (Mishra , 2006,p.52). However, this can be insufficient to ensure that the

learners have achieved a full target language competence especially at the level of linguistic forms.

1.3.2.2. Negative Feedback

It involves the kind of feedback that often informs of failure and unacceptability of the learners' production. Sometimes, it is referred to as 'corrective feedback' or 'negative evidence'. As defined by Dekeyser (2007, p. 112) it is an "information that certain utterances or types of utterances are impossible in the language being learned". Usually, teachers give this kind of feedback because they consider it as a "crucial means of subtly adjusting their pedagogic behavior to meet the immediate needs of their class" (Senior, 2006, p.47). Moreover; other researchers believe in the contribution of negative feedback in promoting L2 development as it leads to shift the learners' attention from meaning to form. As indicated by Dekeyser (2007,p. 117) this kind of feedback may benefit learners by "providing them the opportunity to focus on the linguistic aspects of their output having already completed the conceptual components of the task at hand .Similarly; it may allow learners to alter their performance properties by assigning greater importance to accuracy". This recognition of the need to implement this practice relies on the fact that well formed and error free utterances are the ultimate goal for both teachers and learners. By providing corrective feedback, teachers are helping learners to achieve this goal, especially when it is sent implicitly and when it allows learners to self correct their own errors and notice the gap in their performance without being overtly interrupted or demotivated.

1.4. Teacher Versus Peer Feedback

Feedback as a natural part of good instruction can be offered by different sources among them teachers or peers.

1.4.1. Teacher's Feedback

Helping the students to evaluate their progress by acting as feedback provider is a key component of a good and effective teacher qualities as well as responsibilities. Ellis and Barkhuizen (2005) highlighted three general characteristics of teachers' feedback which are: its imprecision, its inconsistency, and its indirectness. According to them:

Imprecision is evident in the fact that teachers use the same overt behavior (for example repetition) to both indicates that an error has been made and to reinforce a correct response. Inconsistency arises when teachers respond variably to the same error made by different students in the same class, correcting and ignoring others. Indirectness, teachers rarely make it clear to learners that they have committed an error, generally preferring indirect strategies such as recast. (p. 135)

The teacher who provides CF and comments on the work that fails to meet criteria for success is not only enhancing his students' performance, but is actually building a strong relationship with his learners based on direct communication and interaction through the use of some techniques such as: meaning negotiation or data elicitation.

Without doubt, feedback provided by teachers helps learners monitor their progress and reinforce it through taking into account the remarks they receive each time, and adjust their performance until reaching efficiency, and if they face any kind of difficulty, the teacher may help them by reteaching materials in which they did not achieve mastery yet. In fact feedback does not only help students, but also teachers in the sense that it allows them to maintain their control and observation over the class.

1.4. 2.Peer's Feedback

Peer is considered to be another source for the provision of feedback which teachers usually resort to when they want to enhance collaborative work in the classroom. This term is used in combination with a variety of nouns, and it is defined as "someone of

the same social standing, peers were taken to be students at a similar age and educational level” (Goldschneider & Goldschneider, 1976, cited in Flachikov & Blythman, 2001, p.01). In the context of language learning and teaching, the term ‘peer’ is used to describe a wide range of practices among them the one of ‘peer feedback’ in which “students engage in reflective criticism of the work or performance of other students using previously identified criteria and supply feedback to them” (Flachikov and Blythman, *ibid*). Peer feedback can simply mean the feedback that is provided by peers. Sometimes, it is referred to as peer response, peer review, peer assessment or peer editing.

It can be practiced by students during many tasks and activities. Lui and Hasen (2001) gave a detailed definition to the practice of peer feedback during written expression session by saying that it is:

The use of learners as sources of information and interactants for each other in such a way that learners assume roles and responsibilities normally taken on by a formally trained teacher, tutor or editor in commenting on and critique each others’ drafts in both written and oral formats in the process of writing. (Cited in Wang, 2011, p.700)

Peer feedback is a complex process that involves many procedures as well as training students to give and receive feedback from one another. Teachers are expected to play different roles for example as a trainer, monitor, and helper while their students are negotiating ideas and attitudes, revising drafts, and evaluating their own feedback. (Campbell, 2003, cited in Wang, 2011, p. 700) described peer feedback as “a workshop in which he can step back into the shadows to get students collaborating in productive ways”.

1.5. Characteristics of Constructive Feedback

Many instructors have long viewed teachers' feedback as an important aspect of language pedagogy, and have remained convinced that the key issue is not whether to provide it or not, but rather how to do so most effectively and what are the criteria that make it more beneficial to learners. Some of these criteria are:

Teachers should provide feedback that is "primarily corrective" (Black & Williams, 1998, cited in Stronge, 2007, p. 89). This involves avoiding right or wrong answers; instead, they should provide "specific explanation of what students are doing correctly, and what they are not doing correctly and how to fix it" (Chappuis & Striggins, 2002, cited in Stronge, *ibid*).

Feedback should be given in a manner that is "supportive and encouraging to students" (Peart & Campbell, 1999, cited in Stronge, 2007, p. 90). This can be achieved through placing some emphasis on improvement, progress and correct responses without ignoring mistakes or deviances.

Edward; Friedland and Bing-You (2002, p. 216) proposed another set of criteria:

- Feedback should be distinguished from complementing and criticizing;
- Feedback should be descriptive rather than evaluative;
- Feedback should deal with specific events rather than generalization;
- Feedback should be well timed and expected in close proximity to the event;
- Feedback should be focused on behaviors that are amenable to change;
- Feedback should involve sharing of information rather than giving advice;
- Feedback should be checked to ensure clear communication by having the receiver try to rephrase the feedback;
- Feedback should be followed by attention to the consequences of feedback.

According to Wlodkowski and Ginsberg (2010, pp.142-143) “feedback is at its best when it is informative, when it identifies what is good and why, as well as what needs to be improved and how”.

-Feedback should tell the learners about their effectiveness, and support their self determination (Deci & Ryan, 1991, cited in Wlodkowski & Ginsberg, *ibid*).

-“Effective feedback is prompt. Promptness characterizes feedback that is quickly given as the situation requires, but it is not necessarily immediate” (Wlodkowski & Ginsberg, 2010, p.143).

It is obvious that these criteria should not be available and used all the time, but the teacher should provide his feedback according to the situation requirements.

1.6. The Importance of Feedback

CF is a key supporter for learning in the classroom. Its importance is widely acknowledged by many researchers who believe that it has a critical effect on students’ achievement. This has been proven in many studies as the study which was carried out by Marzo, Rickering and Pollock (2001), (cited in Stronge, 2007, p. 88) who found out that “by giving feedback on a regular basis, teachers can help increase student’s learning gains by as much 30 percentile points on a standardized test in one year”. Also Berliner and Rosenshine (1977) and Walberg (1984), (cited in Stronge, *ibid*) after analyzing the learners’ performance, they concluded that “feedback is one of the most powerful modification techniques for increasing learning outcomes in students”.

Feedback in language classroom is assumed to stimulate learners to measure and observe their own progress, and develop their competence. Wlodkowski and Ginsberg (2010, p.141) stated that feedback appears to “enhance the motivation of learners to evaluate their progress, locate their performance within a framework of understanding, maintain their efforts towards realistic goals, self- assess, correct their errors efficiently,

self-adjust, and receive encouragement from their instructors and peers”. It is found to be influential on enhancing and deepening learning .As reported by Anderson (1982) (cited in Hyland & Hyland, 2006, p.01) “feedback is widely seen in education as crucial for both encouraging and consolidating learning”.

The absence of feedback can lead to many problems such as confusion. Receiving no reaction, response or comment from the teacher actually confuses the learners because for them the CF is like a standard through which they compare their work and measure their competence. In addition to that, feedback offers a great chance for communication and interaction in the classroom, a feeling of motivation and competence, and maintains the students’ control over their learning.

1.7. Corrective Feedback and Uptake

Corrective feedback and uptake have been targets of investigation by many researchers in the field of second and foreign language acquisition. One of the major motivations for investigating the sequence of corrective feedback and uptake is to identify patterns of error treatment in different classroom settings. Therefore; some researchers relate the effectiveness of different types of feedback provided by teachers with learners’ uptake.

1.7.1. Uptake Definition

The term ‘uptake’ is introduced by Lyster and Ranta (1997) in their attempt to examine corrective feedback. They defined it as “a student’s utterance that immediately follows the teacher’s feedback and that constitutes a reaction in some way to the teacher’s attention to draw attention to some aspect of the student’s initial utterance” (cited in Leiter,2010,p.33).Uptake simply means, the learners’ reactions, responses and answers after receiving the teacher’s feedback. These responses reflect the students’ level of understanding and determine the areas that still need help and support, and

provide the teacher with an overview about how much his feedback is effective. For Slimani (1992) “learner’s uptake refers to what the learners report having learned from a particular lesson” (cited in Lyster,2007 ,p.117).Moreover, Ellis, Basturkmen and Loewen (2001) defined uptake as an “optional student move that occurs in episodes where learners have demonstrated gaps in their knowledge and occur as a reaction to some preceding move in which another participant (usually the teacher) either explicitly or implicitly provides information about a linguistic feature” (cited in Leiter,2010,p. 35).

1.7.2. Uptake Role

In classroom, teachers are always looking forward to their feedback and hope to obtain positive and pleasant reaction from their students. Therefore, many researchers have stated that feedback moves, that urge and prompt students to respond, may benefit and support their learning process and make them show a great deal of knowledge and awareness (Leiter, 2010,p.33). Different studies were conducted for analyzing the different ways students react to corrective feedback and concluded that uptake could be very important to language learning for r many reasons. According to Lyster and Ranta (1997):

First, they allow opportunities for learners to automatize the retrieval of the target language knowledge that already exists in some form .Second, when repair is generated by students, the latter draw on their own resources and thus actively confront errors in ways that may lead to revisions of their hypotheses about the target language. (Cited in Leiter, 2010, p. 35)

Furthermore, Swain (1988)indicated that “the notion of uptake in classroom studies provides a tool for identifying patterns in teacher-student interaction that include various responses following teachers’ feedback, then allowing an operationalization of

'pushed output' (as cited in Lyster ,2007,p.117) .Finally, uptake is the teachers' key for creating interaction and discussion in the classroom.

1.8. Helping Students to use Feedback

Providing students with feedback is another challenge the teacher faces in the process of teaching. While efforts are made to improve the quality of feedback, it should be equally done to help students use it effectively. The teacher should be aware of the ways that prompt active engagement with feedback. Mckeachie and Svinicki (2010) stated that:

To get the best feedback, it is vital that students engage with them. No matter how much feedback the instructor delivers, students will not benefit unless they pay attention to it, process it, and ultimately act on it. Effective feedback is a partnership; it requires actions by the student as well as the teacher. (p.108)

In this sense, the teacher's efforts of engaging students in using feedback are important as his quality of comments.

In the classroom, the students should be aware of their right to ask for clarification on the feedback and that they have an opportunity to comment on the teacher's feedback. Brookhart (2008, p.73) suggested some strategies to help students learn to use feedback which are:

.Teach students self- and peer assessment skills to:

- Teach students where feedback comes from;
 - Increase students' interest in feedback because it is 'theirs';
 - Answer students' own questions;
 - Develop self-regulation skills, necessary for using any feedback.
- Be clear about the learning targets (objectives) and the criteria for good work:
- Use assignments with obvious value and interest;

- Explain to the student why an assignment is given—what the work is for;
- Give opportunities for students to make the connection between the feedback they received and the improvement in their work.

Therefore; “feedback does not occur in isolation, it is normally provided in relation to the assignment goals. When students understand and share these goals they are more receptive to the feedback they receive” (Mckeachie & Svinicki, 2010, p.114)

1.9. Feedback as Formative Assessment

In the realm of language teaching, the teachers’ role is not restricted to supplying students with relevant knowledge they need in each subject context. Formative assessment is one of the most important components of the classroom setting that should be taken into account by both teachers and students. According to Brown (2004) it refers to:

Evaluating students in the process of ‘forming’ their competencies and skills with the goal of helping them to continue that growth process. The key to such formation is the delivery (by the teacher) and internalization (by the student) of appropriate feedback on performance, with an eye toward the future continuation (or formation) of learning”. (p. 06)

In this sense, formative assessment is a way through which teachers obtain information about the nature and the degree of the students’ progress; also, it enables the learners to receive feedback about their level of achievement. Therefore, corrective feedback is regarded as an important component of formative assessment. Bloscham and Boyd (2007, p.103) stressed “the significance of feedback and the potential of formative assessment to enhance pedagogy”. York (2004) provided a strong argument that “all assessment activities in universities should aim to produce effective feedback (cited in Bloscham & Boyd, *ibid*).

Feedback plays an important role in the formative assessment process during learning. The effectiveness of formative assessment is related with the efficiency and the value of the feedback provided by the teachers. That is, the quality and the success of formative assessment depend on the usefulness and the utility of feedback in making positive adjustments in the learning process.

1.10. Learners' Perceptions of Corrective Feedback

Learners' perceptions and beliefs about their teachers' corrective feedback are very effective in the process of language learning. Therefore, it is important for the teacher to be aware of his student's preferences regarding receiving his CF in order to maximize its potential positive effects on language development and progress.

Learners' affection such as anxiety and embarrassment can be the first reason behind their preferences toward teacher's CF. In other words, anxious students usually prefer receiving more explicit correction from their teachers or their classmates rather than engaging in self correction. In contrast, students with low affective filter may prefer to engage in self correction than receiving direct correction.

Moreover, some learners favour receiving CF just from their teachers and do not prefer at all peers' correction in the classroom; while others do not show any refusal and upset from their classmates' corrections .As a result, teachers should be more aware of the learners' perception because their motivation can be negatively affected.

Conclusion

To sum up, there seems to be a growing consensus among language learning researchers that it is inevitable for learners to make errors when they attempt to use the target language before they master it. Therefore, teachers should be prepared to handle the variety of errors that could occur in learners' performance.

Introduction

In every English lesson, the teachers perform error correction as a natural part of their responsibilities. Since no human learning is perfect, it is not a disturbing surprise that English students make a lot of errors in the process of learning a new language. Therefore, teachers must provide the students with some kind of feedback which often takes the form of correction. Errors indeed play an important role in language learning as they are inseparable part of learners' production. Therefore, dealing with them is a crucial part of teacher's responsibilities in the classroom.

There is a strong agreement among teachers about the significance of treating the errors in a way that supports the learning process. In this sense, educators offer several models in which they suggest many strategies that teachers should adopt in order to make their correction method efficient. Many researchers into classroom practices assume that some techniques are more effective than others, and assert that the teachers must avoid at all costs demotivating and discouraging their learners when commenting on their language performance. Therefore, they are advised by many scholars to give the students hints and cues that may lead them to self correction. This latter is believed to be more preferable than any other type of correction provided by teachers or peers since it gives the students an opportunity to revise and adjust their linguistic competence.

This chapter was divided into two main sections. The first section is entitled 'implicit error treatment'. It highlighted the notion of error treatment and shed light on some models that deal with this issue. Moreover; it talked about two kinds of feedback, 'implicit oral feedback' and 'implicit written feedback' and some techniques used in each type. The second section is entitled 'self correction'. It included a definition of self correction, some of its related terms, some methods used by the teacher to develop this

ability, and some materials and techniques used by the students to self correct. This section concluded by mentioning the importance of self correction.

Section One: Implicit Error Treatment

2.1. Definition of Error Treatment

Much attention has been paid to the treatment of learners' errors in language leaning. The treatment of the learners' errors has been subject of interest and in the same time creates much debates and investigations among both researchers and instructors. In Chaudron's view, error treatment refers to "any teacher behavior following an error minimally attempts to inform the learner of the fact of error" (1988, p.149).

2.2. Error Treatment Models

After noticing the error, the teachers will be engaged in what Allwright and Bailey (1991, p. 98) called "the decision- making process" in which they go through a variety of steps in treating errors. Many models have been offered to provide the teachers with a better understanding about how to treat learners' errors. These models are designed to describe the different error treatment strategies teachers adopt in response to learners' errors.

2.2.1. Vigil and Oller Model

In their attempts to illustrate their view concerning errors and how they should be dealt with, Vigil and Oller (1976) have developed a model which is built on the concept of "fossilization" which they defined as "a process whereby certain linguistic items, rules and sub systems become relatively permanently incorporated into the grammatical system of a second language learner" (Schmidt, 1995, p. 165). For them, feedback is provided via two channels: 'Affective' and 'Cognitive'.

"The affective feedback is encoded in terms of kinesic mechanisms such as gestures, tone of voice and facial expressions, while cognitive information is usually conveyed by means of linguistic devices (sounds, phrases, structures, discourse)" (Brown , 2000,p. 232). Each of the two kinds of feedback can be positive, neutral or negative

which are also symbolized as green, yellow and red respectively. The two types and levels are presented by Brown (2000, p. 232) below:

Affective Feedback

Positive: Keep talking; I am listening.

Neutral: I am not sure I want to maintain this conversation.

Negative: This conversation is over.

Cognitive Feedback

Positive: I understand your message; it is clear.

Neutral: I am not sure if I correctly understand you or not.

Negative: I do not understand what you are saying; it is not clear.

The teacher can make many possible combinations of the two major types of feedback. For example, he can provide positive, neutral or negative affective feedback as well as he can indicate positive, neutral or negative cognitive feedback.

The positive affective feedback is assumed to stimulate the learners' desire to continue their attempt to communicate, while the negative feedback in the affective channel is believed to result in abortion of further attempt of communication (Brown, *ibid*).

According to Brown (2000):

Cognitive feedback determines the degree of internalization. Negative or neutral feedback in the cognitive dimension will, with the prerequisite positive affective feedback, encourage learners to try again, to restate, to reformulate, or to draw different hypotheses about a rule. Positive feedback in the cognitive dimension will potentially result in reinforcement of the forms used and a conclusion on the part of learners that their speech is well-formed. (pp.232-233)

In this case, the role of the teacher is to provide the appropriate amounts between negative and positive feedback to encourage continued communication.

This figure demonstrates how the model of Vigil and Oller works:

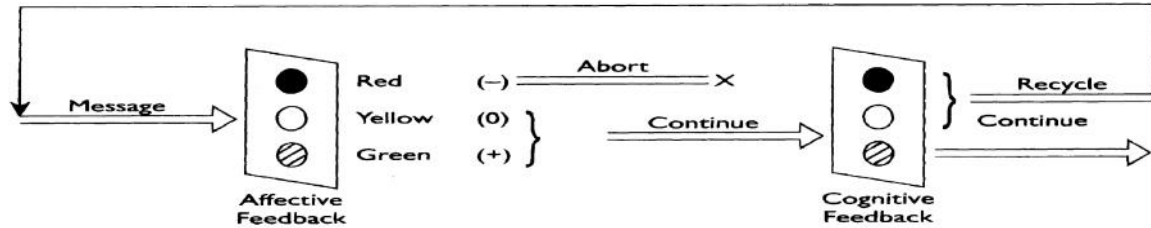


Figure 1: Affective and cognitive feedback in Brown (2000, p.236)

2.2.2. Brown’s Model of Error Treatment

According to Brown (2000, p. 239) “the teacher’s task is to value learners, prize their attempts to communicate, and then provide optimal feedback for the system in successive stages until learners are communicating meaningfully and unambiguously in the second language”.

Based on this assumption, Brown has outlined a model of error treatment that incorporates series of decisions that a teacher makes when a student has uttered some deviant forms of the L2. The model includes ten processes which are:

- 1) Identify the type of deviation (lexical, phonological...);
- 2) Identify the source –not always-which will be useful in determining how you might treat the deviation;
- 3) Identify the complexity of the deviation which may determine not only whether to treat or ignore, but how to treat if that is your decision;
- 4) Decide whether the utterance is interpretable (Local) or not (Global);
- 5) Make a guess at whether it is a performance slip (Mistake) or a competence error;

- 6) Make a series of instant judgments about the learner's ego fragility, anxiety, level, confidence, and willingness to accept correction;
- 7) Discern the learner's linguistic stage of development which will tell you something about how to treat the deviation;
- 8) Identify the pedagogical focus at the moment. For example, what are the overall objectives of the lesson or the task that will help to decide whether or not to treat?
- 9) Consider the communicative context of the deviation (Was the student in the middle of a productive flow of language? How easily could you interrupt?)
- 10) Decide whether to treat or ignore the deviation.

Brown's model is summarized in the next figure:

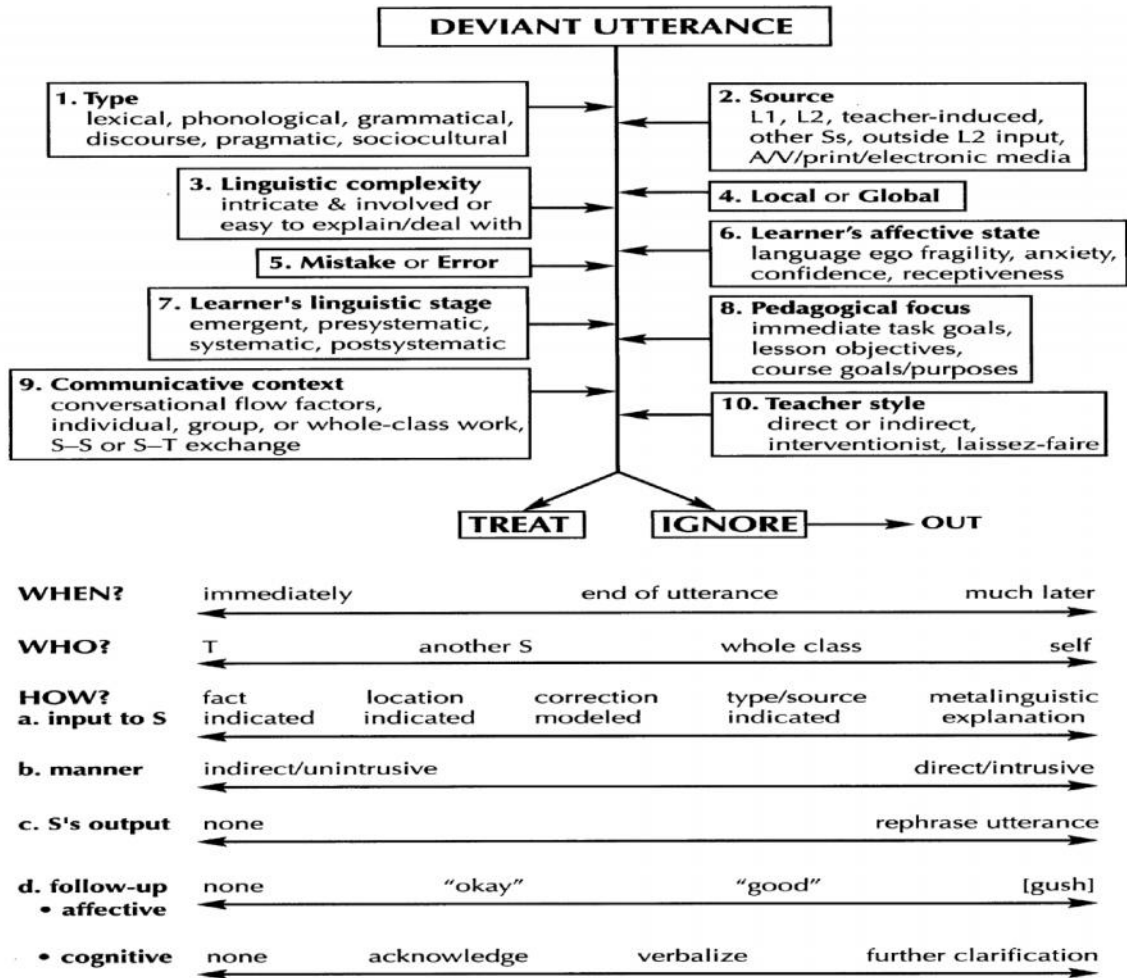


Figure 2: A model for classroom treatment of speech errors by Brown (2000, p240).

3. Implicit Oral Error Treatment

There are several ways the teachers use in treating the students' errors in the process of language learning. Giving helpful implicit oral feedback becomes a part of teaching repertoire where the teacher gives it to an individual or to the whole class if a language rule is misused. In this kind of feedback, the teacher usually uses indirect techniques to elicit the correction from the student who has made the error. Recast, clarification request, elicitation, and repetition are some examples of these techniques.

2.3.1. Recast

The term recast refers to the process of changing something and in language teaching as Lyster and Ranta (1997) stated: “this term involves the teacher’s reformulation of all or part of a student's utterance, minus the error”. They are generally implicit in that they are not introduced by phrases such as ‘you mean’, and ‘you should say’. That is, the teacher would not indicate or point out that the student made an error, but merely gives a correct form (cited in Leiter, 2010, p.26). For example,

S: I have bought a glasses.

T: You have bought glasses.

Therefore, “it is argued that recasts are beneficial for L2 learning because they are unobtrusive, occur immediately after the error and provide the opportunity for learners to compare their erroneous utterances with target like forms” (Long ,2007, cited in Gass & Mackey,2012, p. 25).

As Richards and Schmidt (2010, p. 487) pointed out that “recast is a type of negative feedback in which a more competent interlocutor rephrases an incorrect or incomplete learner utterance by changing one or more sentence components (subject, verb, or object) while still referring to its central meaning”. Recasts have the following characteristics:

- a. They are a reformulation of the ill-formed utterances;
- b. They expend the utterance in some way;
- c. The central meaning of the utterance is retained;
- d. It follows the ill-formed utterance.

Williams (2005) stated three conditions through which recast can be improved:

Firstly, recast can be enhanced when teachers’ feedback regarding the error and correction is perceptually salient and easily distinguishable. Secondly, recasts may

facilitate more experienced learners because beginners usually focus more on meaning than they do on form. Thirdly, tasks that have face facility can help learners focus on form. (Cited in Kim, 2009, p. 12)

2.3.2. Clarification Request

According to Lyster and Ranta (1997), clarification requests indicate to:

Students either that their utterance has been misunderstood by the teacher or that the utterance is ill-formed in some way and that a repetition or a reformulation is required. This feedback type can refer to problems of comprehensibility or accuracy, or both. A clarification request can be a 'Sorry?' as well as a 'Could you explain that?' (Cited in Leiter, 2010, p. 28)

In this act, the corrector simply indicates that the utterance is not clear and may not supply the performer with any type of information concerning the type or location of the error.

2.3.3. Elicitation

It is an implicit technique that teachers use to elicit and encourage the student to self correct. As Lyster and Ranta indicated (1997):

Elicitation can take place in three different ways. First, teachers elicit completion of their own utterance by pausing where the student had originally committed the error. Second, teachers can use questions to elicit correct forms, as for example 'How do we say that in English?' (Elicitations exclude yes or no questions). Third, teachers can ask students to reformulate their utterance. (Cited in Leiter, 2010, p.28).

During this process, the corrector repeats part of the learners' utterance but not the erroneous part and uses the rising intonation to signal the learner to complete.

Therefore, the proponents of elicitation argued that "elicitations are less ambiguous in their corrective intent and that they also involve the learners in deeper cognitive

processing because they require them to self correct” (Gass & Mackey, 2012, p. 26)

2.3.4 Repetition

Repetition is another approach to provide implicit oral corrective feedback. It refers to “the teacher’s repetition, in isolation, of the student’s erroneous utterance. In most cases, teachers or interlocutors adjust their intonation so as to highlight the ill-formed of the student’s utterance” (Lyster & Ranta, 1997, cited in Leiter, 2010, p.28). For example:

S: I will showed you

T: I will SHOWED you?

S: I will show you

Furthermore, in his investigation of the relationships between the different types of teachers’ repetition and the rate of correct learners’ response, Chaudron (1977) stated that “repetition served different functions (correcting and agreeing) and that learners were more likely to repair their errors when the repetition includes emphasis either through raising intonation or stress” (cited in Robinson, 2013, p. 140).

2.4. Implicit Written Error Treatment

Error treatment is a process of providing clear, informative and selective feedback on the students’ errors for the purpose of improving the students’ ability to produce well-formed language. It can be argued that providing written CF is indispensable because it plays an important role in guiding, motivating and encouraging the students to improve their accuracy. As it is stated by Ferris (2003, p.159) “accuracy in students’ writing is important in many context, and the choices made by teachers about error treatment have a profound effect on the progress and development of their students”.

According to Bitchener & Ferris (2012):

Written corrective feedback is understood to be effective because it is provided at a time when learners are most likely to notice it, understand it, and internalize it. Thus, its role is to help learners identify where their errors have been made, and provide them with information about why their output was incorrect and how they correct it. (p. 124)

Qi and Lapkin (as cited in Kim, 2009, p.15) have reported several factors that influence the effectiveness of written feedback:

- 1- Teacher's feedback may be unclear, inaccurate, and may lack balance among form, content, and style;
- 2- Lack of sensitivity of teacher to different contexts as well as to varying levels of need, ability, and other individual differences of students in providing feedback;
- 3- The type of feedback the teacher offers to the learners does not provide optimal conditions to help learners notice their errors, which means the gap between their interlanguage and the target language.

If the goal of providing written CF is to help learners understand and use the TL with accuracy, to promote their linguistic achievement, or to make them think about their errors and correct them by themselves, implicit written CF is the most appropriate type that may lead to achieve this goal. In this kind of feedback, the teacher simply shows that an error has been committed through various means or techniques such as simple underlying, encircling or using some correction codes.

2.4.1 Correction Codes

This technique involves providing correction codes that include symbols to inform L2 students not only that an error has been made, but also the kind of the error.

According to Harmer (2001, p. 111) "some teachers use codes and can then put these

codes either in the body of the writing itself, or in corresponding margin. This makes correction much neater, less threatening, and considerably more helpful than random marks and comments”. Harmer further explained that “when the teacher uses these codes, he marks the place where a mistake has been made and uses one of the symbols in the margin to show what the problem is and enable the students to be in the position to correct the mistake” (Harmer , 2001 , p.112). By using such codes; teachers are expecting to have many gains as Wu (2013, p.425) stated “this technique provides students with an opportunity to learn from their own mistakes and to gain confidence in their ability to write”. The following table illustrates the frequently used symbols related to issues such as verb tense, wrong form or order...

Table 1

Correction codes by D Byrene (cited in Harmer, 2001, p. 111).

Symbol	Meaning	Example
S	Incorrect spelling	s s I <u>recieved</u> jour letter.
W.O	Wrong word order	W.O We know <u>well</u> this city <u>Always</u> I am happy here W.O
T	Wrong tense	If he <u>will com</u> , it will be too late T
C	Concord. Subject and verb don't agree.	Tow <u>policeman has</u> com The <u>news are</u> bad today C
WF	Wrong form.	We <u>want that</u> you come WF That table is <u>our</u> WF
S/P	Singular or plural form wrong.	We need more <u>informations</u> s
∧	Something has been left out.	They said ∧ was wrong He hit m on ∧ shoulder
[]	Something is not necessary.	[] It was too much difficult
? M	Meaning is not clear.	? M Come and rest with us for a week
NA	The usage is not appropriate.	NA He requested to sit down
P	Punctuation wrong.	Whats your name? He asked me What I wanted? P

2.4.2. Indicating errors

Indicating errors without actually correcting them is a common practice among a number of instructors when they want to initiate self correction. There are various ways for indicating errors. “The indication can be performed either by circling ,underlying, highlighting , or otherwise marking it at its location in the text with or without a verbal rule reminder or an error code and asking students to make correction themselves”(Bitchener & Ferris , 2012, p. 149).

It is believed that this technique allows the student to use some of his cognitive skills such as engaging in guided problem solving process. According to Ferris (2003):

This happens when the teacher has indicated that an error has occurred through underlying, circling, highlighting, or otherwise noting the error. If error correction codes are provided, the student can use the information to figure out what is the correct forms; if no codes or labels are used, the student is required not only to self correct the error, but also to identify the types of errors indicated.(p. 51)

Section Two: Self Correction

2.1. Definition of Self Correction

The process of correction is not always the teacher's job because the student can be engaged to correct his own errors and this is known as student's self correction. Thus, self correction is a strategy according to which the student reads, analyzes, and evaluates his own work. In other words, it is a behavior that can be defined as the ability to recognize an erroneous response and to initiate some efforts to improve or correct it without help.

Corder, 1967) stated that a:

Simple provision of the correct form may not always be the only, or indeed the most effective form of error correction since it bars the way the learners testing alternative hypotheses. Making the learner try to discover the right form could often be more instructive to both learners and teachers. (Cited in Lyster, 2007, p. 116)

Therefore, self correction is another option in the question who correct errors

2.2. Related Terms

Many researchers have studied the practice of self correction under different terms. Among these terms: self monitoring, self regulation, self assessment and self repair.

2.2.1. Self Monitoring

Monitoring is the process of watching, and checking something over time to see how it evolves. In pedagogy, self monitoring is the process which takes place when learners "judge their own short performance against explicit or implicit standards" (Dickinson, 1992, cited in Zimmerman & Chunk, 2001, p. 05).

According to Robinson (2013) it involves:

Examining the correctness and appropriateness of the produced output is an important component of speech production which has the additional key

components: (1) conceptualization- that is planning what we want to say- (2) formulation which includes the grammatical, lexical, and phonological encoding of the message, (3) articulation, in other words, the production of speech sounds.

(p. 439)

Therefore, self monitoring is an act that serves in directing attention and enhancing the learner's cognitive awareness of some aspects of his learning.

2.2.3. Self Regulation

The term regulation involves controlling something by means of rules. In education setting, self regulation refers to “the practical steps taken by learners to manage their own learning” (Hurd ,2005,cited in Zimmerman & Chunk, 2001, p. 05). Students are said to be self regulated when they reach a degree of being “metacognitively, motivationally, and behaviorally active participants in their own learning. Those students self generate thoughts, feelings, and actions to attain their learning goals” (cited in Zimmerman & Chunk, *ibid*). Hartmen (2001, p. 206) pointed out the actions incorporating each of the three levels. First, at the metacognitive level, the students plan, organize, set goals, and self monitor their performance; at the motivational level, they self initiate, self react, and display persistence; at the third level ‘behavioral’, they arrange or create environments where it is easy to concentrate and to access needed recourses.

For Borkowski et al., (1990):

Self regulated students seek out information when it is needed and take the necessary steps to acquire it. They found a way to surmount obstacles such as poor study conditions, confusing teachers, and abstruse text books. They view learning as a systematic and controllable process and they accept great responsibility for their achievement. (Cited in Hartmen, *ibid*)

2.2.4. Self Assessment

It is one form of the alternative evaluation that allows the student to make judgment about his own learning. According to Lee (2008, p. 31), self assessment refers to “the involvement of learners’ in making judgment about their own learning; particularly about their achievement and the outcomes of their learning”. Self assessment requires students’ identification of the standards and the criteria they should apply to their work then making judgment about the extent to which their work meet these criteria or standards. In addition to that, it gives the learners more responsibilities for their own learning and fosters it in general. Moreover, self assessment as Anderson (1998)indicated “guides students in making decisions about what they know and what they need to learn, which influences what tasks they will complete”(cited in Lee,2008,p.32).

2.2.5. Self Repair

According to Wijnen (1990) this act refers to “spontaneous revisions which involve an interruption of the ongoing utterance” (cited in Seo, 2008, p. 32). Lyster and Ranta (1997) (cited in Housen & Pierrard, 2005, p. 288) acknowledged the importance of the student’s generated repair for at least two reasons:

1. They allow opportunities for learners to automatize the retrieval of target language knowledge that already exists in some form;
2. When repair is generated by the learners, this draws on their own resources and this actively confronts error in ways that lead to revisions of their hypotheses about the target language.

2.3. Self Versus Other Correction

Engaging the learners in self or peer correction of errors is a priority that challenges the teachers. There is a widely held belief among researchers that self correction is

preferable than peer correction. Many studies have confirmed this view and concluded that self correction is a highly used strategy among students, whereas other correction is not. Lee (2002) asserted that students ignore each others' linguistic errors especially the morphosyntactic ones, and simply continue with the discussion. In her opinion, the infrequent provision of corrective feedback was likely due to the intense social exchange in which interruption would conflict with the need for immediate response. In addition to that, students' proficiency level which may not have been high enough to point out others' errors. Moreover, she argued that students may not have felt comfortable correcting their chat partners for fear of embarrassing or offending them (cited in Jurkowitz, 2008, p. 125). Furthermore, Klein (1992) in his study asserted that "students do not correct each other as the emphasis was on the exchange of ideas, not on correct form. However, students did correct their own errors presumably to ensure that their meaning was clear" (cited in Jurkowitz, *ibid*).

Another conception on error correction which encourages students to help another student when he experiences difficulty is peer correction. "This help should be offered in a cooperative not in a competitive manner. The teacher monitors the aid so that it is helpful not interfering" (Larsen Freeman & Anderson, 2012, p. 7). Therefore, Edge (1989) (cited in Mishra, 2006p. 68) found peer correction to be advantageous to students on four counts:

1. It helps in thinking about the language when the two students are actively engaged in deciding which the best form of the language is. Listening to others' ideas helps in testing one's own knowledge;
2. When the teacher engages the students in correcting each other's mistakes, he gets a good opportunity to listen to the discussion and ascertain how far students have internalized the grammatical rules;

3. Error correction helps the students to be less dependent on their teachers and rely more on their colleagues;
4. The habit of doing every little thing in the class in pair group without hurting each others feelings convince them that they can learn from each other.

2.4. Moving from Other to Self Correction

The fact that the teacher cannot be all the time around the learners to guide, observe, and adjust their performance leads the students to increase their awareness of the necessity to reduce their reliance on the teacher and to develop their abilities to work independently. Aljaafareh and Lantolf (1994) offered an analytic work in which they explain the process through which the learners move from other regulation (reliance on the tutor) to self regulation in their attempts to correct their own errors. They determine this by “considering the frequency and quality of help the learners received from the tutor” (cited in Ellis & Barkhuizen, 2005, p. 241). Moreover, they identify five levels of transition as the learners move from intermental to intramental functioning which means “as they move through ZPD toward self regulation and control over the target structures” (Aljaafareh & Lantolf, 1994, cited in Ellis & Barkhuizen, *ibid*). According to them, these levels differ according to (1): learners need for intervention from the tutor, (2): the ability of the learners to notice the error, (3): the ability of the learners to correct the error (Ellis & Barkhuizen, *ibid*). The five levels are:

1. The learner is not able to notice or correct the error, even with intervention from the tutor;
2. The learner is able to notice the error, but cannot correct it, even with intervention;

3. The learner is able to notice and correct the error, but only under other regulation;
4. The learner notices and corrects an error with minimal or no obvious feedback from the tutor and begins to assume full responsibility for error correction;
5. The learner becomes more consistent in using the target structure correctly in all contexts. Noticing and correcting error when they arise do not require intervention. Thus the individual is full integrated.

2.5. The Monitor Theory of Krashen

Krashen's Model (1982) is considered as one of the most debated and elaborated models of language learning and teaching. The model consists of five hypotheses, but only the hypothesis which is relevant to error correction will be discussed. This hypothesis is known as the "The Monitor Hypothesis". It is related to the distinction between acquisition and learning. Krashen claims that the acquired system is responsible for initiating speech, while the learned system has a special function to serve as a monitor. According to Krashen (1980), the monitor is "an internal system functioning as a device and responsible for consciously processing and editing linguistic information" (cited in Yang & Xu, 2001, p. 10). Editing simply means that "the learner uses his knowledge of rules to check his linguistic production such as, spelling, pronunciation, grammar, and usage. Whenever such conscious linguistic processing and editing take place, the learner is said to be using the monitor" (Yang & Xu, 2001, p. 10). In addition, Krashen asserted that language rules a student learn act as an editor or monitor that is utilized by him to make changes to the output before or after the utterance is actually spoken or written. According to Krashen (1982) (cited in Gass & Selinker, 2008, p. 254), there are three conditions for the monitor to be in action :

1. Time: learners need time to consciously think about and use the rules available to

them in their learned system

2. Focus on form: although time may be basic, one must also be focused on form.

Learners must be paying attention to show they are saying something, not just to what they are saying.

3. Know the rule: in order to apply a rule, one has to know it. In other words, one has to have an appropriate learned system to apply it.

2.6. The Teachers' Role in Developing Learners' Self Correction

There is a great common assumption that the process of correction is the teacher's responsibility and that the learners cannot correct their own errors. In other words, the teachers are viewed as the givers of knowledge while the students are considered to be inexperienced and not in a good position to correct. This assumption may inhibit the learners from taking the initiative to correct their errors. Therefore, the teachers are always advised to give the learners the opportunity to correct their errors as well as to provide them with assistance if/when necessary. Increasing the students' motivation, providing supportive feedback, and wait-time are the most effective options the teachers may use to engage the students in self correction.

2.6.1 Motivation

It is inevitable for any language teacher to create a friendly and positive atmosphere when dealing with errors where the students' motivation should be highly considered when trying to get them correct their errors. Gardner (2001) wrote that "motivation describes the driving force behind the efforts of the learner" (cited in Saeman, 2009, p.

01). According to him, it consists of three elements. The first element is the "effort", a

More motivated learner will put more efforts in her/his studies. He will be open to the extra work in order to improve her/his language skills. The second is "desire", a

learner desire to achieve a goal. The third one is “affect”; the learner enjoys learning the language (cited in Saeman, 2009, p. 01).

Moreover, Benson (2009, p. 46) suggested an idea that can encourage the students to self correct and take the responsibility for their work and he maintains that the teacher should deal with the fact that looking for quality means making mistakes, “the teacher must communicate to students that it is “okay” to make mistakes if they are trying to do quality work and that they will have chances to improve the work that does not meet quality standards”. When they do this, the teacher can give them a second chance to improve the work, or not put a grade until it is done.

It is possible that the teacher uses some other methods to stimulate the students’ motivation to correct their errors such as:

1. Praise the students for making sincere efforts when they try to correct their own errors;
2. Tell the students explicitly that you believe in their ability to improve their performance.

2.6.2. Wait Time for Self Correction

Many studies have showed that teachers should encourage and give the student enough time to correct himself. Also, they should not jump in to correct immediately. In other words, teachers need to allow time for the student to self repair because when they wait after posing a question to a learner; the possibility of the learner to self correct will increase.

Wait time was studied by Row (1969) who found in her study that “as teachers increase their wait time, the quality and the quantity of students’ responses increases” (cited in Shahin, 2011, p. 215). Furthermore, Holly and King (1974) in a study on wait-

time in error correction concluded that “when the teachers did not correct errors immediately and allowed few seconds for the students to correct themselves, the students corrected fifty percent of their errors” (cited in Shahin, *ibid*). Thus, the sufficient time provided by the teacher for the student to make the suitable adjustment of his performance may lead him to achieve high success in language learning. Corder (1973) also stated that “when the students are made aware of their errors and given the time, they may learn more from correcting themselves than by having their teachers’ correct them” (cited in Shahin, *ibid*).

2.6.3. Providing Supportive Feedback

The learners need supportive feedback to help them learn from their own errors. Even if the content is negative like showing incorrectness, its delivery should be always encouraging and supportive to the learners to self correct. As Harmer (1983) pointed out “the objective of using correction techniques is to give the student(s) a chance to get the new language right” (cited in Ellis & Shintani, 2013, p. 254). Among these techniques that elicit self correction are: clarification request, elicitation, and metalinguistic clues which are grouped together as ‘prompt’ because they “withhold correct forms and instead offer learners an opportunity of self repair by generating their own modified response” (Lyster, 2007, p. 108).

2.6.4. Self Correction Gestures

The teachers’ gestures are one technique that encourages the students to develop the habit of correcting themselves and put them on the road to independence in language learning. For example, the teacher can “put his palms together and then move outwards to signal to students the need to lengthen the particular vowel they are working on. In another instance, the teacher indicates that each of his fingers represent a word in a sentence and uses this to locate the trouble spot for the student” (Larsen Freeman &

Anderson, 2012 p. 65). The teacher may also use these gestures like: twisting two fingers to indicate that the word order must be inverted, moving the hands backwards to show that the verb must be used in the past, shaking the head, doubtful look, or using non verbal sounds like ‘Ummm’.

2.7. The Importance of Self Correction

According to Scrivener (2005) “people learn more by doing things themselves rather than being told about them” (cited in Ellis & Shintani, 2013, p.254). That is why guiding the learners to self correct reflects effective practice in language teaching. The importance of self correction is unquestionable as it allows the learners to become skilled in recognizing their errors and to be competent users of the target language. Moreover,

1. Self correction increases the learner responsibility and creates more equitable classroom (Hendrickson, 1978, cited in Clark, 2007, p. 44). It represents an opportunity for the learner to share responsibility with the teacher during correction practice.
2. Self correction with the teacher’s guidance may be more worth while investment of time and efforts for some teachers and learners (Hendrickson, 1978, cited in Clark, *ibid*).
3. Self correction provides the learners with the opportunities to develop both fluency and accuracy (Shafaei & Najati, 2008, p. 153).
4. According to Ros I Sole and Truman (2005) “self correction can reinforce the cognitive and autonomous leaning that feedback from tutors or learning materials can stimulate” (cited in Hurd & Lewis, 2008, p. 279).

5. The students who correct themselves are probably going to remember both the problem and the solution and will feel more confident having recognized their own mistakes (Shafaei, 2010, p. 278).
6. Self correction is beneficial due to the fact that when the students correct their own errors they get the feeling of self sufficiency in the use of the target language.
7. Self correction is said to give the teacher feedback about the students' knowledge, ability, and awareness.
8. Self correction increases the learners' awareness of the language and reinforces their beliefs in their own abilities.
9. It is face-saving and allows the learner to play an active role in the corrective event.

2.8. Self Correction Materials

Self correction materials are very helpful to the learner because they reduce the occurrence of errors when practicing or completing tasks. Their purpose is to provide learners with the opportunity to self check their responses. According to Harmer (2001, p. 168) "students frequently need to research the language in their own whether this is because they are studying autonomously, because they are correcting a piece of homework, because they are finding out about language as part of a project or task, or because they are searching for the meaning of words in reading and listening texts". Tape recordings, dictionaries, grammar books, are examples of these materials which learners use as a way of correcting some of their errors.

2. 8.1. Tape Recordings

Recording the students' language performance on audio or video tape becomes one of the most developed and motivating techniques the teachers using to engage the

students to self correct. Tape recording the students' oral production and getting them to identify the errors let them catch and correct each other, and encourage them to make a list of their errors and work on them on their own. For example, the students sit in a circle where they are tape recorded while discussing about a specific topic. The teacher writes on a sheet of paper all the oral errors the students have made then involves them to correct their errors.

2.8.2. Dictionary

For many students, the dictionary is a trustful source of information and a very useful aid in their learning. The students tend to consult their dictionaries for many reasons such as, looking for a new word, the different meanings the word has, when it can be used (its context), and to check and self correct the ill-formed utterances.

2.8.3. Grammar Book

One of the indispensable materials of any language learner is the grammar book. It comes in many shapes and sizes and tends to offer quick explanations of grammar points and provides opportunities for the practice of these specific points.

According to Harmer (2001):

Both students and teachers may consult grammar books for a number of reasons. For example, students may be drafting or redrafting a piece of written work and may check that they are using some grammar correctly. Alternatively, a teacher having noticed that a student is making a lot of mistakes in a particular area might tell that student to look up the language in a grammar book in order to understand it better. Perhaps a student gets back a piece of written homework which has correction marks on it highlighting grammatical problems; when the student is rewriting the homework he/she can consult a reference grammar. (p. 174)

Conclusion

By providing the learners with implicit corrective feedback that can meet their expectations, the teachers can increase the effects of error treatment and thus promote the students' learning. When they do not clearly or explicitly correct the errors and give just cues that help the learners notice inadequacies in their utterances, the possibility of the learners to self correct will increase.

Introduction

The previous chapters have presented a review of related literature to teachers' implicit corrective feedback and students' self correction. The next step of any research design is to move to something more practical.

In this study, the questionnaire was used as a tool for collecting data. Two main questionnaires were administered, one for students and the other for teachers. The students' questionnaire was designed for students who are likely to have some information that can meet the research objectives and the teachers' questionnaire was designed for teachers who are believed to be in good position for providing data relevant to the study. This chapter, then, clarified the research design in terms of methodology where the descriptive method was the most suitable one to test the validity of the hypothesis; then the aims of the questionnaire, the analysis and the description. Moreover, this chapter concluded by the discussion of the results that came out of the analysis.

3.1. Students' Questionnaire

The questionnaire was administered to the third year (LMD) students at the department of English at Mohammed Essedik Ben Yahia University, Jijel, in the second semester of the academic year (2013/ 2014).

The target population included third year students (about 315), but since it was impossible to deal with all of them; the number was reduced to only 60 students selected randomly to be the final sample of the research.

3.1.2. Aims of the Questionnaire

The questionnaire was mainly conducted to explore students' attitudes towards the impact of teachers' implicit corrective feedback on enhancing their self correction

abilities. Moreover, it sought to investigate their interest and awareness of implementing this technique in their English classes.

3.1.3. Description of the Questionnaire

The questionnaire consists of 14 questions which are logically ordered. It is divided into three main sections and each one is dedicated to various items. The questions are close ended where students were asked to answer by “Yes” or “No” or to choose the appropriate answers from a variety of given choices.

3.1.3.1. Section One: Background Information (Q1-Q2)

This section is composed of two questions where students were asked to indicate their gender and their level in English.

3.1.3.2. Section Two: Views to Errors and Correction (Q3-Q7)

This section aimed at exploring students’ attitudes towards error and correction in general in which (Q3, Q4, Q5, Q6, Q7) were asked to investigate students’ views to errors, how they should be dealt with, who should correct them, when they should be corrected and which errors must be corrected.

3.1.3.3 Section Three: Implicit Corrective Feedback and Students Self Correction (Q8-Q14)

This section was devoted to explore EFL students’ views to the impact of implicit corrective feedback on students’ self correction abilities. It contains seven questions in which (Q8) were posed to demonstrate students’ points of view about the effectiveness of the way teachers deal with their errors. In (Q9) students were asked about the way they prefer to receive corrective feedback where two choices were given, implicitly or explicitly. (Q10) was designed to ask students about the usefulness of the implicit corrective feedback in helping them to self correct. Furthermore, (Q11, Q12) were set to explore both the students’ effort and success in correcting their errors after receiving

implicit feedback. (Q13, Q14) were about the different types of implicit oral and written correction.

3.1.4. Results and Interpretation

Section one: Background Information

Q1. Gender:

Table 2
Gender of subjects

	Gender	Subjects	%
a.	Male	5	13,33
b.	Female	55	91,67
	Total	60	100%

Table (2) shows that female students outnumber male students .55 subjects representing the percentage of 91, 67% are females, whereas, males are just 5 subjects making up 13, 33% of the population. This result indicates that females are more than males at the department of English and this may be due to their high motivation and interest in learning languages.

Q2. Do you consider your level in English

Table 3
Students' evaluation of their level in English.

	Options	Subjects	%
a.	Good	18	30
b.	Average	40	66,67
c.	Less than average	2	3,33
	Total	60	100%

In this item, students were asked to describe their level in English as good, average, or less than average. It is noted that 30% of the participants said that their level is good, 66, 67% of them indicated that it is average and just two subjects representing 3, 33% of the respondents stated that their level is less than average. This classification and evaluation can be built according to the gaps in their knowledge or the degree of their fluency and accuracy in language.

Section two: Views to Errors and Correction

Q3. In your opinion, an error is

Table 4
Students' definition of errors.

	Options	Subjects	%
a.	Anything that shows your lack of competence	16	26,67
b.	Anything not included in rules of English	10	16,67
c.	Anything preventing understanding	8	13,33
d.	Anything that shows your progress in learning	21	35
	a+c	1	1,67
	b+c	1	1,67
	b+d	1	1,67
	c+d	2	3,33
	Total	60	100%

In this item, 35% of the students agreed that an error is a sign of their progress in language learning in the sense that, committing errors demonstrate their new experiences in the language. Furthermore, the lack of competence was the opinion of 26, 67% of the participants. In this case the students think that the notion of error cover

the lack of knowledge; whereas, eight subjects representing 13, 33% of the subjects stated that an error is anything that impede the communication between a student and another student or between a student and his teacher; however, 16, 67% of the respondents defined it as the misuse of the language rules as a result of the interlanguage or lack of competence. In addition, it is noticed that multiple choice responses corresponding to (a+c, (1, 67%); b+c (1, 67%); b+c, (1, 67%); b+d, (1, 67%) and c+d, (3, 33%)) represent the rest number of the total population.

Q4. Do you think that errors should be:

Table 5
Students' attitudes towards error correction.

	Options	Subjects	%
a.	Neglected	0	0
b.	Carefully treated	60	100
	Total	60	100%

In this question, students were asked to express their attitudes towards error treatment. All the subjects representing 100% of the population agreed that errors should be carefully treated. This outcome demonstrates the students' needs of correction.

Q5: with respect to timing, do you prefer your errors to be corrected:

Table 6

Students' attitudes towards the appropriate times of correction.

	Options	Subjects	%
a.	Immediately	25	41,67
b.	After the sentence containing the error	13	21,67
c.	After the end of the whole lesson	5	8,33
d.	After the end of the activity	16	26,67
	b+d	1	1,67
	Total	60	100%

This question clarifies students' preferences regarding the appropriate time for correcting errors. The data obtained from the table (6) indicated that 41, 67% of the respondents prefer the immediate correction, while 26, 67% of them prefer the correction to be after the end of the activity; however, 21, 67% of the participants want the correction to be after the sentence containing the error and 8, 33% of the subjects prefer it to be at the end of the whole lesson. On the other hand, only one subject chose either after the sentence containing the error or at the end of the activity.

As a result, it can be said that those preferences may depend on the learners' personalities since some students feel embarrassed when the teacher interrupts them to indicate the error so they do not support the immediate correction. However, some others do not find any problem because they think the time between their errors and the correction is very important.

Q6: Which errors do you think must be corrected:

Table 7

Students' attitudes towards the types of the errors that must be corrected.

	Options	Subjects	%
a.	All the errors learners make	53	88
b.	Only the errors that interfere with communication	7	12
	Total	60	100%

This question was set to investigate the learners' views towards the errors that must be corrected. A look at the table above shows that: the majority of the subjects representing 88% of the whole population asserted that all the errors must be corrected whenever they happen. This reflects their strong belief that the correction must cover all the production for its importance in improving learning. In comparison, 12% of the participants prefer the correction of the errors that impede comprehension and communication.

Q7: When you make an error:

Table 8

Students' beliefs about who should correct the errors

	Options	Subjects	%
a.	Do you feel more self-confident when the teacher helps you	6	10
b.	It is better if the teacher corrects your errors	8	13,33
c.	It is better if he gives you the opportunity to correct your own errors	44	73,33
	a+b	1	1,67
	a+c	1	1,67
	Total	60	100%

From the results obtained from the table (8), it is noticed that a considerable percentage of the participants representing 73, 33% prefer to be given the opportunity to self correct. This reflects their high interest, awareness and involvement in the process of language learning. However, 13, 33% of the respondents admitted that they favor teachers' correction and this may indicate their lack of self esteem and their reliance on the teacher assistance. On the other hand, 6 (10%) subjects acknowledged that they feel more comfortable when the teacher provides some guidance to self correct. (a+b, (1,67%) and a+c, (1,67)) represent the rest of the number.

Section Two: Implicit Error Treatment

Q8: do you think the way in which the teacher deal with your errors is:

Table9

Students' evaluation of the way teachers deal with their errors.

	Options	Subjects	%
a.	Very effective	15	25
b.	Effective	39	65
c.	Ineffective	6	10
	Total	60	100%

From the table it can be noticed that 65% of the participants consider the way in which teachers deal with their errors effective, whereas, 25% of them stated that it is very effective. However, 6 subjects representing 10% of the participants said that it is ineffective.

From these results, we conclude that students' evaluation of the effectiveness of the teacher correction practice may be based on the extent to which they learn and benefit from the correction.

Q9: How do you prefer to receive corrective feedback

Table10

Students' preference regarding corrective feedback.

	Options	Subjects	%
a.	implicitly	32	53,33
b.	explicitly	28	46,67
	Total	60	100%

Concerning their best way of receiving corrective feedback, 53, 33% of the students stated that they favor the implicit way and this can be due to its benefits in developing their abilities to self correct. On the other hand, 46, 67% of the respondents agreed that the explicit method is more effective may be because they do not prefer to be engaged in the process of correction.

Q10: Does the teacher’s implicit corrective feedback help you in correcting your own errors:

Table 11
Students’ attitudes towards the effectiveness of implicit corrective feedback on self correction

	Options	Subjects	%
a.	Yes	52	87,67
b.	No	8	13,33
	Total	60	100%

The majority of the students representing 87% of the population agreed on the significance and the role of the implicit corrective feedback in encouraging them to self correct since it gives them the opportunity to review their performance and make the appropriate adjustments. However, the answers reveal that eight students representing (13%) of the subjects showed negative attitudes towards implicit feedback and this may be due to the failure they have experienced when the teacher uses this technique or because they consider it an ambiguous way that may mislead them.

Q11: How many times do you try to correct your own errors when the teacher gives you some cues (implicit correction):

Table 12
Students' frequency of self correction efforts

	Options	Subjects	%
a.	Often	20	33,33
b.	Sometimes	37	61,67
c.	Rarely	2	3,33
d.	Never	1	1,67
	Total	60	100%

From the table above, the respondents admitted that their attempts to correct their own errors are: 'sometimes' 61, 67%, 'often' 33, 33%, 'rarely' 3, 33% and 'never' 1, 67%. From these outcomes, it can be summarized that teachers' implicit feedback can be a stimulating element for the students to self correct.

Q12: How much do you succeed in correcting your own errors

Table 13
Students' frequency of self correction success

	Options	Subjects	%
a.	Often	19	31,67
b.	Sometimes	39	65
c.	Rarely	2	3,33
d.	Never	0	0
	Total	60	100%

This question was set to explore the learners' frequency of self correction success.

From the results obtained, it was found that 65% of the students sometimes succeed and

this can be explained by the difficulties they face in some kinds of errors, whereas, 31, 67 % stated that they often succeed and this can reflect the utility of this technique. However, 3, 33% of the respondents confessed that their attempts to correct their errors rarely succeed.

Q13: Regarding implicit oral correction, which one of the following helps you to self correct

Table 14
Techniques that help students to self correct

	Options	Subjects	%
a.	The teacher's gestures and facial expressions	5	8,33
b.	When the teacher repeats the original question	10	1,667
c.	When the teacher gives a hint which might help you to notice the error and correct it	24	40
d.	When the teacher repeats the utterance up the error and waits for self correction	8	13,33
	a+b	2	3,33
	a+c	3	5
	a+d	3	5
	a+c+d	1	1,67
	b+c	1	1,67
	b+d	1	1,67
	c+d	2	3,33
	Total	60	100%

Various ways and techniques are adopted when providing implicit corrective feedback. In this item, four options were suggested. The table above shows that 8, 33% of the participants chose teachers' gestures, while, 16, 67% of them selected teachers' repetition of the original question. On the other hand, 40% of respondents

stated that they prefer the teachers' hint and 13, 33% stated that teachers' repetition of the utterance up the error is more helpful for them to self correct. Furthermore, it is noticed that multiple choices responses (a+b, (3,33%);a+c, (5%); a+d, (5%); a+c+d, (1,67%); b+c, (1,67); b+d, (1,67%); c+d,(3,33%)) represent the rest of the number.

Q14: Regarding implicit written correction, what do you do when the teacher marks your errors without correcting them:

Table 15
Students' reaction to implicit written correction

	Options	Subjects	%
a.	Do you try to correct them	51	85
b.	Do you look at the grade and do not worry about the comments	9	15
	Total	60	100%

This question was set to ask the respondents about their reactions to the marks that indicate their errors and whether they try to correct them or not. 50 students out of 60 representing 85% of the subjects admitted that they make efforts to find the suitable correction and this reflects their high concern about adjusting their performance, however, 15% do not care about correcting their errors.

Discussion

According to the analysis of students' questionnaire, we conclude that:

1. Concerning errors and how they should be dealt with, the majority of students consider errors as anything that show their progress in language learning. Therefore, they affirm that they should be carefully treated
2. There are many considerations that should be respected when correcting including: who should correct, when, and which errors should be corrected. Almost all students confirm that they prefer to be given the opportunity to self correct and state that the immediate correction is likely to be more helpful for them. Moreover, they clearly indicate that all the deviations regardless of their complexity should be reformulated.
3. The majority of the students believe that the way in which teachers deal with their errors is effective and express their preferences to receive implicit corrective feedback which they strongly consider it as a useful means to enhance their self correction abilities.
4. Despite the fact that all students admit that their attempts to self correct do not always succeed, they feel more encouraged to correct their own errors when they are given some cues.
5. Implicit oral and written correction techniques such as facial expression, giving hints or marking errors in the written work are used by the teacher to encourage the learner who commits the error to self correct it.

2. Teachers' Questionnaire

The target population consisted of all teachers of oral and written expressions at the department of English at Mohammed Essedik Ben Yahia University, Jijel, then the number was reduced to contain just 15 teachers selected randomly from the whole population, but only 10 sheets were handed back.

2.1. Aims of the Questionnaire

This questionnaire aimed at exploring teachers' reactions to their students' errors and how they should be dealt with appropriately. Moreover, it aimed at investigating the impact of implicit corrective feedback on developing students' self correction abilities.

2.2 Description of the Questionnaire

Teachers' questionnaire contains 15 questions divided into three main sections each one focuses on a particular aspect of this research. The questions are closed ended that require teachers to answer by "Yes" or "No" or to choose the answers from a variety of given choices.

2.2.1. Section One: Personal Information (Q1-Q2)

This section is devoted to investigate background information about the chosen sample of teachers in which (Q1) required teachers to specify their qualifications and (Q2) was devoted to investigate their experience in teaching English.

2. 2. 2. Section Two: Views to Errors and Correction (Q3-Q9)

The chief concern of this section is to explore teachers' conceptions about errors and correction in which (Q3-Q4) were designed to indicate how errors are regarded and dealt with by teachers. (Q5) was put to state who they prefer to correct the error. Next, (Q6) was posed to specify the factors that must be considered while correcting. After that, teachers were asked in (Q7) whether they are concerned with their students'

motivation as they correct. Finally, (Q8) and (Q9); teachers were asked about when and which errors should be corrected.

2.2.3. Section Three: Implicit Corrective Feedback and Self Correction (Q10-Q15)

The objective of this section is to give an insight into teachers' beliefs about the implicit error treatment techniques and their effects on enhancing students' self correction abilities. (Q10) was set to find out teachers' attitudes to error correction in general. (Q11) was devoted to identify how they prefer to correct implicitly or explicitly. Moreover, (Q12) was asked to know how often they encourage students to self correct while (Q13) was presented to clarify the usefulness of implicit corrective feedback in promoting self correction. Furthermore, (Q14) and (Q15) were posed to indicate the various techniques teachers employ when providing implicit oral or written feedback.

2.3. Analysis and interpretation

Section One: Personal Information

Q1: teachers' qualification

Table 16

<i>Teachers' qualification</i>			
	Options	Subjects	%
a.	License	1	10
b.	Master	3	30
c.	Magister	6	60
d.	Phd	0	0
	Total	10	100%

As it is indicated in the table above, the majority of the subjects hold a Magister degree representing 60% of the participants, while, 30% have got a Master degree. However, a License degree was the qualification of 10% of the subjects.

Q2: Teachers' experience:

Table 17

Teachers' experience

	Options	Subjects	%
a.	2-4 years	5	50
b.	5-9 years	3	30
c.	+10 years	2	20
	Total	10	100%

The results obtained from the table (17) reveal that 50% of the participants represent the rank of teachers whose experience stand between two and four years, followed by those who have experience from five to nine years. However, two subjects representing 20% of the respondents have been teaching English for more than 10 years. These results entail that those teachers have a clear understanding of the teaching nature and its requirements.

Section three: Views to Errors and Correction.

Q3: In your opinion, an error should be:

Table 18

Teachers' opinions about errors

	Options	Subjects	%
a.	Accepted and tolerated	7	70
b.	Avoided and rejected	3	30
	Total	10	100%

In response to (Q3), 70% of the participants agreed that errors should be accepted and tolerated. This can be due to the fact that they give evidence about how much students are learning and progressing. However, the rest of the subjects presenting 30% of the respondents saw that errors should be avoided and rejected since they show students' lack of competence.

Q4: When the learner makes an error, do you usually:

Table 19

Teachers' reactions to errors

	Options	Subjects	%
a.	Neglect it	2	20
b.	Carefully treat it	8	80
	Total	10	100%

The findings obtained from the table above show that a considerable percentage representing 80% of the respondents advocated the necessity of the careful treatment of

the errors committed by the students to avoid getting stuck or fossilized by them, whereas, 20% indicated that they usually neglect the errors and do not give them a great consideration.

Q5: Who do you prefer to correct the error:

Table 20

Teachers' preferences regarding who should correct the error.

Options	Subjects	%
a. Your self	1	10
b. The learner who makes the error.	7	70
c. Other student.	0	0
a+c	1	10
b+c	1	10
Total	10	100%

Along with table (20), 70% of the respondents affirmed that the learner who commits the error should be the responsible for correcting it. By this act, teachers aim at pushing the learner to be more active, more aware and more self confident. Moreover, motivating the learner to correct his own errors gives him the opportunity to learn more from those errors so he may not commit them again. On the other hand, 10% of participants stated that the teacher should take the responsibility of correction since the time is not sufficient for all the learners to correct the errors that they have committed during language learning. However, 10% of the subjects said that the correction should be done either by the teacher or by other student. Besides, 10% of the respondents indicated that correction is the role of the student who makes the error and his classmates.

Q6: Which of the following do you much consider when correcting errors:

Table 21
Teachers' perceptions about the factors underlying error correction

	Options	Subjects	%
a.	The type of the activity.	0	0
b.	The type of the error.	6	60
c.	The particular student who makes the error	0	0
	a+b	1	10
	b+c	3	30
	Total	10	100%

This table displays the results from teachers about the factors they consider when correcting errors. 60% of the participants asserted that they pay more attention to the type of errors that have been committed, in other words, the degree of its complexity and interruption. However, 30% of the respondents showed their high concern with the kind of the errors that have been made and the particular student who commits them. On the other hand, 10% of the subjects stated that they take into account both: the type of the activity and the error.

Q7: Do you usually take into account students' motivation when correcting their errors

Table 22
Teachers' considerations of students' motivation

	Options	Subjects	%
a.	Yes	9	90
b.	No	1	10
	Total	10	100%

As it is mentioned in the table above, the highest percentage of the teachers representing 90% of the subjects asserted that students' motivation should be taken into account when correcting their errors, while, only one subject representing 10% of the participants seem to disapprove the idea of keeping students motivated.

This result reflects the teachers' awareness of the significance of motivation for increasing students' determination to achieve more in their learning.

Q8: With respect to timing, do you the error to be corrected

Table 23
Teachers' attitudes towards the appropriate time for correction

	Options	Subjects	%
a.	Immediately	8	80
b.	At the end of the whole lesson	0	0
c.	At the end of the activity	2	20
	Total	10	100%

In response to (Q8) about the suitable time of correcting, 80% of the participants indicated that it should be done immediately as the error occurs, on the other hand, 20% of them stated that the correction should be delayed to the end of the activity. This illustrates that the correction is more effective when it is done immediately because it allows the learner to pay attention to the error, remember it and make the necessary adjustments.

Q9: Which errors do you think must be corrected

Table24

Teachers' views to the errors that should be corrected

	Options	Subjects	%
a.	All the errors learners make	4	40
b.	Only the errors that interfere with communication.	6	60
	Total	10	100%

(Q9) sought to investigate the students' attitudes towards the errors that need correction .40% of the subjects responded that all the errors should be corrected, while, 60% of them stated that only the errors that interfere with communication must be corrected. This reflects that interrupting the student each time to evaluate and correct his performance may come with negative results such as discouraging or demotivating him.

Section Three: Implicit Error Treatment

Q10: Considering error correction in general, you can say that

Table 25

Teachers' attitudes to error correction

	Options	Subjects	%
a.	You always know how to deal with errors	6	60
b.	You are sometimes hesitant whether to correct or not.	3	30
c.	You often experience troubles with error correction as you are worried about your students' reaction to it.	1	10
d.	You do not correct	0	0
	Total	10	100%

Concerning error correction, the table (25) demonstrates that 60% of the respondents said that they are always aware of how to deal with their students' errors and this reflects their considerable experience in teaching. However, 30% of the participants acknowledged that sometimes they find some difficulties whether to correct or not. On the other hand, one subject representing 10% of the subjects confessed that he often experiences troubles with correction and he is worried all the time about the students' reaction to it.

Q11. How do you prefer to give corrective feedback:

Table26

Teachers' preferable way of providing corrective feedback

Options	Subjects	%
a. Implicitly	7	70
b. Explicitly	0	0
a+b	3	30
Total	10	100%

(Q11) was designed to investigate teachers' preferences when giving corrective feedback. The implicit way was the most selected option by 70% of the participants, whereas, 30% of the respondents indicated that they use both the implicit and the explicit way of correction. This can be understood as teachers' tendencies to avoid overt correction because it can be considered as a kind of punishment or humiliation to the learner. The second category which combines between the two methods of correction may be related to some factors like the type of instruction or errors complexity.

Q12. How often do you encourage self correction

Table 27
Teachers' frequency of encouraging students to self correct

	Options	Subjects	%
a.	Always	5	50
b.	Often	2	20
c.	Sometimes	2	20
d.	Rarely	1	10
e.	Never	0	0%
	Total	10	100%

This question was set to ask teachers how often they encourage students to self correct. 50% of teachers answered 'always' and this indicates their recognition of the importance of this practice which gives students an opportunity to increase their independence, self reliance, as well as to take part in their study of language. In the second place, both "often" and "sometimes" represented the same percentage 20%. Finally, "rarely" which was opted for 10% of the teachers.

Q13. Do you think that implicit corrective feedback helps learners to self correct:

Table28
Teachers' evaluation of the effectiveness of the implicit corrective feedback on enhancing students' self correction

	Options	Subjects	%
a.	Yes	10	100
b.	No	0	0
	Total	10	100%

The present question was set to check teachers' evaluation of the effectiveness of implicit corrective feedback on enhancing students' self correction abilities. All teachers' responses were 'yes' which reflects the facilitative role of this kind of feedback on guiding students to find out the correct form.

Q14. Regarding implicit oral correction, which one of the following do you often use to help your students self correct:

Table 29

Strategies used by teachers when providing implicit oral correction

Options	Subjects	%
a. Gestures and facial expressions	0	0
b. Repeat the original question	1	10
c. Give a hint which might help you	3	30
students to notice their errors and self correct them		
d. Repeat the utterance up the error and wait for self correction	1	10
a+c	1	10
a+c+d	2	20
b+d	1	10
b+c+d	1	10
Total	10	100%

The teachers in this item of information were requested to indicate the various techniques of implicit oral correction they use to help learners to self correct. 30% of

the teachers stated that they give hints, whereas, 10% denoted that they use both: repeating either the original question or the utterance up the error. The rest of the participants agreed on different choices. Each one of a+c, b+d, b+c+d represent 10% of the subjects, while, a+c+d was selected by 20% of them.

Q15. Regarding implicit written correction, when you mark the errors without correcting them do you:

Table 30
Teachers' attitudes to the implicit written correction

Options	Subjects	%
a. Ask the students to correct them and then hand them back	6	60
b. Just ask them to correct the error	4	40
c. You do not care	0	0
Total	10	100%

In this question, teachers were expected to mention their typical practice as they mark the errors without correcting them. 60% of the respondents agreed on asking their students to correct the errors and hand them back, whereas, 40% of them acknowledged that they just ask them to correct the errors.

This result shows the teachers' insistence on students to correct their errors because it develops their awareness of the language and how it should be used appropriately

2.4 Discussion

1. Language learning is a gradual process where errors are expected in all stages. In this sense, learners' errors should be accepted and tolerated rather than avoided or rejected.

Moreover, teachers ought to treat these errors attentively.

2. Focusing on some correction issues, teachers maintain that:

-the learner who makes the error is the most preferable one to correct it

-the factors like the type of the error together with the particular student who commits it are much considered.

-students' motivation is an effective element that must be taken into account when correcting.

-the immediate correction seems to be more approved than the delayed one

-correcting only the errors that interfere with communication, which means avoiding interrupting the learner on every persist error to correct him.

3. The teachers acknowledge that correction is one of the most complex tasks they have to complete in class where sometimes they know how to do it appropriately, but in other times they experience many troubles and hesitation as they are worried about students' reaction to it.

4. The teachers show their preferences to provide implicit corrective feedback rather than the explicit one. They strongly agree on its contribution to increase some learning gains like the students' abilities to self correct.

5. Implicit written or oral corrective feedback incorporates different techniques that help on enhancing self correction skills.

Answering Research Questions

1. What kinds of strategies do teachers adopt in providing implicit corrective feedback?

Teachers use a variety of strategies while providing implicit corrective feedback; among these strategies: gestures and facial expressions, giving hints, repeating the utterance up the error and waiting for self correction, as well as, marking the errors and ask the learners to correct them.

2. To what extent does the teacher implicit corrective feedback promote students' self correction abilities?

Through this technique, the students are given another chance to make up and try to reformulate their productions. Therefore, implicit corrective feedback is a very helpful method for the students to promote their self correction abilities.

3. What are the factors that influence teachers' error treatment?

Error treatment is a critical issue in language learning that is influenced by many factors like: the type of error, students' motivation, time of correction and the degree of error complexity.

Confirming the Hypothesis

This investigation confirms that teacher's implicit corrective feedback is an important way to improve students' abilities to self correct. Since the findings approve the present research hypothesis, it can be concluded that providing students with implicit corrective feedback enhances their self correction capacities.

Conclusion

In this chapter, the designed hypothesis has been tested and confirmed to a large extent and the effectiveness and the importance of implicit corrective feedback as a helpful means to improve learners' self correction abilities have also been proved. The

research results have better approached the research questions, aims of the study and recognition of the hypothesis validity.

Recommendations

There is a number of additional areas for further development and study in this research. This includes the factors that impede self correction and the negative effects of implicit corrective feedback.

As for future implication, this research should be done experimentally, as well as, it requires including some kinds of participatory observation on larger population to test out the applicability of this research.

Implicit corrective feedback has been proven to be a good technique in the field of language teaching. Therefore, teachers should take it into consideration as an effective teaching method.

Limitations

- The first limitation is time constraints.
- The second limitation is that some respondents may not give questionnaires back and this may devalue the research.
- This study has dealt with limited size of the whole target population, so the results cannot be generalized.

General Conclusion

This research gave an insight into the learners' errors, how teachers respond to them and the different techniques they use when treating them.

The theoretical part of this research, which composed of two chapters, affirmed that error correction is a necessity in education as it captures the attention and hopefully the interest of students to improve their performance; especially when this correction is provided implicitly in order to give the students an opportunity to self correct.

In this study it has been hypothesized that giving the students an implicit corrective feedback would enhance their self correction abilities. This hypothesis was confirmed to a large extent by the participants who stressed the usefulness of implementing this method of correction as it contributes in enhancing self correction capacities.

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APPENDIX I

Students' Questionnaire

Dear students,

This questionnaire aims at finding out learners' views towards error correction, and to what extent teachers' implicit corrective feedback helps them correct their own errors.

We would appreciate your collaboration if you could answer these questions.

Please tick (x) the appropriate answer.

Thank you in advance for your cooperation.

Section One: Background Information.

1. Gender: **a.** male **b.** female

2. Do you consider your level in English?

a. Good.

b. Average.

c. Less than average.

Section Two: Views to Errors and Correction.

3. In your opinion, an error is:

a. Anything in conflict with learning.

b. Anything not included in rules of English.

c. Anything preventing understanding.

d. Anything that shows your progress in learning.

4. Do you think that errors should be:

a. Neglected

b. Carefully treated

5. With respect to timing, do you prefer your errors to be corrected:

- a. Immediately.
- b. After the sentence containing the error.
- c. At the end of the whole lesson.
- d. At the end of the activity.

6. Which errors do you think must be corrected?

- a. All the errors learners make.
- b. Only the errors that interfere with communication.

7. When you make an error:

- a. Do you feel more self- confident when the teacher helps you?
- b. It is better if the teacher corrects your errors.
- c. It is better if he gives you an opportunity to correct your own errors.

Section Three: Implicit Error Treatment.

8. Do you think the way in which the teacher deal with your errors is,

- a. Very effective
- b. Effective
- c. Ineffective

9. How do you prefer to receive corrective feedback?

- a. Implicitly (The teacher provides a hint for you to self- correct).
- b. Explicitly (The teacher tells you that you have made an error and correct it).

10. Does the teacher's implicit corrective feedback help you in correcting your own errors:

- a. Yes
- b. No

11. How many times do you try to correct your own errors when the teacher gives you some cues (implicit correction).

- a. Often
- b. Sometimes
- c. Rarely
- d. Never

12. How much do you succeed in correcting your own errors:

- a. Often
- b. Sometimes
- c. Rarely
- d. Never

13. Regarding implicit oral correction, which one of the following helps you more to self correct.

- a. The teacher's gestures and facial expressions.
- b. When the teacher repeats the original question.
- c. When the teacher gives a hint which might help you to notice the error and self correct it.
- d. When the teacher repeats the utterance up the error and wait for self correction.

14. Regarding implicit written correction, what do you do when the teacher marks your errors without correcting them?

- a. Do you try to correct them
- b. Do you look at the grade and do not worry about the comments.

Thank you for your cooperation

Appendix II

Teachers' Questionnaire

Dear teachers,

This Questionnaire is a part of a research work on teachers' corrective feedback.

It aims at finding out the teachers attitudes towards errors, and to what extent teachers' implicit corrective feedback helps learners correct their own errors.

We would appreciate your collaboration if you could fill in this questionnaire.

Please tick (x) the appropriate answer.

Thank you in advance for your cooperation

Section One: Personal Information.

1. What is your qualification:

- a. License
- b. Master
- c. Magister
- d. Doctorate

2. How long have you been teaching English?

.....

Section Tow: Views to Errors and Correction.

3. In your opinion, an error should be:

- a. Accepted and tolerated.
- b. Avoided and rejected

4. When the learner makes an error, do you usually

- a. Neglect it.
- b. Carefully treat it.

5. Who do you prefer to correct the error:

- a. Yourself.
- b. The learner who makes the error.
- c. Other student.

6. Which of following do you much consider when correcting errors

- a. The type of activity.
- b. The type of error.
- c. The particular student who makes the error.

7. Do you usually take into account your students' motivation when correcting their errors

- a. Yes
- b. No

8. With respect to timing, do you prefer the errors to be corrected:

- a. Immediately.
- b. At the end of the whole lesson.
- c. At the end of the activity.

9. Which errors do you think must be corrected:

- a. All the errors learners make.
- b. Only the errors that interfere with communication.

Section Three: Implicit Error Treatment.

10. Considering error correction in general, you can say that:

- a. You always know how to deal with errors.
- b. You are sometimes hesitant whether to correct or not and if so, how?
- c. You often experience troubles with error correction as you are worried about your students' reaction to it.
- d. You do not correct the errors.

11. How do you prefer to give corrective feedback?

- a. Implicitly (provide a hint for your student to self- correct).
- b. Explicitly (tell your student that he/she has made an error and correct it).

12. How often do you encourage self correction:

- e. Always
- f. Often.
- g. Sometimes.
- h. Rarely.
- i. Never.

13. Do you think that implicit corrective feedback helps learners to self correct their own errors:

- a. Yes.
- b. No.

14. Regarding implicit oral correction, which one of the following do you often use to help your students self correct:

- a. Gestures and facial expressions.
- b. Repeat the original question.
- c. Give a hint which might help your students to notice their errors and self correct them.
- d. Repeat the utterance up the error and wait for self correction.

15. Regarding implicit written correction, when you mark the errors without correcting them do you:

- a. Ask the students to correct them and then hand them back.
- b. Just ask them to correct the errors.
- c. You do not care.

Thank you for your cooperation

Résumé

Le but de cette recherche a été l'étude de la possibilité de développer et d'améliorer la capacité d'auto-correction des étudiants grâce à l'utilisation de la correction implicite (indirecte) par les professeurs. Par conséquent, cette étude vise à tester la validité de l'hypothèse qui base principalement sur : si la correction implicite qui requiert pas la correction des erreurs, mais simplement de donner quelques indices et d'appliquer les diverses techniques qui figurent dans cette méthode est utilisée par les professeurs, il serait d'aider les élèves à dépasser les diverses erreurs et fautes, qui s'impose grâce à l'utilisation de la langue étudiée. L'utilisation de cette technique a prouvé son efficacité dans l'amélioration de la performance des élèves et l'activation de leur indépendance et autonomie et ainsi que de prendre la responsabilité du développement de leur niveau d'anglais. Pour valider l'hypothèse, deux questionnaires ont été utilisés, un pour les étudiants de troisième année d'anglais, et l'autre pour les professeurs d'expression orale et écrite à l'Université de Mohammed Essiddik Ben Yahia, Faculté des lettres et des langues étrangères à Jijel. Après l'étude des données et l'analyse des résultats obtenus, l'hypothèse a été prouvée valide, ce qui a montré que l'utilisation de la correction implicite par les enseignants aide à améliorer les capacités d'auto-correction des étudiants.

هدف هذ إمكانية تطوير و تحسين قدرات التصحيح الذاتي للطلاب عن طريق تقنية التصحيح الضمني غير المباشر من طرف الأساتذة.وعليه فان هذه الدراسة هدف إلى اختبار مدى صحة الفرضية المسطرة و القائمة أساسا على انه إذا تم انتهاج أسلوب التصحيح الضمني من طرف الأساتذة و الذي يقتضي عدم تصحيح أخطاء المتعلمين بل الاكتفاء بإعطاء بعض التلميحات و تطبيق مختلف التقنيات التي يضمها هذا الأسلوب فان هذا من شأنه مساعدة طلبة اللغة الانجليزية على تجاوز و تصحيح مختلف الأخطاء و زلات اللسان التي تفرض نفسها خلال استعمال اللغة الهدف. و لقد اثبت استعمال هذا الأسلوب نجاعته في تحسين أداء الطلبة و تفعيل استقلاليتهم واعتمادهم على أنفسهم و كذا على عاتقهم جزءا من مسؤولية تطوير مستواهم في اللغة الانجليزية. للتحقق من صحة الفرضية تم الاعتماد على استبيانين الأول موجه لطلبة السنة الثالثة لغة انجليزية و الثاني إلى أساتذة مقياسي التعبير الشفهي و الكتابي بجامعة محمد الصديق بن يحي كنية الآداب و اللغات الأجنبية بجيجل من خلال دراسة المعطيات و تحليله و بناءا على النتائج المتحصل عليها تم إثبات صحة الفرضية و التي بينت أن استعمال الأساتذة لتقنية التصحيح الضمني غير المباشر يؤدي إلى تحسين قدرات التصحيح الذاتي للمتعلم .