

**AN INVESTIGATION OF GRAMMAR ERRORS OF EFL LEARNERS
IN ORAL PERFORMANCE**

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Dedication

In the name of Allah, The Most Gracious, The Most Merciful

I dedicate this humble work to:

my beloved father Moussa who had been a constant source of support and encouragement during the challenges of graduate school and life, may Allah rest his soul in peace

to my mother Akila and grandmother who are behind every success in my life and to my lovely sisters Iman, Houda, Radja , Manel, Madjda. to my dear nephews Yahia ,Chouaib and lovely niece Khawla. to my brothers in law salah and soufiane

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to my lovely friend and partner Leila who shared with me all the sweet memories, I'm really thankful for having you in my life, and special thanks to her mother Yamina

i also dedicate this work to my uncles and my aunts

my deepest love to all my friends Lamia, Madiha , Hanan, Leyla and Nabila

with a great salute I dedicate this work to myself for working so hard and being patient during conducting this research.

to everyone in my life who touch my heart, and support me

i dedicate this work.

Loubna

Dedication

In the name of Allah, The Most Gracious, The Most Merciful

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Abstract

The dissertation investigates grammar errors in EFL learners' oral performance via the use of an error analysis. Moreover, the research in hand attempts, as well, to unveil the teachers' attitudinal perspective about their learners' committed grammar errors and the strategies they adopt to adjust them. Hencefore, this study is based on the hypothesis that the more the teachers are informed about the different types and sources of grammar errors and address appropriately the needed feedback, the less errors would be committed by EFL learners and the less fossilization would take place in their interlanguage. This study is divided into three chapters; the first chapter tackles issues in connection with grammar errors and teacher feedback, whereas the second one is concerned with EFL oral performance. Further, chapter three embodies the practical part of the current study; hence, a mixed research method is adopted. Quantitative data from an error analysis conducted with (150) out of (270) third year English Language LMD students at Mohammed Seddik Ben Yahia University are retrieved . While, qualitative data are collected from an addressed semi-structured interview to four oral expression teachers at the same department. The findings of this research highlight that the most common types of grammar errors committed by the participants are omission, misinformation, addition, and misordering. The research revealed, as well, that providing students with the appropriate feedback lessens the common committed grammar errors and decreases fossilization in EFL learners' language.

Key words: target language, grammar errors, error analysis, interlanguage, fossilization, oral performance, feedback.

List of Abbreviations

CA Contrastive Analysis

EA Error Analysis

EFL English As a Foreign Language

ESL English As a Second Language

FL Foreign Language

IL Interlanguage

MT Mother Tongue

NL Native Language

O.E Oral Expression

SL Second Language

SLA Second Language Acquisition

SVA Subject Verb Agreement

TL Target Language

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General Introduction

1. Background of the study

In order to speak the English language, EFL learners need to acquire linguistic competence; more precisely, grammar. However, learners tend to produce different grammar errors; thus teachers are supposed to provide them with the appropriate feedback in the right timing. To do so, teachers need to know the sources and the types of grammar errors that their students make. Hence, error analysis seems to be the most widely used method to detect learners' committed errors.

In fact, Corder (1967) was the first to shed light on learners' errors, his work came as a reaction to Nemser's Approximative analysis; in which he discussed the importance of errors produced by learners during their course of learning a foreign language. He also highlighted the nature of EFL errors. Soon after, the study and analysis of learners' errors took a prominent place in linguistics. Thus, the significance of errors is illustrated for both of teachers and learners. Hence, Ellis (1994) emphasized the use of the five steps of error analysis that were proposed by Corder (1967) to conduct any research that deals with errors. These steps are as follows: the collection of errors, the identification of errors, the classification of errors, the explanation and interpretation of errors, and the evaluation of errors. Within the classification of errors, the majority of researchers rely on surface strategy taxonomy proposed by (Dulay, Burt, and Krashen 1982) and cited in Ellis (1994) which classified errors into: omission, addition, misinformation, and misordering.

Selinker introduced the concept of Interlanguage in (1972) paper of the same concept. Ellis (1997) added that the principle behind interlanguage theory is that the language of second-language learners is governed by systematic rules, and that these rules differ from those of the language being learnt and from those of the learner's native language. Thus, Corder and Selinker's work became the foundation of modern research into SLA, and Interlanguage is accepted as a basic principle of the discipline.

Furthermore, Richards (1973) based on the work of Selinker (1972), diagnosed the term ‘fossilization’ as linguistic materials that students keep in their interlanguage as they speak in the target language.

In addition, Ur (2002) made a difference between these terms : Errors (are consistent and based on “mis-learnt” generalization). On the other hand, mistakes (occasional inconsistent slip). Moreover, Ur (1991) indicated that feedback refers to the response or suggestion given by the listener or reader to the learner who made the error on his task, with the appropriate explanation. In order to get positive outcome, learners’ oral feedback should be characterized by the setting, the structure, and the tone. These aspects are important to student, when providing the oral feedback.

Alonso & Rocio (2012) noted that speaking is an important skill that participants use it in order to say something, transmit information or exchange ideas. Speakers use communication when they desire to inform someone about something or express an opinion. Moreover, Harmer (2007) sheds light on the importance of speaking and its necessity for effective communications between the speaker and the listener.

2.Statement of the Problem

Recently, mastering a foreign language and being a good speaker is considered as a big deal. Therefore, learners try their best to learn foreign languages and seek accuracy and fluency while performing orally. Hence, they choose to study English at university in order to develop their skills and enrich their language to apply it further in real life situations. However, EFL learners produce a considerable number of grammar errors and mistakes while speaking, which affect badly their speaking stream, and most of the time lead them to misinform the message they want to convey to the audience. Basically, this is what inspired us the most to work on this topic and involve 3rd year English language students as participants in the current study. As students we have always noticed such a phenomenon and wondered how would they behave when they are supposed to use the language spontaneously in daily life. The

reason behind doing so, is that 3rd year students are about to graduate and start their careers, however, they still commit serious grammar errors in their oral performance. Speaking requires spontaneity, thus avoiding doing some slips of tongue is quite an unavailable option, however, some learners do make lots of grammar mistakes of different types while speaking. These errors affect badly their speech stream and lead to confuse the listener whom might be lost and fail to understand what the speaker says, because the latter does not succeed at forming well structured and meaningful sentences in order to convey his messages, shares his ideas and thoughts, and expresses himself as well. Furthermore, being a worker in a field that requires using the FL orally while still producing different kinds of grammar errors in the stream of oral production, will definitely result in embarrassing the speaker and lead the audience to underestimate him.

3.Aim of the Study

The present study aims to shed light on the oral production of 3rd year English language license degree learners at, Jijel university. Moreover, it attempts to find out the most common errors which they produce during speaking their foreign language. The study strives, as well, to know about their types and discover the main causes or sources of these grammar errors. Furthermore, this study is conducted in favour to help teachers correct these kinds of grammar errors and choose the appropriate type of feedback which goes with each type of error. So that, learners will be aware of their grammar errors and avoid producing them further in real life situations while performing orally the English language inside or outside classroom context.

4.Research Questions

At the very preliminary stage of conducting any study, a set of questions are put forward and are sought to be answered by the end of the research. Hence, this piece of research addresses the following questions:

- 1.What are the common grammar errors produced by EFL 3rd year licence students

in oral performance?

2. What are the causes or the sources behind the appearance of grammar errors ?

3. How do teachers react towards their learners' grammar errors to decrease them and limit the occurrence of fossilization in their interlanguage?

5. Hypothesis

The dissertation in hand is grounded on the subsequently formulated hypothesis: If both EFL teachers and learners identify the types and sources of grammar errors, and in case teachers provide appropriately the required type of feedback, learners' grammar errors will be minimized and fossilization will be decreased in their interlanguage.

6. Method and Means of the Research

The research in hand, an investigation of grammar errors in oral performance. Hence, a mixed research method is implemented, it relies on both a qualitative method and quantitative method. The tools to be used in order to carry out this research are as follow:

1. Classroom observation via the use of a checklist and error analysis: some sessions of the oral expression module class are attended to observe 3rd year EFL learners and record them as they speak in order to collect the types of grammar errors and take into consideration the mostly addressed types of feedback. After collecting the data from EFL learners, the types of grammar errors are classified to diagnose their major causes, so as to evaluate them.

2. Interview: Oral expression teachers of English language are interviewed in a semi-structured interview to know about the different types of grammar errors their students make, and to detect the ways they respond to these errors.

7. Structure of the Study

This dissertation in hand, is divided into three main chapters. The 1st chapter is divided into two sections. On the one hand, the 1st section is devoted to discuss grammar errors, in which grammar is given a great emphasis since it is the core of any

language, error analysis is indicated as well as its theoretical development. The classification of errors and their causes or sources are also discussed in this section, interlanguage is also illustrated all along fossilization and its factors. Moreover, errors significance is tackled within this study. On the other hand, the 2nd section is devoted to clarify the teacher feedback, in which it sheds light on its types and criteria as well, in addition to an illustration of the appropriate tone and suitable timing to address feedback. Further, section two examines the students response towards teacher feedback.

Chapter two is devoted to discuss oral performance. In this chapter, the difference between learners L1 and L2 is illustrated as well as the difference between the spoken language and the written one in terms of grammar. It sheds light on the importance of the speaking skill, all along its difficulties. Further, it discusses speaking elements, aspects, and communication strategies which learners tend to employ in their oral production. Last but not least it emphasises teacher's role in selecting the appropriate activities in favour of guiding students towards accuracy achievement.

Chapter three embodies the practical part where the learners' error analysis and teachers interview analysis are dealt with. This chapter analyses in depth grammar errors committed by EFL learners, by which they are classified into categories in terms of surface taxonomy strategy and to grammar categories. It derives also the causes or sources that lead to commit different types of grammar errors in their oral production, aims to evaluate the errors as well, and clarifies the most common grammar errors committed by EFL learners in speaking. This chapter analyses as well teachers' interview, by which it aims to gather data about the most common grammatical errors students make as they perform orally. It also illustrates the different types of feedback they intend to give their students so that errors are corrected.

Chapter One: Grammar Errors in Oral Performance

Introduction

In the process of teaching and learning English as a foreign language, confronting difficulties and facing obstacles are inevitable stages by which learners need to come across. That is to say, avoiding committing different types of grammar errors is not an unavailable option. Thus, regarding the first chapter, which is devoted to discuss grammar errors and teacher feedback in depth, it is divided into two sections. Firstly, section one entitled as ‘ grammar errors’, in this section we provide definitions of grammar, discuss its importance in the field of EFL learning, in addition to list its difficulties which hinder English language students from producing grammatically correct utterances. Moreover, definition of errors the development of error analysis, interlanguage and interlanguage Fossilization are highlighted in the current chapter. Further, a classification of grammar errors, the importance of the latter and solutions to reduce them are discussed as well in this chapter. On the other hand, section two is entitled as ‘teacher feedback’, it discusses issues in connection with the value of teacher feedback, its role, its different ways and the criteria upon which it should be based and the ways students respond to it are all discussed in the second section of the first chapter.

Section One : Grammar Errors

1.1.Grammar Errors

Grammar is definitely an essential part for both the spoken and written language. Hence, it is quite impossible to learn a language effectively without knowing its grammar, because grammar helps the participant to form correct sentences, and serves to convey meaning. Being so, grammar plays a great role in the process of acquiring a SL. Furthermore, EFL learners need to know the grammar system of the target language so that they will be able to produce correct utterances, because a good production should be comprehensive and meaningful as well.

1.1.1.Definition of Grammar

The word grammar has several meanings and there is neither specified nor fixed definition, it is defined differently from one scholar to another. Ur, Scrivener, Harmer and Thornbury discussed the term grammar as follows:

According to Ur (1996) grammar is “the way words are put together to make correct sentences” (p.75). Also Ur (1994) defined the term grammar as “the way a language manipulates and Combines words (or bits of words) in order to form longer units of meanings”(p. 4). Ur (1996) also debated the term ‘grammatical’ and its application in teaching grammar, what is acceptable and what is unacceptable. According to him, grammar is concerned with the formulation of the sentence. Furthermore, Harmer (2007) described grammar as “the description of the ways in which words can change their forms and can be combined into sentences in that language’ (p. 12). While Scrivener (2011) claimed that the term grammar refers to ‘the generalizable patterns of the language and to our ability to construct new phrases and sentences out of word combinations and grammatical features to express a precise meaning(p. 227). Moreover, Thornbury (1999) viewed grammar as “the study of what forms (or structures) are possible in a language” (p. 1). He added that grammar is “almost concerned with ‘analysis’ at the level of the sentence” (p. 1). Thus a grammar

Is “the description of the rules that govern how a language’s sentences are formed” (Thornbury, 1999, p. 1).

Thus, according to the previous definitions grammar might be seen as the body of rules that guide the usage of language in order to express accurate meaning.

1.1.2. The Importance of Grammar

After exposing the definition of grammar from the perspective of some scholars, it is not difficult to realize why grammar is important and useful. Grammar is considered as one of the most important elements in developing the English language orally or written. Since the latter is requisite for learning and using a language appropriately and effectively. Ur (1994) who supported the importance of learning grammar claimed that “a knowledge –implicit or explicit – of grammatical rules is essential for the mastery of a language” (p. 14). In his book entitled “How to Teach Grammar”, Thornbury(1999) summed up seven arguments in favour of teaching grammar:

1. The sentence -machine argument : grammar is a description of the regularities in a language, and The knowledge of them enable the learner of the language to create original sentences.
2. The fine –tuning argument: grammar in the case of writing language serves as a corrective leading to better intelligibility and appropriately.
3. The fossilization of grammar: learners who do not receive any grammatical instruction seem to be “at risk of the fossilisation” of the linguistic competence than those who receive instruction .
4. The advance –organizer argument: learners of foreign language who study grammar in language classes are able to recognize the grammatical item taught in those classes while they are listening to the talk of native speakers . That noticing is a prerequisite for language acquisition.

5. The discrete item argument: for a learner, any foreign language is seemed to be a mass, here grammar organizes this mass by providing rules, categories,...etc, and these categories are called: 'discrete item' that make the language more easily digestible.
6. The rule –of – law argument: grammar is defined as a system of learnable rules and the process of learning grammar is seen as a 'transmission' of a language from who has the knowledge (teacher) to who does not have the knowledge (learner). This transfer is referred to the learning in the environment of institutions where discipline is valued.
7. The learner expectations argument: is referred to learners' expectations that is grammar is supposed to be present in language lessons to ensure that the learning experience is made more efficient and systematic (Thornbury, 1999, p. 17).

Whereas Ur (1996) considered grammar as a mean to improve the 'mastery' of the language, he supported the idea that grammatical accuracy is supposed to be used to produce grammatically correct utterances within real-life context and to create longer units of a language than single sentences (p. 78). On the other hand, Scrivener (2011) highlighted the importance of learning grammar by clarifying the fact that learners of the foreign language are able to communicate and be understood if they learn and master grammar (p.253).

. 1.1.3.Difficulties of Grammar

In the process of learning a FL, learners are able to produce an infinite number of sentences since they know grammar rules of such a language. However, they may face some difficulties. Some grammar rules are difficult whereas others are quite easy (Harmer, 2007, p. 15). Ur (1996) agreed that it is surprisingly difficult to present grammar rules to English as a foreign language (EFL) learners and help them understand the structure and the meaning in both written and spoken language (p. 81). He added that some student may comprehend the grammar rules but fail at applying

them effectively. i.e. learners may get high marks in a grammar exercises and tests, yet they still make mistakes in their oral performance or writing, and this is related to the fact that learners have not fully mastered the structures (p. 83).

The practice of grammar in written form is completely different from the spoken one. So, learners should pay attention to some features of grammar in order to communicate effectively in the oral performance. Thornbury (2005) stated different features of grammar in speaking form which are

- 1- The utterance can be accomplished by optional head and tail slots.
- 2- The utterance can include tag questions.
- 3- The utterance can be direct instead of reported form.
- 4- Using the vagueness expressions in order to reduce the assertiveness of statements, and this is a way of fulfilling ‘Grice’s maxims of quality’
- 5- The speech contains a lot of ellipsis.
- 6- Using the ‘performance effects’ which include the use of hesitation, repeats, false start, incomplete utterance, and the ambiguity of the structure (Thornbury, 2005, p. 20-21).

Thus, the ignorance of these features by learners leads them to the disability to communicate and interact successfully with others.

1.2.Mistakes and Errors of Learners of English as Foreign Language

Many EFL learners face problems to construct fully correct grammar utterances while practicing their language. Those grammar errors hinder them from communicating fluently with other speakers of the target language. Hence, According to Corder, in writing his article, “the significance of learner errors” (1967), considered the making of errors as a strategy employed both by children acquiring their mother tongue and by those learning a second language. Corder (1967) regarded errors as an evidence of the language’ system that the learner is using (p. 166). Error then, is a device used by

a learner in order to learn the language. Scrivener (2011) claimed that learning a language is a process that is similar to any other experience that one engage in, human beings, generally, learn through trial and error to try what works and what does not. According to him, students' errors are 'evidence that progress is being made' adding that errors inform us that a learner "is experimenting with language, trying out ideas, taking risks, attempting to communicate, making progress" (p. 298).

On the other hand, Harmer (2007) stated that "all students make mistakes as a natural part of the process of learning" (p. 96). He declared that making mistakes is a natural and useful way of learning the second language.

1.3. Theoretical Development of Error Analysis

Errors are important in the FL learning process. Many researchers such as Lado and Corder stated that it is a must to focus on the language produced by the learner as they try to communicate in the target language. In other words, examining the errors of EFL learners is quite important.

1.3.1. Contrastive Analysis

In the process of investigating learners' errors, Contrastive Analysis hypothesis was first to appear. Fang & Xue-mei (2007) stated that in the 1950s, the American linguist Robert Lado initiated researches in studying errors systematically in which he developed contrastive analysis (CA) (p.10). The latter claims that all errors made by EFL learners during their learning process, could be attributed to the interference of their native language. In other terms, the interference of learners first language (L1) system with second language (L2) system is the main obstacle to second language acquisition SLA (p.10). Moreover, Fang and Xue-mei (2007) added that Lado suggested that when comparing between learners' production and L2 systems, it will be easy to predict the problem that might be raised. This hypothesis is deeply rooted in behaviourism in which it claims that the human learning was to change old habits to

new habits. (p.10). Moreover, Johansson (2008) agreed that when using a FL, a variety of mistakes (grammar, pronunciation, and others..) appear due to the influence of mother tongue language. Most of the time, these mistakes are resulted from L1 & L2 interference (p.9)

However, CA hypothesis was criticized for being based on the negative transfer and considers errors as a failure. According to Al-Khresheh (2016) “The main assumption of this theory was that L2 learners' errors are due to negative interlingual interference from their mother tongue” (p.49). That is to say, this hypothesis gave much emphasis on the interference of the outer environment of language study and neglected the language learners themselves.

1.3.2. Error Analysis

Error analysis (EA) came as a reaction to CA and replaced it in the field of studying learners' errors. After CA was diagnosed for its weaknesses, that is the fact of relying on the comparison between learners L1 and L2, EA provides a good methodology and organized steps to analyze learners' errors.

Fang and Xue-mei (2007) stated that in the late 1960s, the emphasis was shifted from CA to EA. They added that EA was brought by Corder (1967) who re-focused attention on error from the perspective of language processing and language acquisition, (p.11). On the other hand, Ellis (1997) viewed that “it may sound odd to focus on what learners get wrong rather than on what they get right” (p.15). However, it is important to focus on errors produced by learners during FLL process. These errors are a prove that the learners are actually learning and these errors can help teachers know how do learners commit errors (p. 15). Richards et al. (2000) defined EA as “the study and analysis of the errors made by second and foreign language learners”. This new movement tended to draw inferences about difficult areas from studying actual

errors(as cited in Jing, Xiaodong & Yu 2016, p.99).While Ellis & Barkhuizen (2005) described EA as “ set of procedures for identifying, describing and explaining learners’ errors” (p.51). That is to say, it is important to point out that EA does not aim only at identifying and detecting errors but actually, it explains why they are made. When investigating SL learners’ material there are several methods that one can use to collect data for the research.

the process of analyzing errors includes the following steps which are based on the work of Corder (1974) and as suggested by Ellis (1994)

1.3.2.1.Collection of a Sample of Learner Language collecting data must go hand in hand with the purpose of research (p.49).

1.3.2.2.Identification of Errors providing definitions to errors and mistakes committed by learners. This step includes stating the difference between ‘error’ and ‘mistake (pp.50-51).

1.3.2.2.1.Errors versus Mistakes

Error analysis distinguished between the terms ‘error’ and ‘mistake’ .Definitely, there is a difference between an both concepts. According to Corder (1967) in his article “ the significance of learners error” ; errors refer to systematic errors which often occur in second language acquisition SLA, while mistakes are categorized as non-systematic errors out of chance circumstances; such as slips of tongue.. (p.163). Similarly, Brown (2000) shared the same idea, he stated that an ‘error’ is a faulty use of language that is due to some wrong configuration at the level of competence (meaning that learners tend to produce utterances with incorrect grammar, errors are not self-corrected and they happen more than one time, while a ‘mistake’ refers to a faulty use of language at the level of performance, mistakes are self-corrected, for they are largely due to slip of tongue, random guess.. (pp.217-218).

Furthermore, Ellis (1997) stated that : errors are related to competence while

mistakes are related to performance : “ Errors reflect gaps in a learner’s knowledge; they occur because the learner does not know what is correct. Mistakes reflect occasional lapses in performance; they occur because, in particular instance, the learner is unable to perform what he or she knows”(p. 17). In addition, Applied linguistics theory distinguished between errors and mistakes, considering ‘errors’ based on a mis-learned generalization whereas ‘mistakes’, occasional in consistent slips (Ur 1991 ,p.85).On the other hand Adge (1989) suggested that we can divide mistakes into three broad categories: ‘slips’ in which students can correct themselves when the mistake has been pointed out; ‘errors’ when students cannot correct themselves and therefore they need explanation; ‘attempts’ the case when the student tries to say something but does not yet know the correct way of saying it (as cited in Harmer, 2007,p. 99).

1.3. 3.Description of Errors In this step, there must be a comparison between EFL learners’ utterances and native speakers ones. Moreover, the classification of errors is required (Ellis, 1994, p.54).

Ellis (1994) stated that at first, scholars and researchers such as Richards b (1971) classified the collected errors in accordance to a linguistic taxonomy (articles, use of prepositions, verb group, and the use of questions, without quantifying them. That is why the surface strategy taxonomy proposed by Dulay, Burt, and Krashen. (1982) is regarded as the alternative strategy to classify errors : into omission, addition, misinformation, and misordering (p.55).

- Omission is the absence of a necessary item in a sentence. It can be noticed in different categories such; omission of auxiliaries, prepositions, articles, irregular past tense, inflections, subjects, and the “s” of present tense. (e.g. she* sleeping)
- Addition is enhancing an unnecessary item in a sentence. Errors of addition included addition of prepositions, auxiliary, conjunction, verb, redundancy, and unnecessary

words. (e.g. *we didn't went there*)

- Misinformation is the use of a morpheme incorrectly in a sentence, it included misinformation of auxiliaries, prepositions, pronouns, and articles. (e.g. *the dog ated the chicken*)
 - Misordering is when the words are organized incorrectly. (e.g. *what daddy is doing ?*)
- (Ellis, 1994, p. 56).

1.3.4.Explanation of Errors to identify the causes that lead to fossilizing learner's language Ellis (1994) stated that Richards (1971) viewed that errors have different sources or causes, Richards identified them as follow : interlingual errors and intralingual error (p. 58).

1.3.4.1 Interlingual Errors

Ellis (1994) explained that interlingual errors “occur as a result of the use of elements from one language while speaking another” (p.58). That is to say, the interference of L1 system with L2 system. Similarly, AL- Khersheh (2016) added that interlingual errors refer to those errors which are resulted from the impact of learners' native language (NL) or mother tongue (MT) (p. 53). Nevertheless, a number of researchers referred to interlingual errors with other terms. Lado (1964) suggested that interlingual errors are resulted from negative interference, while Corder (1974) argued that they are due to transfer errors. Furthermore, Chelli (2013) defined it as a result of language transfer, whereas AL-Khersheh (2010) stated that they are caused by literal translation (as cited in Maulita & Sari n.d, p.89).

- 1) Transfer Error: error caused by interference from mother tongue. That is to say, learners who do not master the rules of L2 will use the rules of their L1.
- 2) Mother tongue Interference: errors occur as learners tend to discover L2 structure instead of transferring models of their L1.

3) Literal Translation: errors are produced as learners translate their L1 sentences; especially idiomatic expression into the TL word for word (as cited in Maulita and Sari n.d, p.89,90)

1.3.4.2 Intralingual Errors

Richards (1971) classified intralingual errors into four categories including overgeneralization, ignorance of rule restrictions, incomplete application of the rules, and false concepts hypothesized or semantic errors.

1.Overgeneralization: It occurs when learners creates a deviant structure based on their experience of other structure in the target language TL acquired rules on all cases. (e.g, past simple –ed, plural –s)

2.Ignorance of rule restrictions: This type of error, involves the application of rules to contexts where they do not apply. i.e. learners fail to obey TL rules or to form structurally correct utterances.

3.Incomplete application of the rules: this error occurs when learners fail to form a question, and produce instead a declarative sentence

False concepts hypothesized: this error is resulted due to learners' faulty understanding of distinctions of target language items.

(as cited in Ellis 1994, p. 59)

1.3.5.Evaluation of errors the last step is to evaluate and draw a conclusion on the results. (as cited in Ellis, 1994, p.63)

1.4.Significance of errors

In the field of learning and teaching a FL, producing different types of errors is of a high importance. Corder (1967) noted that a learner's errors are significant because they reveal to the teacher how the language is learnt, added to the strategies that learners employ while practising the TL(p.167). Hence, Selinker (1969) stated that

errors are significant for the language teacher because they reveal learners' progress in language learning. He added that they are also important for the language researcher as they provide insights into how the language is learnt. Moreover, they are significant to the learner himself / herself as he / she gets involved in hypothesis testing. (as cited in Touchie 1986,p.76)

the study of errors, therefore, should lead to a better understanding why EFL learners produce different types of errors. In addition to help the language teacher diagnose such errors and treat them.

1. 5. Interlanguage

According to Ellis (1997) “to understand what is meant by interlanguage, we need to briefly consider the behaviourist learning theory and mentalist views of language learning” (p. 31).

1.5.1.Behaviorist Learning Theory

Ellis (1997) stated that behaviourist learning theory was the dominant psychological theory in the 1950s and 1960s era. According to this theory, the language learning process is similar to any other kind of learning it involves ‘habit formation’ . Ellis (1997) added that “Habits are formed when learners respond to stimuli in the environment and subsequently have their response reinforced so that they are remembered. Thus, a habit is a stimulus-response connection.” (p. 31). That is to say; learners reproduce the input instead of producing the output, and they tend to come out with their own rules (pp. 31-32).

1.5.2.Mentalist Theory of Language Learning

Starting from the behaviourist explanation of L2 acquisition, researchers looked for an alternative theoretical framework. So they switched their attention from ‘nurture’ which was bought by behaviourists (i.e. how environmental factors shape learning) to

'nature' (i.e. how the innate properties of the human mind shape learning). Ellis (1997)

listed four basic principles upon which this theory is based as follow :

- 1- only human beings are capable of learning language,
- 2-.the human mind is equipped with a faculty for learning language reflects to as a Language acquisition device. This is separate from the faculties responsible for other kinds of cognitive activity (for example, logical reasoning),
- 3-this faculty is the primary determinant of language acquisition,
- 4-input is needed, but to 'trigger' the operation of the language acquisition device.

Ellis (1997,p. 32)

Fang and Xue-mei (2007) stated that the American professor -of Applied Linguistics- Larry Selinker introduced the concept of interlanguage (IL) in his article which holds the same name that appeared in January (1972) issue of the Journal International Review of Applied Linguistics and Language Teaching. This term refers the SL learners' system that has structurally intermediate status between learners L1 and L2 . That is to say, non- native speakers derive their interlanguage from L1 and L2 systems.(p.11). Further, Ellis (1997) defined interlanguage as " a unique linguistic system" (p.33). On the basis of empirical research, Saville-Troike (2006) extended the idea that learner language is systematic dynamic, variable and simplified, its form and function is related to the TL and the learner's native language (as cited in Lennon 2008,para24).

Many researchers referred to interlanguage with other terms such as Corder (1971) who used the term " idiosyncratic dialect" or " language learners' language" , in addition to Nemser (1971) who called it " approximate system" (as cited in Fang and Xue-mei, p. 11) .Corder's and Selinker's work became the foundation of modern research in SLA and Interlanguage is accepted as a basic principle of the discipline.

Furthermore, Ellis (1997) referred to interlanguage as “mental grammar” in which EFL learners tend to construct a system of abstract linguistic rules, these rules keep on changing over time by adding rules, deleting rules and restructuring the whole system. This results in “interlanguage continuum”; meaning “learners construct a series of mental grammars or interlanguages as they gradually increase the complexity of their L2 knowledge”. (p. 33). For example: at first, learners learn the verb ‘paint’ later on they add other forms (‘painting’, ‘painted’). He also argued that learners tend to apply ‘learning strategies’ inappropriately, this leads to interlanguage such as: simplification, transfer and overgeneralization. He added that “the learner’s grammar is likely to fossilize”; as Selinker observed only five per cent of ESL learners develop the same ‘mental grammar’ as native speakers. (p.34)

1.6.Fossilization

Selinker diagnosed the notion of fossilization in his paper *Interlanguage* in 1972. He observed that 95% of L2 learners failed to reach the same level of L1. He named this phenomenon fossilization (as cited in Wei, 2008, p.127). Richards (1973) defined fossilization as linguistic material (items, rules, subsystems) which speakers manage to keep in their IL while producing utterances in the target language, no matter what the age of the learner or the amount of instruction he receives in the TL (p. 37). Later on, Selinker and Lamendella (1978) redefined fossilization as “a permanent cessation of IL learning before the learner has attained TL norms at all levels of linguistic structure and in all discourse domains in spite of the learner’s positive ability, opportunity, and motivation to learn and acculturate into target society “(as cited in Wei, 2008, p.127). In other terms, EFL learners keep on producing interlanguage material while performing the FL.

1.6.1.Casual Factors of Fossilization

Based on the work of Selinker, Ellis (1999) stated that there are five factors which lead to fossilization. These factors are as follow : language transfer, learning strategy, communication strategy, overgeneralization and others.

1.6.1.1.language Transfer

Lennon (2008) stated that Selinker used the term “*language transfer*” instead of “*interference*” to stress the active role of the learner (para, 26). Selinker (1972) stated that learners transfer some of L1 rules to their TL. However, negative transfer happens when there are differences between L1 and L2 that interfere the process of SLA. (as cited in Wei 2008, p.129)

1.6.1.2.Training Transfer

Selinker used the term ‘ training transfer’ to refer to the effect of bad teaching.

Graham (1981) argued that the lack of formal instruction in English is one of the main causes to fossilization of incorrect forms. furthermore, the teaching methods play a huge role in helping learners avoid fossilization. (as cited in Wei 2008, p.129)

1.6.1.3.Learning Strategy

The incorrect implications of strategies may lead to fossilization. Sims (1989) viewed that “someplace along the IL continuum, inappropriate or misapplied learning strategies could lead to fossilization of some features (phonological, morphological, syntactic, lexical, psycholinguistic, or socio-cultural)” (as cited in Wei 2008, p. 129). That is to say, some learners may extend these learning strategies to overgeneralization, simplification, incomplete rules application and inadequate declarative knowledge of L2 .

1.6.1.4. Communication Strategy

Some elements of the interlanguage may result from specific ways people learn to communicate in TL. It may sound helpful, however, in this case, the learner is only skilful at avoidance and paraphrasing in order to make up for the lack of linguistic knowledge. Ellis (2002), said that “ successful use of communication will prevent acquisition”. That is to say, when learners give much priority on communication competence and neglect language competence. Hence, language can be fossilized to a great extent (as cited in Wei 2008,p. 129).

1.6.1.5. Overgeneralization

Some elements of the Interlanguage may cause the overgeneralization of the rules and semantic features of the TL. Overgeneralization, according to Ellis (2000), is when learners tend to apply the rules they have learned to all cases. For instance: past simple –ed caught, eated, (as cited in Wei 2008, p. 130).

all in all, the factors illustrated above affect EFL learners interlanguage and lead them to fossilization, they continue to produce the same errors as they use the TL.

1.6.2. Fossilization Reduction

Fossilization is a part of learning a foreign language, however, learners can reduce its appearance while practising their TL with the following strategies

1.6.2.1. Adaptation of Proper Learning Strategies

Bunthoeun (2012) suggested strategies that will help the learners acquire the knowledge competence and communication competence as well (p. 30). He called them ‘ good’ learning strategies, the latter involve paying attention to both form and meaning of TL.

1.6.2.2. Reduction Competence

Corder (1978) (as cited in Wei 2008, p. 130) argued that students should not be

required to read paragraphs and analyze grammar or the usage of words in each sentence because learning through the context is very important and useful. While Krashen (1983) added that learners can't speak in the target language until it is facilitated (as cited in Bunthoeun (2012,p.30).

1.6.2.3.Exposure to Target Language and Target Language Culture

One cannot learn a language without its culture. Bunthoeun (2012) viewed that teaching learners language and culture in the appropriate way is important such as using multimedia and materials that provide them with culture and original textbooks by foreign authors as well. This will definitely help them think in the TL and master its use. (p.30).

To conclude, fossilization is an inevitable stage that occurs in SLA process. Teachers must shed light on this phenomenon in order to help EFL learners and improve English teaching and learning process.

Section Two : Teachers' Feedback

1.2.1. Error Correction

Since the EFL learners commit a lot of grammatical errors in their oral performance, the teacher should be a controller, helper, recorder, corrector, or provide feedback to correct their errors through different ways. Most teachers believed that it is not appropriate to ignore learners' errors because that may affect negatively their linguistic development (Thornbury, 1999, p. 113). These errors are responding best to correction that can provide the feedback the learner needs (Thornbury, 1999, p. 115).

1.2.2. Definition of Feedback

Feedback is a kind of correcting learners' errors in the process of learning in order to make the learner distinguish between the correct and incorrect form, to enhance the proficiency level. According to Ur (1991) feedback is "information that is given to the learner about his or her performance of a learning task, usually with the objective of improving this performance" (p. 242). This indicated that feedback refer to the response or suggestion given by the listener or reader to the learner who made the error on his task, with the appropriate explanation. According to Drown (2009) feedback appears when "the output of a system becomes an input to the same system causing the system to respond dynamically to its previous products" (as cited in Lounis, 2010, p.21). On other words, Feedback does not occur randomly, but it is rather part of a complex system of other subsystems which are interrelated and mutually influenced by each other. Drown (2009) viewed feedback both as a response to learners' productions, be oral or written language, and an indicator of how successfully an objective of the teaching learning activity has been accomplished (as cited in Lounis, 2010, p. 20). This indicates that feedback refers to the information or suggestion that the teacher as a listener or as reader gives or provides to his learners speaking performance or written production. Ur (1991) demonstrated two main distinguishable components of feedback; assessment and correction. 'Assessment' is by informing the learner how well

or badly he performed his task while ‘correction’ is by describing the learners committed errors on aspects of their performance through explanation and giving information on what is wrong or right (p. 242).

In general, feedback is a kind of correcting learners’ errors in the learning process in order to distinguish between the correct form and the incorrect form, to learn the language from the false, and to enhance the proficiency level.

1.2.3.Types of Feedback

Teachers’ feedback can be done in different ways. The oral feedback, written feedback and peer feedback.

1.2.3.1.The Oral Feedback

Frey & Fisher (2011) declared that oral feedback occurs mainly through the spoken form. In order to get positive learners outcome, the oral feedback should be characterized by the setting, the structure, and the tone. These aspects below are important to student when providing the oral feedback (p. 77).

●Choose One Appropriate Setting

The setting is selected in the classroom according to some extents: “it gives learners a place to concentrate on what is being said and to determine the tone in which it is delivered” (Frey and Fisher, 2011, p. 77). If the teacher’s feedback is brief, teacher should be close to the student and lower his voice in order to move smoothly in the conversation. This type of feedback helps the learner to get it.

●Structure the Response

Through effective oral feedback, the teacher should be specific and should demonstrate the learner to what is correct or not. There are three parts of the structure for academic feedback

√Showing the result of learner’s performance.

√Describing and distinguishing between the right form and the wrong form that

should be changed.

√Motivating and encouraging to carry on (Frey and Fisher, 2011, p. 78).

●Use the Supportive Form

The tone also has an effect on the effectiveness of the oral feedback. So, in addition to the given information about the learners' performance, the non-verbal expressions such as:

facial expressions, eye contact and intonation can encourage the learner to receive the feedback effectively, whereas, derisive tone, rolling eyes, an averted gaze and biting tone speak volumes affect negatively in receiving feedback (Frey and Fisher, 2011, p. 78).

1.2.3.2. Written Feedback

The teachers' written feedback is considered as the essence role in second language writing classes. Hyland (2003) defined the written feedback as follow: "...written substantial comment on their papers, justifying the grade they have given and providing a reader reaction ". (as cited in Lounis, 2010, p. 28) In other words, the written feedback takes the form of comments on the learners' piece of writing in order to point out to them what is abnormal in their writing production; this feedback is considered as their teacher reaction to what they write.

1.2.3.3. Peer Feedback

According to Leki (1992), peer evaluation provides a means whereby both students' drafts and their awareness of what leads to good writing develop: "It is a part of the process approach to teaching and is widely used in L1 and L2 contexts as a means to improve writers' drafts and raise their awareness of readers' needs" (as cited in Lounis, 2010, p. 25). Moreover, Mahili (1994) believed that the idea of students receiving feedback from their mates is one that would contribute to writers' recognition of different constituent features of good writing including grammatical and lexical accuracy, good content, ideas development, and clarity in writing (as cited in Lounis,

2010, p. 25). Effectiveness of peer feedback is based mainly on the use of peers comment in their revision and initiates students to self-criticism and enables them to explore other writers' products and become more aware of their own weaknesses.

1.2.4.Criteria of Learners Feedback

The two researchers, Frey and Fisher (2011) mentioned to some features in providing feedback which are timely, specific, understandable and actionable. However teachers should take into account these features in order to get the informative and effective feedback.

1.2.4.1.Timely

“Feedback is more powerful when it is linked as closely as possible in time with student performance”(Bangert Downs, Kulik, Kulik, and Moegan, 1999)(as cited in Frey and Fisher, 2011, p. 71). They added that feedback should come while the student still mindful of the topic. In addition, they suggested that students should incorporate the feedback they receive in their future attempts to improve their production, and if they submit the additional assignment without getting feedback on earlier assignment, there will be a missed opportunity for improvement. Thus, the helpful feedback should be provided directly and closely after doing a task(Frey and Fisher, 2011, p. 71).

1.2.4.2.Specific

When feedback is generic or superficial, students are unable to understand what they are going to do and they do not relate between the effort and the outcome. whereas if the feedback is specific, students understand what they did and on what they need to focus in the future and they get opportunities to improve their performance (Frey and Fisher, 2011, p. 72).

1.2.4.3.Understandable

If students cannot understand the addressed feedback, feedback will not change anything in learners production i.e. when the teacher gives feedback in a complicated way, the students then will understand nothing and this is not helpful for their leaning.

Additionally, Frey and Fisher (2011) suggested that if the feedback is not understandable, “students probably are not going to learn, despite the time that the teacher as put into providing the feedback” (p. 73).

1.2.4.4.Actionable

Learners should have the opportunity to act on the information provided by teachers’ Feedback. Thus, they should revise, practise, improve and retry what they get from feedback. According to Frey and Fisher (2011, p. 76), there was negative effect on student’s performance when the teacher told students their answers were right or wrong. However, there was positive effect when teachers provided students with correct answers (p. 76). Frey and fisher stated the positive effect of feedback as follow: “positive effect when teachers provided students with explanations about their correct and incorrect responses” providing explanations for students so they could then address their incorrect responses (Frey and Fisher, 2011, p. 76).

1.2.5. When and How to Correct Errors and Give Feedback

EFL learners produce different types of errors while speaking. Burt (1975) distinguished between ‘Global and Local’ errors. Global errors tend to worsen communication and prevent the learner from understanding some aspects of the intended message (as cited in Fang and Xue-mei 2007, p.12). While Local errors only affect one element of a sentence, but do not prevent a message from being comprehended. Hendrikson (1980) suggested that it is not necessary to correct global errors, however, systematic errors such as “ a news”, “an advice” need to be corrected. Moreover, learners can correct themselves while the teacher only reminds them when they commit such systematic errors. (as cited in Fang and Xue-mei2007, p.12).

Fang and Xue-mei (2007) viewed that it is really complicated to know when and how to correct learners’ errors. Giving feedback and correcting errors help the learners to know how well they performed and also to increase motivation and build a

supportive class room atmosphere. However, there is a possibility or danger of over-correcting students, and that may lead to lose motivation and interrupt the flow of communication if each mistake is corrected however, most students want their errors to be corrected because in so doing, they may improve better. Therefore many researches served this zone when and how to address feedback which resulted in some disagreements about what, when, and how to correct errors. (p. 12)

James (1998) suggested to follow these three principles while providing feedback:

1. Firstly, feedback techniques help enhancing the students' accuracy in experience.
2. Secondly, taking into consideration learners affective factors is important.
3. Thirdly, error correction should be nice and well addressed, not to be face threatening to students (as cited in Fang and Xue-mei 2007, p.12).

1.2.6. Teacher's Feedback in the Oral Assignment

Harmer (2007) stated that feedback is very helpful during the oral work, in which the teachers should not deal with learners' oral performance in the same way. The helpful feedback is based mainly on the stage of the lesson, the activity, the type of the committed errors, and the particular receiver of the feedback (p. 104).

Harmer (2007) suggested two situations of feedback; accuracy and fluency. In which the teacher needs to decide whether the given activity is designed to assume the students' complete accuracy (as in the case of study grammar) or the teacher is asking the learners to use the language as fluently as possible (p. 104).

1.2.6.1. Feedback on Accuracy

Firstly, teachers show their students that the mistake has been made then they help their learners how they are supposed to deal with their errors by giving explanations or information. For an effective feedback, teachers should be aware of the techniques of showing the correctness of mistakes. When teachers indicate the mistakes

which are slips, learners might be able to correct themselves. However if these learners are not able to do that, the problem that results is embedded errors, the teacher than is supposed to move on to alternative techniques (Harmer, 2007, p. 106).

1.2.6.1.2.Showing Correctness

Showing correctness can be done in different ways:

- Repeating: by asking the students to repeat what they have said.
- Echoing: this can be a precise way of pin-pointing an error through emphasizing the part of the wrong sentence; for example by expressing the incorrect utterance with a questioning intonation.
- Statement and question: by demonstrating that the utterance is not right.
- Expression: using facial expression or gestures to indicate that something does not work, and that can be done when the teacher knows his class very well.
- Hinting: by giving a quiet hint to the incorrect part in order to apply or activate the known rules and that will help them to correct themselves.
- Reformulation: correcting the learner's sentence by reformulating what he said (Harmer, 2007, p. 106-107).

1.2.6.1.2.Getting it Right

If the learner is not able to correct himself or respond to teacher's reformulation, the teacher should give the correct form through giving more information, explanation, or through giving rules then he asks the learner to repeat the correct version.

Alternatively, teachers may ask students to correct each other errors and this works well in classes where there is a supportive atmosphere (Harmer, 2007, p. 107).

1.2.6.2.Feedback on Fluency

According to Harmer (2007), "the way in which teachers respond to students when they speak in fluency activity will have a significance bearing not only on how they perform at the time but also on how well they behave in fluency activities in the future" (p. 107). However, it would be better if the correction is done it is done after the

event, not during it. Thus, there are times during communicative activities when the teachers should intervene or want to offer a correction because the students' communication is at risk or because it is the right moment to draw the students' attention to a problem through different ways (Harmer, 2007, p. 107).

1.2.6.2.1 Gentle Correction:

If communication breaks down during a fluency task, the teacher should intervene in order to carry on the flow of communication. As Harmer stated: "if our students cannot think of what to say, we may want to prompt them forwards" (p. 107).

Gentle correction can be given by different ways. The teacher may reformulate the learner's utterance to correct his errors. Furthermore, teachers use other accuracy techniques of showing incorrectness such as; echoing and expression because these two kinds of techniques should be addressed gently (Harmer, 2007, pp. 107-108).

1.2.6.2.2. Recording Mistakes:

In order to give feedback, teachers often act as observers, watching, and listening to students. This observation help teachers to provide an effective feedback, the letter can be positive as well as negative feedback.

Teachers need to write down the committed errors because it is easy to forget them after the event or they need to record students' performance on audio or videotape to correct their language errors later on (Harmer, 2007, pp. 108-109).

1.2.6.2.3. After the Event:

After recording students' performance, teachers will want to give feedback to his learners, and this can be done through different ways:

1. By giving assessment of an activity.
2. Saying how well they thought the students did in it.
3. Making the students say what they have found easiest or more difficult.
4. Putting some of the mistakes that have been recorded up on the board and

asking students to identify the errors.

5. Writing both correct and incorrect sentences and asking students to decide which form is correct or incorrect (109).

1.2.7. Students Response to Teacher's Feedback:

Naturally, students react to their teacher's feedback either positively or negatively. So, the usefulness of the teacher's feedback depends mainly on the students' reaction to it. Hyland (2003) determined three way reaction to teachers' responding behaviour in which students may either:

- Follow a comment closely in their revision (usually grammar correction).
- Use the feedback as an initial stimulus which triggers a number of revisions (such as comment on content or style).
- Avoid the issue raised by the feedback by deleting the problematic text (as cited in Lounis, 2010, p. 32).

The first and second abovementioned types of responding to teacher's feedback are probably the reactions exclusively sought by teachers and the ones that indicate the effectiveness and success of their feedback. In order for feedback to be effective, however, many composition scholars call for the idea that attention should be paid to students' views and preferences about the form and type of feedback they believe help them to improve their performance. The teacher makes value of the feedbacks effectiveness when his learners learn something new or change something in their performance (as cited in Lounis, 2010, p. 32).

Frey & Fisher (2011) claimed that the teacher's feedback can be effective and useful if it occurs through the criteria mentioned previously (timely, specific, understandable, and actionable): in addition, they stated that: "teacher feedback focuses on the emotional impact of teacher feedback and the potential damage it can do to student-teacher relationship". (p.89)

So, they refer to the effect of the teacher's feedback which is clear from the

students' reaction to it. Sometimes, students do not use, learn from, or react negatively to their teacher's feedback because it is not provided through its criteria (Frey and Fisher, 2011, p. 89).

1.2.8. The importance of teacher' feedback

Feedback has a great effect on improving the learning process. So, it fixes the correct new information mentioned through it in the learners' minds, and it is considered as a main element in the teaching process. It should be at the end of the learners' production, and during their performance according to certain conditions.

Feedback really becomes an effective part of the learning process only when appropriate feedback is associated with it. Juwah at al. (2004) reported on the seven principles of good feedback practice, established by the 'Student Enhanced Learning through Effective Feedback' Good feedback practice:

1. Facilitates the development of self-assessment (reflection) in learning.
2. Encourages teacher and peer dialogue around learning.
3. Helps clarify what good performance is (goals, criteria, standards expected).
4. Provides opportunities to close the gap between current and desired performance.
5. Delivers high quality information to students about their learning.
6. Encourages positive motivational beliefs and self-esteem.
7. Provides information to teachers that can be used to help shape the teaching.

(Juwah at al. 2004) (as cited in Ormshaw, 2007, p. 37-38).

However, Lammela et al. (2000) underlined in order to learn from their mistakes and become better processors of information, students need feedback on their study techniques and, of course, on how they deal with the actual subject matter, theories and concepts. In time, it is appropriate to lessen the quantity of feedback and emphasize and support independent self-reflection (as cited in Ormshaw, 2007, p. 38).

Conclusion

The first chapter entitled as ‘grammar errors and oral performance’, grammar errors that appear in EFL learners’ oral production are dealt with. It unveiled the sources or causes behind producing such errors, it also illustrated the importance of learners’ errors. Moreover, it tackled also the theoretical development of error analysis, which was brought as a reaction to contrastive analysis, as it shed light on interlanguage and fossilization as well. In addition to providing some solutions which may prevent EFL learners from reproducing grammar errors further. Moreover, the importance of teacher feedback is illustrated to treat the different types of errors committed during the oral performance, and the appropriate ways and the timing to do so. Furthermore, students response towards teacher feedback is tackled in the frame of this chapter.

Chapter Two : Oral Performance

Introduction

The speaking skill is given a greater importance comparing to other skills, since speaking is prior than writing, in addition to the fact that it is the most used skill in real life situations. Therefore, nowadays, both EFL teachers and learners emphasise the skill of the speaking. That is to say, teachers aim at providing language learners with useful activities in favour of improving their accuracy and fluency. On the other hand, learners seek for accuracy and fluency acquisition in the target language. Therefore, this chapter clarifies the difference between learners L1 and L2, added to unveil the differences between the spoken language and the written language in terms of grammar. The chapter in hand also discusses the importance of the speaking skill, its elements, aspects, and characteristics, added to the strategies they tend to employ during their oral production. Further, we shall illustrate the difficulties that encounter EFL learners during their oral production are also elucidated in the frame of this chapter. Moreover, the second chapter sheds light on teacher 's role in enhancing students' performance through addressing them with activities .

2.1.Speaking Skill

Speaking is considered as the heart of teaching EFL process, because it contains all the elements of English language, such as lexis and grammar, pronunciation stress, vocabulary, syntax, fluency and accuracy. These elements help learners to perform the English language orally.

2.1.1.Definition of Speaking

Through speaking, people tend to convey their thoughts and transmit what goes in their minds; therefore, speaking is important. A number of scholars managed to define the term speaking in different ways . Thornbury (2005) stated that “speaking is so much a part of daily life that we take it for granted” (p.1). In addition, Chaney (1998) defined speaking as “the process of building and sharing meaning through the use of

verbal and non-verbal symbols, in a variety of context” as cited in (Mennai 2013,p.32). That is to say, speaking is a tool by which the speaker shares his ideas, express his feelings, and display his thoughts to the audience. Moreover, Hedge (2000) stated that speaking is “a skill by which they [people] are judged while first impressions are being formed.” (as cited in Kouicem 2010, p. 27). In other terms, the first impression really matters, therefore, people are judged for their abilities and how skilful they are at speaking and conveying messages to the audience in the right way.

2.1.2.The Importance of Speaking Skill

Nowadays, Acquiring speaking skill is among the most important language skills for EFL learners. Regarding the fact that language competency is measured through speaking. Hence, language learners desire to acquire correct communicative competence and to be fluent in speaking and to be skilful at it. Therefore, FL teachers aim to provide them with correct methods and different methodologies which are necessary in order to acquire the speaking skill.

According to Bailey and Savage (1994) “speaking in a second or foreign language has often been viewed as the most demanding of the four skills” (as cited in Alonso & Rocio 2012, p. 21.). However, it is considered as a difficult skill language learners have to encounter during the foreign language learning process. Moreover, Harmer (2007) noted that people use language according to their purpose, he added that “ it is necessary for them to be a listener and a speaker for effective communication” (p. 46). Similarly, Lindsay and Knight (2006) stated that the spoken language is used for many reasons; people use the spoken language to express what they want, to respond to someone else, to express their feelings or opinion about something, to convey information and exchange ideas and to refer to an action or event in the past, present, or future, and so on. Furthermore, participants use the spoken language to say something,

transmit information or exchange ideas. Speakers use communication when they desire to inform someone about something. The use of language depends on their purpose. (as cited in Alonso & Rocio 2012, pp. 21-22).

2.2.Differences between First Language and Second Language

According to Thornbury (2005) , it is quite important to shed light on the difference between learners L1 and L2 in order to clarify first and second speaking process when dealing with the speaking skill. Many EFL learners complain about the difficulties they tend to face in their oral performance ; such as the lack of fluency in L2, low pronunciation level, poor accuracy,...and others. Hence, many EFL teachers of English argue that lots of factors lead to these problems or this failure in developing the speaking skill, thus, learners grammatical and lexical knowledge might not be enough , and this can decrease their chances of participation or speaking in classroom interaction (p.28) . Moreover, Thornbury (2005) added that " They will be attending to their interlocutors , adjusting their message accordingly and negotiating the management of conversational turns " (p , 28). Putting it differently; the skills of speaking seem to be completely the same in the two languages (L1, L2) , Thornbury (2005) asserted that "They are essentially the same and should , in theory , be transferable from the speaker's first language into the second one " (p , 28). However, L2 speakers' knowledge of the L2 (grammar , vocabulary ...) is quite different from the one in L1.Moreover, Thornbury (2005) explained that " the process of arranging the grammar of retrieving the word is not yet automatic" (p 28) i.e. this problem is not sufficiently integrated into the L1 speakers' existing language knowledge and cannot yet be easily retrievable.

Moreover, speaking a FL is not as having knowledge about this language. Parott (1993) asserted that teachers must provide a series of tasks that would help learners to acquire the confidence and the skills required to take advantages of the classroom

opportunities; so that they will be able to speak English effectively. (as cited in Kouicem 2010,p.36)

2.3.Spoken Language VS Written Language

Despite the fact that speaking and writing are productive skills, they definitely differ from each other. Bygate (1987) stated that spoken language tend to be spontaneous, messy, and comes in a disordered form, whereas writing is more ordered and contains coherent structures. (as cited in Mennaai 2013, p. 33). On the other hand, Brown (2000) pointed out that speaking and writing are different in terms of duration of performance, that is to say, the oral production finishes as the speaker stops speaking, while the written production lasts for centuries. He raised another difference which is orthography. i.e. the spoken language contains phonemes, stress, rhythm, and intonation. Whereas; writing contains only graphemes (punctuation, pictures, and charts.) (p.303).

Furthermore, Harmer (2007) added that spoken English has its own discourse markers too, for example:

- frequent non-clausal units (e.g. Mmm, No, Uh huh, Yeah)
- a verity of tags not found in written style, such as question tags.
- interjections (e.g. ah, oh, oh wow, cor (Br E)
- hesitators (e.g. er, umm, erm)
- condensed question (e.g. More milk? Any luck?)
- echo questions (e.g. Oh did you say San Fransisco? white chocolate hot cocoa?)
- response forms (e.g. Yeah or sure to acknowledge a request)
- fixed polite speech formulae (e.g. Happy birthday!, Congratulations !

(pp. 14-15)

2.4.Elements of Speaking

In order to improve the speaking skill, learners should know and take into account some essential elements of SL to speak fluently and accurately. Harmer (2007) explained these elements that are represented through language features and processes of language and information (pp. 269-271).

2.4.1.Language Features

The important language elements for speaking skill are the following

2.4.1.1.Connected Speech

Learners of English need to be able to produce the connected sounds in addition to the individual phonemes of English, these connected speech sounds are modified (assimilation), omitted (elision), added (linking), or weakened (contraction) (p.269).

2.4.1.2.Expressive Devices

Native speakers of English language use certain devices and elements that contribute to the ability of conveying meanings, and allow the extra expression of emotion and intensity among them; pitch, stress, volume, speed, physical and non-verbal (paralinguistic) means.

Students should be aware of these devices and features in order to employ them during their speaking productions to get the effective communication (Harmer, 2007, p. 269).

2.4.1.3. Lexis and Grammar

During the performance of a certain language functions, learners use a number of Lexical phrases spontaneously such as: agreeing or disagreeing, expressing surprise, shock or approval which can be used in different stages of communication with the others (Harmer,2007, p. 269).

2.4.1.4. Negotiation Language

Learners benefit from the negotiation of language, since they might be asked for 'clarification' when they listen to the others' talk. Therefore, the teacher role is to offer

necessary phrases or expressions to express ‘seeking for clarification’ from the other speakers.

Moreover, learners need to ‘structure their discourse’ to be understood by the listener. Also, they should also reformulate their utterances in order to be clearer, especially when they find that the listener did not understand them (Harmer, 2007, p.269-270).

2.4.2.Mental /Social Processing

Not only the knowledge of language features is necessary for the speaking skill, but also the information process is necessary to obtain success in speakers’ productive ability (Harmer, 2007, p. 271).

2.4.2.1.Language Processing

For an effective speaking, learners need to be able to process language in their minds and to make it in coherent order. Thus, language processing should be comprehensible to convey meanings that are intended (Harmer, 2007, p. 271).

2.4.2.2.Interacting with Others

It refers to the learner’s ability to interact with other participants. For a good spoken language, learners need to listen and understand the others’ speech, and they should know how they take turns or allow the others do it (Harmer, 2004, p.271).

2.4.2.3.Information Processing on the Spot

Information processing refers to learners’ ability to process the information in the moment they get it. However, if learners take long time for processing information, the interpretation would not be effective (Harmer, 2004, p. 271).

2.5.Aspects of Speaking

Aspects of the speaking skill need to be taken into consideration. So that EFL teachers will be able to design instructional activities for preparing learners to communicate appropriately in real life situations.

2.5.1. Speaking is Face to Face

Cornbleet & Carter (2001) stated that most conversations take place face to face which gives the opportunity to participants to get immediate feedback (as cited in Torkey 2006, p.34). Thus communication through speaking requires facial expressions, gestures and even body movements. Moreover, El Fayoumy (1997) Widdowson (1998) & Burns (1998) added that speaking also occurs, mostly in situations where participants are present (as cited in Torkey 2006, p.34).

2.5.2. Speaking is Interactive

During the speaking stream, participants interact with each other. (Mc Donough & Mackey, 2000) considers turn taking as one of the features of interaction, and consider turn taking as spontaneous, however, the way participants handle it differs from one culture to another (as cited in Torkey 2006, pp.34-35).

2.5.3. Speaking happens in Real Time

The spoken production is spontaneous and happens in real time. However, Miller (2001) observed that time constraints affect participants production. That is to say, sometimes the speaker changes his mind, or he simply forgets what he is intending to say (as cited in Torkey 2006, p.35).

2.6. Difficulties of Speaking

EFL learners confront a lot of obstacles while speaking inside the classroom, which may affect their production or cut the stream of speaking. Hence, Ur (1996) stated four main problems that may hinder students' oral performance in the FL in the classroom. He argued that learners might be faced with inhibition, have nothing to say, low uneven participation, or mother tongue use.

2.6.1. Inhibition

This problem can be seen when learners try to participate in the classroom but

many factors stop them. Thus, Ur (1996) agreed that “Learners are often inhibited about trying to say things in a FL in the classroom. Worried about making mistakes, fearful of criticism or loosing face, or simply shy of the attention that their speech attracts.”

(p.121). That is to say, the insecurities of learners added to their low self- esteem hinder if not stop them from participating inside the classroom. Moreover, Bowman, Burkart, & Robson (1989) supported Ur’s perspective since they stated that teachers ask learners to speak in front of the class in which it may scare them and cause them anxiety (as cited in Kouicem 2010, p.37)

2.6.2. Nothing to Say

The common expressions EFL Learners use when they are supposed to participate in a given classroom discussion is “I have nothing to talk about”, “I don’t know”, “no comment” or they keep silent. Similarly, Ur (1996) explained that “ they have no motive to express themselves” (p.121). Thus, these expressions result from the lack of motivation in expressing themselves or they are simply not interested in the chosen topic they should discuss or talk about.

2.6.3. Low uneven Participation

Low uneven participation is a problem that confronts EFL learners, it refers to the amount of time of talking for each student’s. According to Ur (1996) “ this problem is compounded by the tendency of some learners to dominate, while others speak very little or not all” (p.121)

2.6.4. Mother Tongue Use

EFL learners tend to use their mother tongue outside and even inside the classroom because they feel more comfortable and less exposed to the TL, in addition to the fact that learners feel odd when they communicate in a FL. As Ur (1996) stated “because it is easier, because it feels unnatural to speak to one another in a foreign

language, and because they feel less ‘exposed’ if they are speaking their mother tongue” (p.121)

2.7.Characteristics of Speaking Performance

EFL learners seek to speak accurately and fluently. That is why recently, designing activities for the learners is based on tasks which concentrates on fluency and accuracy achievement in the oral performance.

2.7.1.Fluency

Oral fluency is one of the main goals that teachers seek to achieve in teaching the productive skill of speaking. They even consider it as one of the most important characteristics of the speaker performance. Hughes (2002) defined fluency as the ability to express oneself in an intelligible, reasonable and accurate way without any kind of hesitation, otherwise communication will lose its stream because listeners will lose their interest. (as cited in Mennaai 2013, p. 8). However, Ellis & Barkhuizen (2005) defined fluency as “ the production of a language in real time without undue pausing or hesitation” (p. 139). That is to say, in order to achieve fluency, learners need to keep the stream of speaking going on.

In order to achieve this goal, teachers then should train learners to use their own language freely to express their personal ideas and opinions

2.7.2.Accuracy

The majority of SL teachers nowadays give much emphasis on the term of ‘accuracy’ in their teaching process, because learners wish more to acquire fluency, however, they forget about being accurate. Skehan (1996) referred the term ‘ accuracy’ as “to how well the target language is produced in relation to the rule system of the target language.” (as cited in Ellis & Barkhuizen 2005, p. 139). Therefore, learners should focus mainly on the grammatical structure, vocabulary and pronunciation while

speaking.

2.7.2.1. Grammar

The grammar of speech is different from that of writing. Thornbury (2005) listed the following features of spoken grammar :

- Clause is the basic unit of construction.
- Clauses are usually added (co-ordinate).
- Head+ body+ tail construction.
- Direct speech favoured.
- A lot of ellipsis.
- Many question tags.
- Performance effects (hesitation, repeats, false starts, incompleteness, syntactic blends).

(Thornbury, 2005, p.21)

2.7.2.2. Vocabulary

Thornbury (2005) defined the term vocabulary as “ the lexical knowledge that a proficient speaker has access to” (p.24). In order to achieve accuracy in terms of vocabulary means to choose the appropriate word that are suitable to the context. However, Learners often use the same word or expression in different context which does not carry the same meaning. Thus, learners have to be able to use words and expressions accurately in accordance to the context.

2.7.2.3 Pronunciation

According to Thornbury (2005) "the lowest level of knowledge speaker draw on is the pronunciation" (p. 24) he added that, to achieve accuracy in the spoken English, learners need to be knowledgeable about its phonological rules. That is to say, they should be aware about the different sounds and their articulations. In addition to the stress, intonation, pitch...etc. All these components help them to speak the TL

effectively and for produce better performance (Thornbury, 2005, p. 24)

2.8.Oral Communicative Strategies

The most important part of learning a L2 in classrooms should be the acquisition of the oral communicative competence, i.e. the ability to speak appropriately and effectively. However, learners may face difficulties. So, the best way to overcome these problems of communication is through using ‘communicative strategies’. Ellis and Barkhuizen (2005) defined communicative strategies as “Speakers-oriented; that is they are used by learners to compensate for lack of L2 knowledge or their inability to access the L2 knowledge they have.” (p. 170). Hence, these strategies help the learners during their oral communication to avoid appearing as less competent or even as hopeless speakers, it is also to save themselves the trouble of embarrassing themselves in front of the audience. Another definition to this term was given by Hughes (2002) in which he considered it as the ability of the learners to keep a conversation going and negotiate interaction in an effective way. Such strategies are highly needed where there are problems of expression and communication (as cited in Kouicem 2010, p. 34).

Bygate (1987) classified communicative strategies in two main types. First, achievement strategies which include: guessing strategies, paraphrase strategies and cooperative strategies. Second, reduction strategies which involve avoidance strategies (as cited in Kouicem 2010, p.34).

2.8.1. Achievement Strategies

EFL learners use such strategies when they try to find a way to convey their messages without losing or changing them. Achievement strategies involve the following sub strategies (Kouicem 2010 p.34).

2.8.1.1. Guessing Strategies

There are different types of guessing strategies the speaker might use. He can

foreignize his L1 word and pronounce it as it belongs to the TL like a Frenchman who is speaking English and who uses the word ‘manoeuvre’ as it is an English word. The speaker might as well use a word from his L1 without changing it and expect the audience will understand them. For example, an English speaker says “il y a deux candles sur la cheminée”. The learner then creates a new TL word on the basis of his knowledge of the language (Kouicem 2010, p.35).

2.8.1.2. Paraphrase Strategies

The learner tends to look for an alternative to the word or the expression that the speaker desires to say in the TL. He may use a synonym or a more general word; this is called a ‘lexical substitution strategy’. Or he can explain what he is intending to say by making some sort of sentences to express his meaning, this is also called ‘circumlocution’. For example, a mixing of beige and brown: light brown... (Kouicem 2010 ,p.35).

2.8.1.3. Co-operative Strategies

These kind of strategies are used when the speaker gets help from others. He may ask for the word by saying it in his MT and the others help him to find it in the TL, or even through indicating the object that he means (Kouicem 2010, p.35).

2.8.2. Reduction Strategies

Learners reduce their communicative objectives through avoiding participating in the discussion or giving up a specific message. Reduction strategies are further subdivided into sub-strategies which are subsequently portrayed (Kouicem 2010, p.36).

2.8.2.1. Avoidance Strategies

The learners most of the time use the avoidance strategy to avoid different kinds of trouble they can have. They might seek to avoid some particular sound sequence, for example, ‘th’ in English. Moreover, Some learners want to avoid the conditional in

English, and others desire to avoid words due to their ignorance to the gender or maybe because they are unsure about them. By using this kind of strategies, the learners may sacrifice part of their intended meaning. Furthermore, because of the learners' lack of vocabulary, they tend to keep silent and avoid expressing their opinions (Kouicem 2010, p.36).

Nevertheless, Lewis (2011) stated that some EFL learners favour using achievement strategies because they rather sound fluent than accurate, while others favour using reduction strategies because they rather sound accurate than fluent. However, using avoidance strategies could lead to interlanguage fossilization (p.48)

2.9.Types of Speaking

Nunan (1991) stated that there are two types of oral language; monologue and dialogue (as cited in Brown, 2001, p. 251).

2.9.1.Monologue

According to Brown (2001), monologue is the speech where one speaker uses spoken language for any length of time, such as in speeches, lectures, readings and news broadcasts, then the listener has to process the information without interruption and the speech goes on whether or not the listener understands what the speaker means. Monologue are divided into planned and unplanned monologues, planned monologue like speeches and other prewritten material usually manifest little redundancy and are therefore difficult to understand, whereas unplanned monologue such as spontaneous lectures, long stories in conversations exhibit more redundancy in order to ease understanding (p.251).

2.9.2.Dialogue

Dialogue is different from monologue, Brown(2001) said that dialogue is the speech that involves two or more speakers and can be subdivided into these exchanges '**interpersonal**' in order to convey propositional or factual information and

‘transactional’ in which participants may have a good deal of shared knowledge.

Hence, the interlocutors who are familiar with each other produce conversations with more assumptions, implications, and other meanings hidden among the lines, whereas in the conversation whose participants are unfamiliar with each other, meanings should be made more explicit to ensure effective understanding (p.251).

2.10. Teachers’ Role during the Speaking Tasks

Teachers have many responsibilities to do in the classroom during students’ speaking activities in order to encourage them to speak fluently and express their ideas correctly Harmer (2007) stated the following roles of the teacher while teaching the speaking skill.

2.10.1. Prompter

Sometimes students may lose the fluency of speaking or they might lose the ability to think about what to say or they might not have ideas to carry on their speech. Hence, the teacher should either leave his students to fix this situations by their own, or he may help them by offering discrete suggestions without interrupting the discussion or making students out of role (Harmer, 2007, pp.275-276).

2.10.2. Participant

The teacher should create enthusiasm atmosphere in the classroom when he asks his learners to do a speaking task. Sometimes, he should participate in the task to continue students’ involvement, but this participation can be in limited levels. Thus if the teacher participate from time to time, his learners attention lights on him in order to get what he wants or he provide them (Harmer, 2007, pp.275-276).

2.10.3. Feedback Provider

In providing feedback, teachers should give the appropriate feedback in particular situations. Thus, Harmer (2007) stated that “over correction may inhibit them and take the communicativeness out of the activity”. He meant that if the teacher increases his error correction in most time, the feedback is obtained negatively, in

addition he mentioned that the feedback can be positive if the correction is done through a smooth and helpful form, Which may get students out of the difficult of misunderstanding and hesitations (Harmer, 2007, p.276).

2.11.Classroom Oral Activities

Oral activities are considered as a part of classroom practice; the teacher should present these different types of activities to his students to give them a chance to express their thoughts and speak fluently. The aim of these activities is to encourage students to perform their TL, break the silence and use the language they can use, correct or not, and selectively address errors. The most widely used activities in classroom are:

2.11.1.Story-Telling

One of the helpful activities that lead learners to produce the language is story telling. Thornbury (2008) defined story telling as follows: “story telling is a universal function of language and one of the main ingredients of casual conversation” (p.95). In addition he affirmed that narration is one of the classroom means of practicing speaking, it is aimed to give learners chances or more time to recount folk tales, or amusing, or dramatic incidents depending on series of pictures.

Harmer (2007) stated that “we can encourage students to retell stories which they have read in their books or found in newspapers or on the internet” (p. 129). Story telling can be done through asking learners to summarize briefly a tale or story they heard or read before to their classmate. Harmer (2007) supported this view by declaring that “such retelling is avaluable way of provoking the activation of previously learnt or acquired language” (p. 130). Thornbury (2008) mentioned four forms of this kind of activities.

2.11.1.1.Guess the Lie

In this activity, learners should tell three short personal stories to each other; two stories are true and the third one is untrue. listeners decide which among the three stories is true or untrue through giving guesses with justification. They can ask for

calcification after hearing the stories (Thornbury, 2008, p. 96).

2.11.1.2.Insert the Word

In this activity, students are given cards in which an unusual word or expression has been written, but they should keep them as a secret. Then, each student tells the others an anecdote that involves the secret items, and the others guess the secret word or expression (Thornbury, 2008, p. 96).

2.11.1.3.Chain Story

In this activity, learners work in groups and each learner has a part of story; they take turns to tell the story in which the teacher addresses signals to other participants to contribute and take parts in story (Thornbury, 2008, p. 96).

2.11.1.4.Party Jokes

Firstly, learners rehearse a joke that has a narrative element, but they should be taught some joke framing. Then they simulate a joke and exchange jokes in pairs or groups of three. By the end the class chooses the best joke (Thornbury, 2008, p. 96).

2.11.2.Discussion and Debate

Shrouf (n.d) stated that through this type of activities, learners may aim to arrive at a conclusion, share ideas about an event or find solutions in their discussion groups. In this discussion, the teacher forms groups of students and provide controversial sentences then each group works on their topic for given time period and presents their opinions to the class. In addition the speaking should be equally divided among group members. (para.1)

According to Harmer (2001) clarified the “buzz group” as it is a way for learners to have chance for quick discussion in small group before speaking in public in order to think of ideas and the appropriate language to express them before asking to speak in front of the whole class (p. 272).

Additionally, Thornbury (2008) stated that the best discussion in the classroom can be spontaneously and can result either from reporting something personal, or from a

topic or a text in the course book that creates a debate (p. 102). He mentioned different formats of discussion.

2.11.2.1. Discussion Cards (Flash Cards)

The teacher prepares a set of cards which include a statement related to the preselected topic, then he gives each group of students a card, one of them reads it about and they discuss it for a period of time before passing to the next card if they are not interested in some statements, they can move on to next one. In addition, each group should summarize the main ideas that are raised during their discussion. By the end, these summaries can be used for the discussion in the whole class (Thornbury, 2008, p. 102).

2.11.2.2. Worm-up Discussion

Before introducing a new topic or preparing learners to read or listen to a text, the teacher sets a few questions for pair or group discussion in order to get general knowledge about the topic, then he can present the learners responses to the whole class (Thornbury, 2008, p.103).

2.11.2.3. Balloon Debate

Group of learners try to represent famous people in history, famous living people, or people in different professions. Moreover, they give opinions or agreement about why they should be saved and the other should be sacrificed. It can be done in pairs, and then they stage the debate (Thornbury, 2008, p. 103).

2.11.2.4. Pyramid (or consensus) Debate

This kind of activity can be done in pairs to reach a decision or a consensus on an idea, then this pair tries to convince the other pairs in order to form group of four and so on, until the whole class agrees on consensus. It is the suitable format for ranking, division, or imaginative situations (Thornbury, 2008, p. 103).

2.11.2.5. Panel Discussion

This kind of discussion takes the format of television debate in which learners

represent various topics under the guidance of a chair person while the other learners are audience. The latter can ask questions and the panelists state their own opinion. It works better if the discussion format is of a role play type in which each participant has a clearly defined role. Learners should be provided by repertoire of expressions for voicing their strange opinions (Thornbury, 2008, p. 104).

2.11.3.Information Gap Activities

According to Harmer (1998), the information gap activity is: “where two speakers have different bits of information and they can only complete the whole picture by sharing that information”. Moreover, he declared that there is a ‘gap’ between learners since they have different information (p.129). The aim of this type of activities is to get learners exchange information.

from his part Shrouf (n.d) information gap activities serve many purposes such as solving a problem or collecting information. Also, each partner plays an important role because the task cannot be completed if the partners do not provide the information the others need. These activities are effective because everybody has the opportunity to talk extensively in the TL. (para 5)

2.11.4.Role Play and Simulation

They are ones of the most common communicative activities which are used in classroom language. Harmer (2001) defined role play activity as a type in which the learners act accordingly to the certain situation, and it gives learners opportunities to practice a play and engage the classroom (p. 274). Learners simulate a real life situation as if they act as a character in different situations. So, Role plays and simulations are aimed to encourage EFL learners’ oral performance, and to train students for specific situations of language by giving phrases or expressions. Role play activities can be done as open-ended in which learners give their opinions, and then they have reached the consensus in order to get effective role play. Role plays and simulations have a great benefit; they are funny and motivating, in addition, they make hesitating learners more

forthright in their opinions and behaviors and they equip learners by a wide range of language (Harmer, 2001, p. 275).

Role plays are very similar to simulations but what makes simulations different than role plays is that they are more elaborate. As Thornbury (2004) stated, in role play, learners are given some information about their roles that are often printed on 'role cards'. On the other hand simulation is a 'large-scale role play', role cards are used but there is often a lot of printed and recorded back ground information (p. 159). Thus, in simulations, students can bring items to the class to create a realistic environment. For instance, if a student is acting as a singer, she or he brings a microphone to sing and so on. Harmer (2001) stated that Role play and simulation increase the self-confidence of hesitant students, because in role play and simulation activities, they will have a different role and do not have to speak for themselves, which means they do not have to take the same responsibility (p. 275).

Conclusion

Concerning this chapter entitled as 'oral performance' , it discussed the differences between learners L1 and L2, and differentiated between the spoken language and the written one in terms to grammar. It also managed to tackle the difficulties of speaking which can be classified in four types, in addition to speaking aspects which can be of three aspects. Moreover, it tackled the speaking elements which can be classified into two main elements. As it also unveiled the speaking characteristics which can be divided into two major characteristics. It also reveals the communication strategies which EFL learners tend to employ during their oral production, they can be of two major types. Further, the current chapter exposed teacher's role in the classroom to enhance their oral production as it, as well, listed a number of rich and useful activities in oral expression classes to improve the oral production.

Chapter Three : Research Methodology and Data Analysis

Introduction

In this chapter we discuss in depth the methods used in conducting this piece of research in hand. Hence, chapter three provides a full insight about the adapted mixed research method. The latter comprises both qualitative and quantitative data collection. Furthermore, in this chapter; which is practical in nature, an error analysis to EFL oral performance is conducted. The adapted error analysis on which we relied is based on Dulay et al surface taxonomy strategy in which all grammar errors are classified according to their types and categories, and then analyzed to know their causes and finally evaluated. Yet, and so as to get qualitative data, an interview that is conducted with oral expression teachers to know about their attitudes about grammar errors in EFL learners speaking performance.

3.1Method

This research in hand is based on both qualitative and quantitative research tools, that is to say, it relies on the mixed research method. The latter involves collecting and analyzing qualitative and quantitative data.

The mixed research method involves collecting multiple forms of data from the beginning of the study; in which qualitative and quantitative data are complementary in content in favour of increasing understanding of phenomena in the field, validating or verifying results through various forms of triangulation . In addition to increasing interpretability, meaningfulness, and validity of constructs and inquiry results.

(Schensul, Schensul, Le Compte, 2013, pp. 156-157)

The qualitative research is an approach to study social phenomena; by which the researcher explores the complexity of participants' world. Moreover, it is fundamentally interpretive because it relies on describing, analyzing, and interpreting the collected data. (Rossman, and Fallis, 2012, pp.6,9) . Whereas, the quantitative research is tightly controlled through statistical analysis, the former transforms observation into numbers

to be quantified. In other terms, it attempts to interpret the collected data into numbers to be analyzed later. (Bernard,2006, p,550)

Since the research in hand attempts to investigate, describe, and analyze the types of grammar errors that participants do make while performing orally, both of the qualitative and the quantitative data research method are used. The former is implemented since the errors are quantified all along their classification. However, for the qualitative data collection is relied on since we attempt to unveil issues in relation to grammar errors and oral performance throughout involving teachers of oral expression in conducting interviews to express their perspective about the issues under investigation.

3.2.Setting

The piece of research in hand is carried out at the English language department of Mohamed Seddik Ben Yahia University-Jijel. We started to attend oral expression sessions on February 18th to April 29th ,2018, as a whole, we attended ten session of O.E, the duration of each session is one hour and a half.

3.3.Participants

The present piece of research sheds light on the grammar errors that EFL learners make while performing orally. To do so, and to conduct the study; (150) out of (270) of 3rd year students at the English language department of Mohamed Seddik Ben Yahia were involved in the current study. Moreover, 4 teachers of oral expression at the same department were involved in the process of collecting the data needed for the current study.

3.4.Means of Research

To conduct this research, we relied on an Error Analysis. The latter requires collecting data as the 1st step to obtain the findings. In the present research case, we relied on classroom observation via the use of a checklist, through which we observed EFL learners while performing orally, recorded them and took notes simultaneously.

We also relied on the checklist that was derived from Dulay , et al (1982) surface strategy taxonomy to facilitate the process of classifying data in accordance to its error type and linguistic category as well. On the other hand, we depended on having an interview conducted with oral expression teachers. So as to collect the data needed for the analysis of the present study, we have relied on the subsequent means of research.

3.4.1. Classroom Observation Via Checklist and Error Analysis

Observation is one of the means that can be used in order to conduct a research. It enables the researcher to get data in a direct way as the participant acts in life situations. That is to say, the researcher is given the opportunity to be exposed to participants as they behave freely and spontaneously. So as to get access to their personal knowledge and opinion. Furthermore, collecting data is less predictable and more spontaneous than other forms, e.g. a questionnaire or a test (Cohen, Manion, Morrison, 2005, p. 305). Hence, in observing the participants speaking in Oral Expression class, the data were recorded in order to facilitate the process of retrieving and analysing them later. Furthermore, a checklist can be used as a reminder of the kinds of data that a researcher wants to collect to conduct his research (Bernard, 2006, p. 401, 402).

3.4.2. The Interview

Another way to collect data is to interview people by which the researcher (interviewer) asks a number of questions and expects the interviewee to answer them. The researcher relies on an interview in order to examine the participants attitudes, opinions, and expectations, to see the interviewee in his own image, besides he seeks answers to support his work (Cohen, Manion, Morrison, 2005, p. 121). Furthermore, Silverman (1993) added that interviews in qualitative research are used in order to gather facts, elicit reasons and explanations (as cited in Cohen, Manion, Morrison, 2005, p. 146). Hence, since we attempt to elicit information and attitudinal facts from Oral Expression module teachers, we interviewed four teachers so as to have a comprehensive idea about what goes on between them and their students during these

sessions, and the way they deal with their learners' grammatical mistakes.

3.5.Data analysis

For getting clear insight about the grammar errors that are mostly committed by 3rd year English language students at Mohamed Seddik Ben Yahya university, an error analysis method is used in processing the data. To analyze the data via error analysis, we adopted Ellis (1994, p. 48) four suggested steps as they are explained in the following table:

Table1. *Data processing procedures*

No	Steps	Details
1	The collection of error sample	Attending oral expression classes and recording students' presentations. Then identifying the data which were obtained according to the types of errors
2	Error classification	Classifying the errors regarding their categories, including the detailed types.
3	Error explanation and interpretation	Giving explanation and interpretation of errors based on their types along with their reconstruction as well as interpretation of the cause of errors.
4	Error evaluation	The last step is to evaluate the causes and predict the area of difficulties which potentially brought some errors on the basis of frequency.

3.5.1.Error Analysis

To present the description of the data obtained, the latter were turned from recordings into script first. The Third year students at the English language Department of Mohamed seddik ben yahia university were recorded during their presentations to highlight their grammar errors. They were provided with a variety of activities to accomplish in the oral expression course; such as presentations, discussions, role plays, flash cards. They were divided into small groups and worked together. Time allotted was 45 minute to each group to perform orally in classroom.

3.5.1.1. Error Collection

In what follows, a table summarizing all the committed errors within the ten attended sessions is inserted subsequently based on type of error, number of errors and percentage of errors committed by the students

Table 2. *Types of errors made by EFL students in speaking*

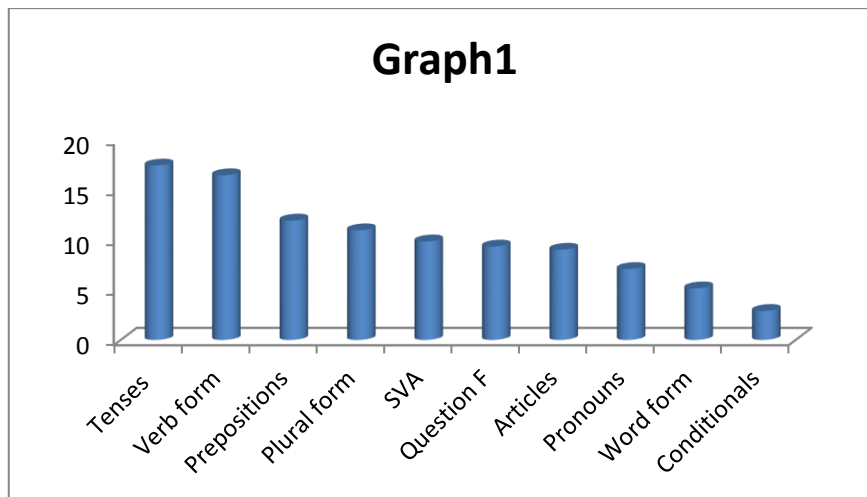
No	Types of errors	F	%	Examples of students' sentences
1	Articles	28	9.03	The life is hard
2	Tenses	54	17.42	The old man wanted the fish and he get it
3	Verb form	51	16.45	the clinic offer
4	pronouns	22	7.10	The women which work
5	Question form	29	9.35	Where I can find....?
6	Prepositions	37	11.94	Put it in the table
7	Plural form	34	10.97	Some societies are governed by females leaders
9	SVA	30	9.68	Either my father or my mother are coming today
10	Word form	16	5.16	My marriage is tomorrow
11	conditionals	9	2.90	If I studied, I will succeed
	Total	310	100	

Note: SVA subject verb agreement

The table above shows the frequency of errors made by students in the oral interaction, based on linguistic description of the errors. Out of the total of 310 errors, the most frequent are tenses (54 errors) and verb form (51 errors). It is then followed by prepositions (37 errors) and plural form (34 errors), on the third and fourth position are Subject verb agreement (30 errors) and question form (29 errors) followed by articles (28 errors) and pronouns with (22 errors). Then it comes word form with (16 errors). The number of errors is relatively small with reference to conditionals with (9 errors).

The error analysis revealed that the highest frequency is the use of tenses errors among the categories of grammatical errors (54 instances or 17,42% of 310 errors). The involved students have major problems with the correct use of tenses; basically they cannot distinguish between the present simple and past simple and usually use the infinitive form inappropriately.

The percentage of errors committed by students are displayed in the subsequent graph

Graph01. *The percentage of errors made by EFL students in speaking*

3.5.1.2. Error Classification

The second step that is suggested by Ellis (1994) and that should be adopted after the collection the errors sample in an error analysis is error classification. Yet, the one that is followed in the current study is based on *surface taxonomy strategy* as proposed by Dulay et. al (1982). The latter proposed that errors should be classified into omission, addition, misinformation, misordering.

In classifying errors as suggested by Dulayet. al (1982), the different types of errors are displayed in the subsequent table:

Table3. *The classification of errors based on their types*

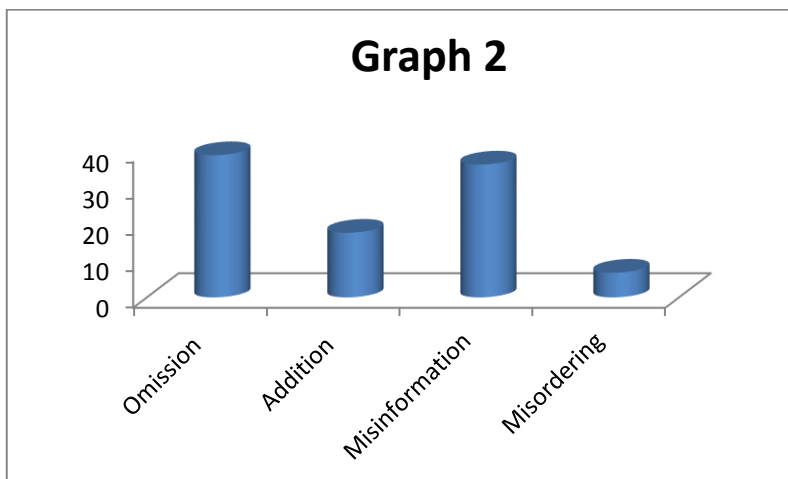
Types of errors	Omission	Addition	Misinformation	Misordering	Total
Tenses	21	0	33	0	54
Verb form	27	13	4	7	51
Prepositions	7	13	17	0	37
Plural form	9	18	7	0	34
SVA	14	0	16	0	30
Question F	13	0	4	12	29
Articles	17	6	5	0	28
Pronouns	7	2	13	0	22
Word form	6	3	7	0	16
conditionals	0	0	7	2	9
Total	121	55	113	21	310
%	39.03%	17.74%	36.46%	6.77%	100

Table4. *The classification of errors and their percentages*

Classification	Frequency	Percentage
Omission	121	39.03%
Addition	55	17.74%
Misinformation	113	36.46%
Misordering	21	6.77%
Total	310	100

According to the analysis of the errors, 310 grammatical errors were found. Hence, errors of omission was the most dominant type of the committed errors (frequency = 121 or 39.03%), followed by misinformation (frequency = 113 or 36.46%), addition (frequency = 55 or 17.74) and misordering (frequency = 21 or 6.77%).

The result are shown in the following graph :

Graph2. *The classification of errors and their percentage*

3.5.1.3. Error Explanation and Interpretation

After classifying the types of grammar errors that are committed by students, we move on to the third step that is proposed by Ellis (1994) in data analysis which is error explanation and interpretation.

The errors were classified into four types omission, addition, misinformation and misordering. Each type includes several grammar categories of errors which are; articles, tenses, verb form, pronouns, question form, preposition, plural form, SVA,

word form and conditionals.

After analyzing the data, it was found that tenses displayed the highest frequency errors compared to the other categories. In the analysis, we categorized the tense errors into the use of wrong tenses and the wrong construction of the tenses. In this study (54 instances or 17.42%) tense errors were identified and recorded during the oral performance of learners. The error of tenses generally refers to the misinformation and omission type. There are (23 instances) errors of misinformation and (21 instances) errors of omission. In which the students mixed up the use of the present tense, past tense, and future tense or occurred in various contexts but, a common type of tense error is using the base form of the verb in place of:

Error	Suggested Correction
eg1. Omission; I <u>had ask</u> her	I <u>had asked</u> her
eg2. Omission; I'm not <u>talk</u> to you	I'm not <u>talking</u> to you
eg3. Misinformation; The old man wanted the fish and he <u>get</u> it	The old man wanted The fish and he <u>got</u> it

In the previous examples, the tenses are wrongly constructed. In the two first examples, the past participle tense and present continuous are incorrect. The student omitted the past participle inflection (-ed) and present continuous inflection (-ing). Another example in the wrong use of tenses as in example 3, the student used the present tense in place of past tense. Here, the student did not change the verb (to get) into past form while the event happened in the past. Since the first verb (to want) in the past the second verb should be in the past as well. The students also failed at giving the past tense of regular and irregular verbs and other times they tended to use infinitive verbs in their speech instead of the past form as in;

Error	Suggested Correction
eg4. Omission: I <u>prepare</u> a soup for you	I <u>prepared</u> a soup for you
eg5. Misinformation: I <u>make</u> a mistake	I <u>made</u> a mistake

eg6. Misinformation: I give her a gift

I gave her a gift

The fourth sentence (eg4) is erroneous as the student missed the suffix –ed, he used present form instead of the past one. The formation of the verb ‘prepare’ was not changed into past tense, ‘prepared’. The findings shows that such errors were the biggest problem that the students encountered in their oral performance. According to Dulay. al (1982), missing the past tense marker is kind of intra-lingual error. Moreover, in both examples (eg5) and (eg6), the students used the present tense instead of the past while he should change the verb ‘make’ into ‘made’ and ‘give’ to ‘gave’ as long as he was talking about the past. Present perfect also took a place in students’ grammar error. Most of the errors in present perfect tense are the misinformation of have, which is replaced by had resulting in past perfect used in the context showing relation to the present time as seen in;

Error

Suggested Correction

Eg7. Misinformation; I had lost my job

I have lost my job

in this example (eg7), the student used the past perfect while the correct tense is the present perfect since the expression is unspecific in time. This kind of errors is caused by students’ incomplete application of tenses.

The second highest category of grammar errors that are committed by the involved EFL learners is about the use of verb form. (51 or 16.45%) verb form errors were found in this analysis, there are (27 instances) errors of omission and (13 instances) of addition, (7 instances) of misordering and (4 instances) of misinformation. Examples are given below:

Error

Suggested Correction

eg.8 Omission: They* only two

They were only two

eg.9 Omission The table* set by him

The table is set by him

eg.10 Misinformation: she have been working

she has been working

eg. 11 Misordering: where I can find?

Where can I find ?

The omission and addition errors are mainly related to the use of the auxiliary be. The omission of the auxiliary 'be' which functions as the main verb in affirmative statements makes the utterance ungrammatical in English. Some involved students tend to omit the auxiliary 'be' in both nominal (eg.8)and verbal sentences (eg.9). In the example (eg8), the student dropped out the auxiliary 'be' which is necessary to indicate a correct sentence. Similarly, in the verbal sentence (eg9), the student also omitted auxiliary 'be' which indicate a passive voice. Moreover, the student also missed the auxiliary 'do'. In fact, another major grammar deficiency that the target language students are faced with is the misuse of the auxiliary 'do'. Many students omitted this auxiliary in the interrogative sentences, such as;

Error	Suggested Correction
Eg12. Omission: What* you want?	What <u>do</u> you want?

While analyzing learners' errors we noticed that many of them tend to add verb in a wrong ways. It was displayed in the following sentence:

Error	Suggested Correction
eg13. I'm agree with you	I agree with you

in the above example (eg13), the student put two verbs in her sentence, while there should be only one verb in a sentence. A similar effect is brought about by the addition of inappropriate forms of the auxiliary 'be'.

Error	Suggested Correction
eg.14 Addition: I was* became a famous doctor	I <u>became</u> a famous doctor

Actually, the auxiliary is also used in a verbal sentence, but it is only used in passive voice. Meanwhile, the example above (eg14) is an active voice. It means that the auxiliary 'be' should be omitted as it causes a grammar error. Thus, the cause of these errors is the incomplete application of grammar rules.

The third highest category of grammar errors committed by learners is prepositions. Errors in prepositions consist of three types: misinformation of

prepositions, Addition of prepositions and omission of prepositions. The results indicate that the students are uncertain of the correct usage of prepositions. There were (37 instances) or (11.94) out of 310 errors, (17 instances) of misinformation, (13 instances) of addition and (7 instances) of omission. According to Tetreault and Chodorow (2008), the difficulty in mastering prepositions “seems to be due to the great variety of linguistic functions that they serve” and choices which need to be made depending on the intention of the writer (as cited in Mahadhin, 2010, p. 58). In English, there are many prepositions which have difference functions. Therefore, an EFL learner should pay attention to the use of prepositions. However, some students who were involved in the study omitted some prepositions in their utterances. In some cases unnecessary prepositions were added then in constructed sentences, such as the addition of preposition “at” in the sentence. Moreover, the students failed also at using an appropriate preposition in some contexts, as illustrated in the following examples;

Error	Suggested Correction
eg15. Omission: to go* Algeria	to go <u>to</u> Algeria
eg16. Omission: The office where I work*	the office where I work <u>in</u>
eg17. Addition: I must <u>to</u> call him	I <u>must call</u> him
eg18. Misinformation; put it <u>in</u> the table	put it <u>on</u> the table

In the examples above (eg15 and eg16), the preposition required in the context is not present. However, when referring to a destination, the appropriate form of preposition must be selected right before mentioning the destination. In the example (eg17), the student added an unnecessary preposition ‘to’, while there is no need to it before a verb since there is a modal verb ‘must’. Whereas in the example (eg18), the student chose an inappropriate preposition ‘in’ while it must be ‘on’. The examples of errors above give insight description that the students are lacking of knowledge about the use of English preposition correctly and tend to over-generalize the use of prepositions. Thus, the cause behind these kind of errors is ‘overgeneralization’

The fourth category of the grammar errors committed by EFL learners is the plural form misused. The findings reveal that errors in using the correct plural form of nouns are also found, to some extent, in the oral interactions of the students. Out of 310 errors, there are (34 instances) or (10.97%). It was found that the plural form is sometimes misused by some involved participants. The majority are addition errors (18 instances) in which they add ‘-s’ where should not be, and omission (9 instances) in which the ‘s’ marking of plurality is left out, with fewer errors of misinformation (7 instances) such in the following examples;

Error	Suggested Correction
eg19. Omission: all <u>doctor</u> help here	all <u>doctors</u> help here
eg20. Addition: some societies are governed by <u>females</u> leaders	some societies are governed by female <u>leaders</u>
eg21. Misinformation: she gave me <u>advices</u>	she gave me <u>piece of advice</u>

In the two first examples, the student used the ‘s’ marking inappropriately and randomly. In example (eg19), he omitted the ‘s’ of the plural noun while he was talking about the plural using ‘all’ that means the word doctor should be in plural. In example (eg20), the student added the ‘-s’ marking since the noun ‘leaders’ the student added unnecessary the plural ‘s’ to the adjective. Whereas in example (eg21), the learner used the word ‘advices’ which incorrect in English since the word is an uncountable noun and has no plural form. What to do is the use of the word ‘piece’ which allows ‘-s’ at the end. This category is due to the ignorance of rule restrictions, in which the students apply the rules to context where they do not.

The fifth category of learners’ grammatical errors in this study is related to SVA. The latter identified in the oral interaction data are (30 errors or 9.68% of 310 errors). The type of SVA errors are misinformation (16 instances) and omission (14 instances). With reference to SVA, we noticed that most of the output production is characterized by the use of the base form of the verb in spite of the singular subject and

the omission of the final 's' from the verb in third person singular in the present tense such in;

Error	Suggested Correction
eg22. Omission: she know* what she is doing	She <u>knows</u> what she is doing
Omission: the clinic offer* help	the clinic <u>offers</u> help
eg23. Misinformation: people <u>was</u> looking at us	people <u>were</u> looking at us

In the two first example final "s" is omitted from the verb in the third person singular in the present tense. Here, the student tended to use the base form of verb in spite of the singular subject. On other occasions, some students used a singular verb with a plural subject, as in the example (22). However, the sentence is grammatically incorrect because the subject and verb of a sentence must agree with one another in number whether they are singular or plural. It seems possible that these errors are due to ignorance of rule restrictions because the students built their own assumption about the TL in constructing sentences.

For a clear explanation, in the identification of tense errors, SVA and verb form, we relied on these guideline in our analysis. If the activity described is that of a third person in the present, as in 'the clinic* offer', the error is classified as a subject-verb agreement error rather than a tense error. If a main verb of auxiliary verb is omitted from an utterance as in 'it* also good for you' the error is classified as a verb form error. In the current data analysis, we categorized the tense errors into the use of wrong tenses and the wrong construction of the tenses.

The following category of learners' grammatical errors that is committed by the involved students in this study is question form. Out of (310 errors) students tend to formulate (29 or 9.35%) wrong questions. The analysis revealed that the main types of question errors are omission of auxiliary verb (13 instances), misordering (12 instances) and misinformation (4 instances). Illustrated as follows:

Error	Suggested Correction
Eg24. Omission: what* you want?	What <u>do</u> you want?
eg25. Misordering: where <u>I can</u> find?	Where can I find?
eg26. Misinformation: <u>are you</u> talk to me?	are you talking to me?

These are utterances with the structure of affirmative statements said with a questioning intonation. These utterances are categorized as misordering of elements in the conducted error analysis as the structure is not that of a question, and partly to show the frequent appearance of such occurrences in spoken English. Another feature deserving attention is the omission of the auxiliary verb from questions(eg.24) when the student omitted the necessary ‘do’ which makes the sentence seems as affirmative sentence rather than a question. Although the omission of the auxiliary verb from questions is frequent among the less proficient students in this study and may be a common feature of their spoken English, we would maintain this as a type of question error because the ungrammaticality of the utterances is obvious. In the example (eg26), the student used the auxiliary ‘be’ instead of ‘do’. Since the verb ‘talk’ in present simple not present continuous, the correct sentence should be ‘do you talk to me?’ or if the student meant the present continuous, the sentence should be ‘are you talking to me?’. This category might be caused by the mother tongue use and similarity between L1 and TL in constructing question form.

The following category of grammar errors is articles. Articles rank after question form among the grammatical errors made by the students in their role plays in the oral communication course. Out of 310 errors, there are (28 or 9.03%) errors of articles. The students either added articles unnecessarily (6 instances) or omitted them when they should be used (17 instances), there are fewer instances of misinformation errors but there are no instances of misordering errors.

In interpreting and analyzing the data, we noticed that articles (the definite and the indefinite ones are omitted. The definite article refers to the specific nouns and

noun that has been said previously while the indefinite article is used to general nouns and nouns that have been said in a prior time. To illustrate, some examples are given below:

Error	Suggested Correction
eg27. Omission: I have got *job	I have got <u>a</u> job
eg28. Addition: <u>The</u> life is hard	Life is hard
eg29. Misinformation: I saw her in <u>a</u> company	I saw her in <u>the</u> company

The findings showed that many students omitted articles in their speech as in the example (eg27). Here, the student dropped out the indefinite article that should be used before 'job' since the latter necessitates the use of an article (a singular countable unknown noun). Example (28), the student added the article 'the' which its appearance is unnecessary due to the fact that the initial word is a world noun. In the sentence (eg29) the student should use the article 'the' because he had previously mentioned the company in a prior time (a noun that is mentioned for the second time becomes definite). These errors are considered as incomplete application of rules as well as overgeneralization in case they add the unnecessary articles.

The following category of grammar errors that are made by EFL learners in the ten attended role plays in the OE module session is pronouns. Pronoun errors account for (22 errors or 7.10%), errors in pronouns fall into three types, substitution of relatives pronoun with (13 instances), omission of relative pronoun (7 instances) and addition of subject pronoun (2 instances). The pronoun errors involve certain types of pronouns:

Error	Suggested Correction
Eg30. Misinformation; He thinks only about <u>his</u> self	He thinks only about <u>himself</u>
Eg31. Misinformation; The woman <u>which</u> work	The woman <u>who</u> work
Eg32. Addition; Do you know <u>that</u> how to solve this problem?	Do you know how to solve this problem?
Eg33. Omission; all women* are working busy	all women who are working

all the time

are busy all the time

in English, there are four types of pronouns (personal, reflexive, relative, and possessive pronouns such in the previous examples. These four types are also listed among the most common errors made by EFL learners who are involved in the present study especially the incorrect use of reflexive and relative pronouns. The sentence (eg30) is grammatically incorrect, when we refer to a person, we use reflexive pronoun ‘himself’ not ‘his self’. In the example (eg31), the student used the incorrect relative pronoun ‘which’ instead of the intended one. The use of ‘which’ in the construction is incorrect as it refers to a human referent which requires the relative pronoun ‘who’. The example (eg32) occurs via the addition of unnecessary pronoun that is used in a relative clause, thus, it is appropriate to omit it because it is not necessary. While in sentence (eg33), the relative pronoun functioning as subject in a relative clause is omitted that make the sentence incoherent and misunderstood. Examining the types of pronoun errors, it can be pointed out that all the errors are mostly related to the use of relative clauses, particularly in the use of relative pronouns, being deleted, added or substituted. This category is caused by false concept hypothesis.

Another category in grammar errors is word form with (16 errors or 5.16%). There are (7 instances) of misinformation, (6 instances) of omission and (3 instances) of addition. Errors of word form include incorrect use of noun, adjective, verb and adverb forms of the morpheme, as in the following examples;

Error	Suggested Correction
eg34. Misinformation: we live in <u>poor</u>	we live in <u>poverty</u>
eg35. Addition: ...avoid <u>problematic</u>	avoid <u>problems</u>
eg36. Omission: she is <u>success</u>	she is <u>successful</u>

In the previous examples, the students used the wrong form of noun and adjective. Using ‘poor’ instead of ‘poverty’ or using ‘problematic’ instead of ‘problems’ or using ‘success’ when the correct form is ‘successful’. The incorrect use of adjective

occurs in the sentence which involves the misinformation of adjective forming instead of using the noun (eg.34). in the example (eg35), the error occurs in adjective forming suffix instead of noun. Whereas in example (eg36), the student omitted the suffix ‘ful’ forming a noun instead of an forming an adjective ignoring the sentence order (subject + verb + adjective). This category might be caused by the L1, in which students are influenced by their mother tongue.

The other category is conditionals (9 instances or 2.90), the errors of conditions Are considered as not big problem because they were only the least, because students used the avoidance strategy due to the complexity of conditionals.

Error	Suggested Correction
Eg.37. misinformation: if I have studied, I will succeeded	if I have studied, I would have succeeded

In the previous example is about the misinformation of conditionals, the student failed at using the appropriate verb form to produce this sentence. These categories are due to the ignorance of the rules, the students built their own assumption about the TL in constructing the sentences.

3.5.1.4. Error Evaluation

Regarding the errors explanation and interpretation introduced previously, it seems clear now to realize what are the main causes and resources of errors that are produced by 3rd year EFL learners. The sources of errors in this study can be categorized in terms of *intralingual* and *interlingual* errors.

1. The intralingual errors: are shown in the use of overgeneralization, incomplete application of rules, ignorance of rule restrictions and false concept hypothesized. The examples of the errors were displayed below:

eg34. Overgeneralization:	she’s married <u>with</u> a rich man
eg35. Incomplete concept hypothesis:	I <u>ask</u> her about her husband
eg36. Ignorance of rules:	All <u>doctor</u> help here

eg37. False concept hypothesis: he thinks only about his self

1. Overgeneralization: is the major cause of learners' errors. Errors of generalization show that the students inability in forming the correct sentence. Difference of structure between English and mother tongue. The overgeneralization deals with overgeneralizing the verb inflections, the use of article and preposition, simple present and present progressive pattern, and agreement between subject and verb or auxiliary verb.
2. Incomplete application of rules: the second dominant type of errors belongs to incomplete application of rules. The existence of errors indicate incomplete grammatical structure which involve in the omission of be/ being, omission of do in interrogative sentence. The students seem like to ignore the situation of a sentence and eventually produce deviant structure as a result.
3. The ignorance of rules: The third common type of errors is due to their ignorance of rule. These errors are indicated by the existence of wrong verb after be/being and do/does, and violation of subject and verb agreement. This illustrates that the students apply the rules to context where they should not.
4. False concept hypothesis: The smallest number of errors are in term of false concept hypothesized. These errors are merely produced by students who fail to comprehend and distinguish the use between simple present and present progressive tense. It is due to faulty comprehension of distinction in the TL.

All along the analysis, we noticed that the students still lack knowledge about the rule of the TL in constructing sentences using present and past tense.

2. Interlingual Error

On the other hand, it was also found that errors can be caused by inter-lingual interference.

interlingual errors can be seen in forms of word-to-word translation and wrong words choice. The students were influenced by their L1 structure. However, it

collection, error classification, error explanation and interpretation and error evaluation). In the classification of errors, the analysis is based on the classification of surface strategy taxonomy that is proposed by Dulay et. al (1982). This data analysis involves describing types of grammatical error, which are frequently found in oral productions. It describes, as well, the most committed errors among the involved students. Last but not least, the data analysis adopted in this study shed light the source of these errors.

To sum up, based on the surface structure descriptions of grammatical errors identified in the oral interaction data, the results show that the frequent types of errors are omission and misinformation. Missing sentence constituents (articles, subject, auxiliary, pronouns, verb, suffix , preposition).The findings also show that the tenses, verb form and prepositions are the greatest difficulty to the involved students in this study, followed by plural and SVA. Question form and articles are also difficult grammar items for the participants in this study. The main features of question errors are omission of the auxiliary verb and misordering of elements in the question (using the affirmative structure as question). We also contend that the omission of the morphological marking of past tense and present tense (using the base form of the verb) may be an acceptable feature of speech. But we still maintain the omission of the plural “-s” ending as a sign of ungrammaticality rather than a feature of speech. However, the frequent misinformation errors for word form, subject-verb agreement and tense speak of the extent of students’ grammatical inaccuracy. Addition errors for articles and verb forms also point to these grammatical categories being difficult for the students. By comparison, errors in pronouns, questions and conditions are less frequent.

Conclusion

The study examined the grammatical errors in spoken English in the oral interactions among EFL learners in Mohamed saddik ben yahia university. Based on the surface structure description of Dulay et al., (1982), The result shows that the most dominant errors produced were in misinformation and omission. On the other hand, the smallest occurrences of errors were in addition and misordering. The sources of errors are divided into *intralingual* and *interlingual* errors where the *intralingual* errors or interference dominate the number of errors because the participants of this study were the students majoring in English. Therefore, they were not frequently influenced by their L1. Cause of errors made by the students are basically derived from the source itself; *intralingual* and *interlingual* , where each source consist of some causes.

3.5.2. The Analysis of The Teachers Interview

For the sake of enriching the sources of our data, we relied a semi-structured interview. The latter contained 10 questions. Through this interview, we attempted to gather information from the teachers of the speaking skill. In so doing, we expected to have a variety of findings about the issue under investigation throughout conducting an oral analysis and interviewing teachers of Oral Expression at the English language department of Mohamed Seddik Benyahia-Jijel. The analysis is expected to be more comprehensive and thorough; since teachers are, definitely, good sources of information about the different types of grammar errors that their students make, their sources, and the best ways they tend to use to correct them and help them decrease the likelihood of fossilizing their language.

The data at first, were recorded, then they were scripted in order to be analyzed and interpreted in depth. In what follows, the questions are addressed with, are along the generated answers are portrayed.

●**Question 01:** Do your students make grammar mistakes while speaking in class?

The four teachers responded with the same answer which is ‘ yes’ . However, teacher 04 extended the idea that English language learners commit a bunch of mistakes to a large extent, and gave much emphasis on grammar mistakes. While teacher 01 added that the grammar mistakes committed by students are not that crucial or terrible. She also tolerated the fact of making mistakes due to the spontaneity of their production during the oral classes, in addition to not paying attention to their utterances .

●**Question 02:** If yes, what are the most common grammar errors they commit while speaking?

In responding to this question; the four teachers shed light on tenses, since a lot of students misuse tenses. However, teacher 01 and 03 mentioned the omission of present simple 3rd pronoun singular –s while speaking. Whereas teacher 2 added mistaking the use of prepositions and shared the idea of the omission of articles with

teacher 03 and 04 as well. While teacher 03 added that most common errors students produce are plural form, gender and number correlation, conjugating irregular verbs, and producing verbs in past simple. Moreover, teacher 4 pointed out other mistakes such leaving out necessary parts in forming sentences which lead to misinformation, added to the fact of making utterances by using verbs and neglecting subjects, and vice versa. Furthermore, committing mistakes when it comes to subject verb agreement.

●**Question 03:** How do you react when they make grammar errors while interacting with the others?

Regarding this question, the four teachers have their own way of providing feedback in accordance to their experiences. For instance, teacher 01 stated that her reaction to the mistake depended on the mistake itself, and added that most of the time it was preferable to motivate students to correct themselves by trickily raising their attention towards their mistakes. Another point of view was given by teacher 02 is the fact that she considered that it was sufficient to her to see her students practising their language and that was what really matters to her, so there was no need to concentrate on every mistake, but rather to sometimes and not most of the time address them with feedback. On the other hand, teacher 03 stated that providing feedback should be delayed and addressed to the whole class when the mistake is repeated to a great extent. While teacher 04 argued that providing feedback should be right after finishing the performance or to simply reformulate the utterance, based on personal observation through which it was noticed that correcting mistakes on the spot will cut the stream of oral performance.

●**Question 04** Which type of feedback do you generally provide them with? (oral feedback, peer feedback, or written feedback)

Concerning this question, teacher 01 and 02 shared the same answer about providing oral feedback, written feedback by which teacher 2 stressed on spelling plural form, and relying on it in the correction of TD exam as well; added to peer feedback.

However, teacher 03 stated that addressing feedback does not require a particular type of feedback. Whereas teacher 04 stressed on providing feedback implicitly right after participants finish the production.

●**Question 05** When and how do you think providing feedback is helpful and effective to improve their oral performance?

three teachers 01,02, and 04 emphasized on postponing providing the corrective feedback arguing that addressing students with immediate correction may affect their students' motivation to interact and hinder their further participation, but teacher 03 shared her point of view that there was no harm to give the parole to classmates in order to do the job of correcting the mistake. While teacher 04 considered that choosing the perfect timing to correct mistakes depended on what the teacher was aiming at; in case he desired to develop his students accuracy and improve their grammar, then it must be provided as the mistake occurred in an explicit way.

●**Question 06** What kind of grammar errors do you intend to correct the most?

The answers to this question varied from one teacher to another. Teacher 02 has no particular type to stress on. i.e. whenever a mistake was detected, it must be corrected. However teacher 01, 03, and 04 gave much emphasis on correcting tenses. Both of teacher 03 and 04 suggested to correct the omission of present simple 3rd pronoun singular –s, whereas teacher 01 viewed this type of mistakes as a habitual one. On the one hand, teacher 03 added simple past, and gender and number correlation to be corrected. On the other hand, teacher 04 favoured providing feedback to the misuse of tenses, added to leaving out necessary parts that are needed for a well organized and structured sentence.

●**Question 07** Do you think that addressing feedback to correct students' grammar mistakes important to develop their speaking skill?

In response to the question above, the four teachers came to agree that

addressing feedback to treat students mistakes is of a high importance. Teacher 01 suggested that feedback should trigger both of fluency and accuracy, while teacher 02 focused on the right timing added to the attitude of the teacher concerning how to address the feedback; so that students would not feel ashamed or stop participating later on. Similarly, teacher 03 concluded the importance of giving feedback due to raising students awareness towards their mistakes. Furthermore, teacher 04 added that one of the main reasons that leads to fossilization is ignoring students mistakes, that is why feedback is an important and effective tool in the language teaching and learning process.

●**Question 08** Once being corrected, how do your students react to your correction? Do they favour to be corrected by their classmates?

In response to this question, teacher 01 argued that students feel insecure when being corrected by a classmate. While teacher 02 and 03 stated that students welcomed their feedback. However, teacher 04 remarked that it was not that easy to notice if they favoured being corrected or not, but their reaction varies from feeling inferior, insecure, to less confident. Moreover, dealing with teachers feedback depends on student's personality.

●**Question 09** Do you think that the time allotted in the classroom to teach the speaking skill is sufficient for the students to develop their accuracy?

The four teachers provided the same answer in different terms. All of them agreed that the time allotted was not sufficient at all, they argued that it takes time to work on students oral performance to achieve accuracy, in addition to provide them with activities in order to improve their accuracy and fluency.

●**Question 10** In your classes, what is the most difficulty your students are faced with to speak?

Regarding the question above, the difficulties varied from one teacher to another. Teacher 01 viewed the most difficulty that students face as the lack of

vocabulary, and agreed with teacher 02 that they face difficulties due to grammar problems. Whereas teacher 04 argued that when students feel introvert, shy and less-confident they do not speak or express themselves. Moreover, teacher 03 extended the idea that the lack of vocabulary and grammar mistakes can be reduced with time as teachers provide feedback, however, the lack of self-confidence and not being outgoing seem definitely to be the most difficulty that students encounter in oral classes. Since their shyness and insecurities hinder them from producing sentences and committing errors, teachers will never correct them and they will not improve their oral performance.

To conclude, the four teachers discussed the same grammar errors that were dealt with in the theoretical part. Furthermore, all the types of the mostly committed errors as unveiled in the conducted error analysis is almost the same revealed by the participant teachers. Hence, the four teachers mentioned the omission of necessary parts while producing sentences in TL, in addition to the students' inability to form well-structured sentences in English, they also shed light on the learning strategies their students tend to apply as they practise their FL orally, as simplifying the rules. Further, while the participant teachers address the different types of errors committed by their learners, all of them focused on the value of accuracy as well as fluency achievement. Last but not least, all the interviewed teachers highlighted the significance of considering the timing of addressing feedback to their learners.

3.5.3.Limitations of the study

During conducting this research, we faced a number of obstacles and difficulties.

1.the non-variety of data.

2.we could only attend ten O.E classes with one teacher subsequently and four groups of third year English language students.

3.it could have been better if we had conducted classroom observation with more than

one teacher.

4.the duration of each session was an hour and a half.

5.in fact, it could have been better if we had submitted an oral test to unveil the most common grammar errors committed by EFL learners.

6.the shyness and hesitation of some students to participate hindered us from knowing more about the different types of grammar errors they produce.

7.the lack of books and articles that we needed the most, such as Selinker's original article, some scholars' original books, and primary sources were a major limitation that we were faced with in conducting the current piece of research.

3.5.4.Pedagogical Recommendations

The current research has centered on the errors analysis of EFL learners as an attempt to provide insight into the most common errors produced by learners during their oral performance and the causes behind committing these errors.

Based on the data analysis yielded from error analysis and teachers' interview, some pedagogical recommendations so as to adjust EFL learners' grammar errors are suggested:

1. More oral sessions: EFL learners need to be involved in more sessions of oral expressions since the latter is the only module in which students are provided with chances to practise their language and get the opportunity to reduce their grammar errors.
2. More authentic materials such as videos and short movies help students to acquire the language from native speakers and help them to acquire more vocabulary items, adjust their pronunciations, and be exposed extensively to grammar rules.

3. The use of media: social media is one of the main useful and practical means that learners use nowadays; the use of this technique helps students to acquire the language and paves the way for them to be engaged in conversations with the native speakers. In so doing, learners might have their errors corrected and know many rules of the grammatically structured sentences.
4. EFL teachers need to pay more attention to the ways and strategies they adopt to offer feedback. EFL students need to have their grammar errors corrected so as to avoid the occurrence of fossilization. It was remarked that in cases the teacher neglected correcting her students' grammar errors, the same mistakes continued to appear in learners' language.

3.5.5. Suggestions for Further Research

Being faced with the problem of time constraints deprived us from dealing with many issues in connection with the topic under investigation. Hence, we might suggest the following to be starting points for further research.

1. Future research is needed to investigate the correlation between teachers' types of feedback and learners' grammar error reduction.
2. Future researchers should promote the study on types of taxonomy of error analysis to reduce learners' grammar errors.
3. It is worthy to design tests to see what are the best teaching strategies of grammar that are likely to decrease fossilization in learners' language.
4. For eliciting more information and enriching data on the investigated issue, future researches might be conducted in oral tests so as to detect the effect of those tests on the oral production of learners and the most prevailing grammar errors in learners' speech.

5. It is very worthy to explore effective communicative strategies to help EFL students achieve accuracy and fluency.
6. Studies should be conducted to see the effects of teachers' addressed feedback and learners characters and grammar errors reduction.
7. It is also very important to investigate further the best oral performance activities that are said to be practical to treat grammar errors.
8. Studies need to revisit the effect of peer assessment vs. teacher assessment to deal with EFL learners grammar errors.

Conclusion

The analysis of data obtained, drew a conclusion in which it was revealed that the findings of error analysis went hand in hand with the findings of the interview analysis. That is to say, O.E teachers are aware of the different types and sources of the grammar errors committed by their EFL students in their oral production.

General Conclusion

Mastering the speaking skill in a foreign language is, by no room of discussion, a very tricky process that requires grammar competence. The latter is considered as the heart of the language, for one simply cannot speak a foreign language accurately, unless he knows about its grammar. However, EFL learners produce different types of grammar during their oral performance. Thus, the pivotal focus of this study is to investigate the different types of grammar errors produced by 3rd year EFL students as they perform their language orally. The research in hand comprises three chapters, the 1st chapter was devoted to discuss grammar errors, their types and causes, while the 2nd one was devoted to discuss the speaking skill, the communication strategies, and different types of activities. Whereas the 3rd chapter embodied data analysis.

The method used to conduct this research is the mixed method, i.e. the qualitative and the quantitative method; qualitative in terms of data yielded from an interview, while quantitative data were generated from an error analysis. Further, the process of analyzing errors includes the steps which were designed by Corder (1974) and developed by Ellis (1994). Hence, the recorded data were turned into scripts to classify the committed errors into types; the classification of errors was done in accordance to the surface strategy taxonomy proposed by Dulay, et Al (1982) due to the fact that it is the most used method in conducting similar researches. On the one hand, the research in hand answered the questions that were set at the preliminary stage of this study. That is, while analysing learners' errors, the questions of the study were answered. Hence, it was remarked that omission error is the most dominant error in learners' speech, followed by misinformation, then addition, while the last one is Misordering. While interpreting the grammar errors, it is noticed that the major causes of the committed errors to be more prevailing are intralingual and interlingual errors. Further, intralingual errors were detected more than interlingual errors. This is justified since they did not commit a lot of grammar errors whose source in mother tongue

interference, for instance. Most of their errors are related to intralingual since most of errors are related to the ignorance of the rule. On the other hand, while analyzing teachers responses about the grammar errors their students make, it was found that their answers went hand in hand with our findings.

In this research, we hypothesized that when teachers know about their students grammar errors and raise their attention towards them, this will decrease the likelihood of these errors from being repeated. Hence, in the whole attended sessions, the teacher provided feedback and emphasized the importance of paying attention to their fossilized utterances. to conclude, it was revealed that when EFL learners received the appropriate feedback, their committed errors were decreased, as well as, fossilization of their interlanguage.

The most notable recommendations this study can suggest is that teachers of grammar should find effective ways to teach their students grammar rules, in addition to help them acquire the rules through submitting suitable tasks to help them acquire grammar competence. Further, this study suggests that O.E should examine their learners errors and select the suitable type of activity through which learners make grammar errors, that is to say, if learners have a problem with the use of tenses and mixing them, oral teachers should select activities which require the use of the appropriate tense. (i.e. talking about an experience requires mainly the use of past tense, while talking about general facts requires the use of present simple). Further, teachers should take into account that providing the appropriate feedback in the right tone is highly important, due to the fact that learners are of different personalities, some of them welcome the feedback others feel embarrassed and might stop participating. Another suggestion that this study include is that learners need to work on their language and improve themselves by applying teachers notes and taking feedback into consideration.

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Appendices

Appendix 1 : Grammar Errors Checklist

Appendix 2 : Teachers Interview

Appendix 1 : checklist

In order to conduct this research in hand, a checklist was relied on. The latter was derived from Dulay's surface taxonomy which was proposed by Ellis . the grammar errors were classified in accordance to their error types and linguistic categories .

Vertical line : types of errors.

Horizontal line : linguistic (grammar) categories.

Types of errors	Omission	Addition	Misinformation	Misordering	Total
Tenses					
Verb form					
Prepositions					
Plural form					
SVA					
Question F					
Articles					
Pronouns					
Word form					
conditionals					
Total					
%					

Appendix 2 : Teachers Interview

Thank you for your collaboration to participate in this interview. The latter would serve as data collection instrument to support our research which is entitled as “An Investigation of “Grammar Errors of EFL Learners in Oral Performance”

1. Do your students make grammar mistakes while speaking in class?
2. If yes, what are the most common grammar errors they commit while speaking?
3. How do you react when they make grammar errors while interacting with the others?
4. Which type of feedback do you generally provide them with?
5. When and how do you think providing feedback is helpful and effective to improve their oral performance?
6. What kind of grammar errors do you intend to correct the most?
7. Do you think that addressing feedback to correct students’ grammar mistakes important to develop their speaking skill?
8. Once being corrected, how do your students react to your correction? Do they favour to be corrected by their classmates?
9. Do you think that the time allotted in the classroom to teach the speaking skill is sufficient for the students to develop their accuracy?
10. In your classes, what is the most difficulty your students are faced with to speak?

Teacher 01 Interview

●**Question 01:** Do your students make grammar mistakes while speaking in class?

●**Answer :** Definitely, they do. Well not that really crucial grammar mistakes, but still they do. Because when they speak spontaneously, they don't pay attention.

●**Question 02:** If yes, what are the most common grammar errors they commit while speaking?

●**Answer:** Tenses, the 3rd person –s, and sometimes they misformulate the structure of the sentence.

●**Question 03:** How do you react when they make grammar errors while interacting with the others?

●**Answer:** It depends, sometimes I stop them and correct the mistake, sometimes I pay his attention to the mistake, other times he himself pays attention to the mistake and provide himself with the correction.

●**Question 04:** Which type of feedback do you generally provide them with?

●**Answer:** It depends, it could be a peer feedback or oral feedback. Sometimes if the word is mispronounced I spell it and write it on the board.

●**Question 05:** When and how do you think providing feedback is helpful and effective to improve their oral performance?

●**Answer:** I do advise for a feedback that comes after the students performance; why? Because when you interrupt the student each time he makes a mistake, he will lose the motivation, this will decrease his self-confidence, and he might stop the performance at any time. So let him speak freely, and at the end provide him with the feedback

●**Question 06:** What kind of grammar errors do you intend to correct the most?

●**Answer:** Tenses, and tenses, I stress on that. The 3rd person –s , but I stress more on

the tenses because the 3rd person –s became a habit, but tenses is due to the lack of mastery of grammar rules. So they misemploy them when they speak

●**Question 07:** Do you think that addressing feedback to correct students' grammar mistakes important to develop their speaking skill?

●**Answer:** Definitely, feedback should be based on both, fluency and accuracy. If you speak a mistaken language, how come ! so we need to stress on both, fluency is concerned with pronunciation, accuracy is concerned with grammar. They are highly important and they complement each other .

●**Question 08:** Once being corrected, how do your students react to your correction? Do they favour to be corrected by their classmates?

●**Answer:** This causes a frustration to the students. They hate being corrected by a classmate, they feel quite inferior. So I myself provide them with the correction, to put those kind of feelings and emotions aside because they really affect their performance.

●**Question 09:** Do you think that the time allotted in the classroom to teach the speaking skill is sufficient for the students to develop their accuracy?

●**Answer:** One hour and a half ? No, not really. Taking into consideration giving the rules, further activities .. it takes time.

●**Question 10:** In your classes, what is the most difficulty your students are faced with to speak?

●**Answer:** It's not a difficulty, but rather I could say the lack of vocabulary. They don't read, they don't listen and they dream to speak a language like a native do. This impossible to happen. Also their grammar, I don't know, it depends on their grammar teacher and how he explains the grammar rules.

Teacher 02 Interview

●**Question 01:** Do your students make grammar mistakes while speaking in class?

●**Answer:** Yes, they do.

●**Question 02:** If yes, what are the most common grammar errors they commit while speaking?

●**Answer:** Well, there are sentence structure, tenses, prepositions, and articles.

●**Question 03:** How do you react when they make grammar errors while interacting with the others?

●**Answer:** I don't interrupt them, because it is oral expression. I like it when they speak, and if interrupt them I will cut their ideas. Even though they make mistakes, the most important to me is that they speak. But sometimes I correct mistakes.

●**Question 04:** Which type of feedback do you generally provide them with?

●**Answer:** It's oral feedback, and sometimes I write on the board especially if they have a problem with ' *advices* '. and I use the written feedback in the TD exam when I ask them to write a paragraph. I don't use peer feedback, because sometimes they themselves correct the mistake.

●**Question 05:** When and how do you think providing feedback is helpful and effective to improve their oral performance?

●**Answer:** For me, providing feedback should be at the end. Because when students are speaking – especially when they are discussing- the teacher could take notes about the mistakes he has heard, at the end he can provide the correction. But not in details because they have the grammar module.

●**Question 06:** What kind of grammar errors do you intend to correct the most?

●**Answer:** I don't have a particular type, but when I hear a mistake I correct it.

●**Question 07:** Do you think that addressing feedback to correct students' grammar mistakes important to develop their speaking skill?

●**Answer:** it is important to some extent, because you don't have to overreact. If the student is not good at grammar and vocabulary, it is not good to try to correct him each time. It will make students more shy, and afraid to speak. So, you have to choose the right timing, and to be smart, I mean to correct the mistake to the whole class in general. You don't have to make the student afraid to make a mistake, you should make them aware about it. Because I noticed that when you correct them, they rarely commit the same mistake again.

●**Question 08:** Once being corrected, how do your students react to your correction? Do they favour to be corrected by their classmates?

●**Answer:** I don't know exactly, but I guess they are okay with that !

●**Question 09:** Do you think that the time allotted in the classroom to teach the speaking skill is sufficient for the students to develop their accuracy?

●**Answer:** The time is not enough at all ! two sessions per week for each group, you have to do the speaking and the listening. There should be a balance.

●**Question 10:** In your classes, what is the most difficulty your students are faced with to speak?

●**Answer:** Concerning grammar; even though there are students who make grammar mistakes, they are not afraid to speak. And about the difficulty is most of the time sentence structure.

Teacher 03 Interview

Question 01: Do your students make grammar mistakes while speaking in class?

● **Answer:** Of course

Question 02: If yes, what are the most common grammar errors they commit while speaking?

● **Answer:** I think the most common errors are the simple past, irregular verbs, the –s of 3rd person singular in present simple, plural form.. gender and number correlation.

Question 03: How do you react when they make grammar errors while interacting with the others?

● **Answer:** Generally I don't correct on the spot, I wait until I notice that there is a mistake that all students make, then I correct it to the majority.

Question 04: Which type of feedback do you generally provide them with?

● **Answer:** I provide the oral feedback, but I don't stick to one type of feedback particularly. I rely on peer correction, sometimes I repeat the sentence to them to make them aware of the mistake committed.

Question 05: When and how do you think providing feedback is helpful and effective to improve their oral performance?

● **Answer:** I'll say my own point of view, I think that correcting students on the spot it doesn't help, because this will affect their stream of talk, they will feel embarrassed and shy, and they will decide to stop talking at all. So, I prefer to listen to many and when the mistake is repeated at the end I provide the feedback to the whole class. But sometimes, when I notice that students noticed the mistake, I give them the parole to correct their classmate.

Question 06: What kind of grammar errors do you intend to correct the most?

● **Answer:** Simple past, the –s of 3rd person singular, number and gender correlation.

Question 07: Do you think that addressing feedback to correct students' grammar mistakes important to develop their speaking skill?

●**Answer:** yes, of course. Feedback is always important; if you don't provide them with feedback, they won't know whether they are correct or not.

Question 08: Once being corrected, how do your students react to your correction? Do they favour to be corrected by their classmates?

●**Answer:** Generally they accept it, 99 %

Question 09: Do you think that the time allotted in the classroom to teach the speaking skill is sufficient for the students to develop their accuracy?

●**Answer:** No!

Question 10 : In your classes, what is the most difficulty your students are faced with to speak?

●**Answer:** Self-confidence, for grammar and vocabulary they can acquire it with time. They can communicate with a small repertoire of vocabulary, they may convey the message with some sentences. However, when they are shy, they lack self-confidence.. they stop talking at all. This is the worst difficulty they face. When they don't talk, they don't commit mistakes, the teacher doesn't correct them.. so if they have self-confidence, they will speak and commit mistakes in grammar and vocabulary, and the teacher will correct them.

Teacher 04 Interview

Question 01: Do your students make grammar mistakes while speaking in class?

●**Answer:** Yes, they do. They do a lot of mistakes to a great extent; especially grammar mistakes.

Question 02: If yes, what are the most common grammar errors they commit while speaking?

●**Answer:** Subject-verb agreement, they make a lot of mistakes with the use of tenses. They also make a lot of mistakes with use of articles as well. They make mistakes with the formation of sentences; they drop some parts which are very basic grammatically speaking. They use verbs with no subjects or sometimes they use verbs with no subjects. They also misuses the appropriate verb.

Question 03: How do you react when they make grammar errors while interacting with the others?

●**Answer:** In fact, I used to interrupt them to correct them immediately, but with time going on I remarked that it simply affect badly the flow of communication. So, I decided to either correct them when they finish the production, or simply reformulate the sentence to make it correct (i.e. I try to correct it implicitly speaking)

Question 04: Which type of feedback do you generally provide them with?

●**Answer:** I prefer to use oral feedback implicitly. I do not suggest to correct the mistakes explicitly; especially for third year students because they are mature enough to detect the errors they make. I also correct them when they finish speaking as I have said earlier.

Question 05: When and how do you think providing feedback is helpful and effective to improve their oral performance?

●**Answer:** I consider that offering feedback depends on the situation and the task. I mean if the teacher seeks to develop the accuracy for students, he needs to

immediately offer a corrective feedback which has to be done explicitly.

Question 06: What kind of grammar errors do you intend to correct the most?

● **Answer:** I prefer to correct the mistakes which are related to the misuse of tenses; I do not tolerate such mistakes to be exhaustively exercised by 3rd year students. Also, the misformation of sentences, misusing the correct form of English sentences, omission of some parts of the sentence. The most common one that I do not tolerate - all the time available in their oral production is the misuse of tenses.

Question 07: Do you think that addressing feedback to correct students' grammar mistakes important to develop their speaking skill?

● **Answer:** yes, because most of the cases when the teacher ignores mistakes; especially the most common ones – well this happens to me- and that leads to fossilization. Students may not be able to detect if there is a mistake due to the fact of not being corrected by a given teacher, so they continue to make the same error. That is why I consider that offering feedback is very important to develop their performance and fluency of course.

Question 08: Once being corrected, how do your students react to your correction? Do they favour to be corrected by their classmates?

● **Answer:** It is very difficult to say that students do not or do appreciate the fact of being corrected, but I have noticed through my experience with teaching oral expression that most of students do not like the fact of being corrected in front of their classmates. So their facial expressions do show that they are feeling shy, ashamed for making such mistakes. It depends on the personality of the student himself.

Question 09: Do you think that the time allotted in the classroom to teach the speaking skill is sufficient for the students to develop their accuracy?

● **Answer:** No ! definitely not at all sufficient. Because the only gate that is open for them to practice their English is the oral class session basically. So one hour and a half

is not sufficient to practice the skill, neither for the student nor for the teacher.

Question 10: In your classes, what is the most difficulty your students are faced with to speak?

●**Answer:** I consider that the major difficulty most of my students are faced with is that most of them feel introvert or they are introvert students. They do not show any kind of extroversion or openness to talk in the classroom. Added to the fact that most students feel less confident about their language. So inhibit them in a way or another from taking the floor to speak.

Résumé

L'étude actuelle se concentre sur la description, la classification et l'analyse des erreurs commises par les étudiants de la troisième année de Département d'Anglais de l'Université de Mohammed Siddiq bin Yahya. Pour atteindre l'objectif de l'étude, nous avons adopté la méthodologie de l'analyse des erreurs qui caractérise le discours des étudiants, qui joue un rôle important dans l'apprentissage et l'enseignement de l'anglais en tant que langue étrangère. L'étude sur la prémisse que chaque fois que les professeurs d'expression orale sont pleinement conscients des types et des erreurs commises par les étudiants au cours de lancer leur discours et chaque fois qu'ils corrigent les erreurs commises de manière efficace, a déclaré que les erreurs commises par leurs élèves au cours de l'expression orale et une diminution des chances de consolider leurs erreurs de source linguistique. Afin de reprendre le sujet de l'étude, nous avons divisé le mémoire en trois chapitres, deux chapitres représentant le côté théorique de ce dernier. Dans le premier chapitre, nous avons fourni une recherche détaillée sur les erreurs grammaticales et morphologiques qui caractérisent le discours des étudiants et des erreurs approuvées par les professeurs des méthodes correctes, tandis que le second sujets de chapitre liés à la présentation de l'expression orale des apprenants de l'anglais comme langue étrangère. Bien que troisième chapitre axé sur la méthodologie décrite approuvée au cours d'une étude et afin d'obtenir les informations souhaitées, nous avons assistées avec quatre régiments (150 étudiants) sur (270) et les enregistrées durant leur séances pour analyser le type des erreurs et de classification que nous avons mené aussi une interview avec quatre professeurs Pour l'expression orale dans la même section. Les résultats obtenus indiquent que les erreurs grammaticales et morphologiques les plus courantes sont la suppression des éléments nécessaires qui composent les phrases, la syntaxe des phrases, les ajouts inutiles et un défaut dans l'ordre des éléments de la phrase. Les corrections des enseignants semblent également jouer un rôle important en évitant les erreurs grammaticales dans le discours des étudiants.

ملخص

تتمحور الدراسة الحالية حول وصف و تصنيف و تحليل الأخطاء التي يرتكبها طلبة السنة الثالثة ل.م.د بقسم اللغة الإنجليزية لجامعة محمد الصديق بن يحيى. لتحقيق الهدف المرجو من الدراسة اعتمدنا منهجية تحليل الأخطاء التي تميز خطاب الطلبة، و التي تلعب دورا هاما في تعلم و تعليم اللغة الإنجليزية كلغة أجنبية. تقوم الدراسة على فرضية أنه كلما كان أساتذة التعبير الشفهي على دراية تامة بأنواع و مصدر الأخطاء التي يرتكبها الطلبة أثناء إلقاء خطابهم و كلما قاموا بتصحيح الأخطاء المرتكبة بطريقة فعالة، قلت الأخطاء التي يرتكبها طلبتهم أثناء التعبير الشفهي و نقصت فرص ترسيخ أخطائهم اللغوية. من أجل الإحاطة بموضوع الدراسة، قسمنا المذكرة الحالية إلى ثلاث فصول، فصلين يمثلان الجانب النظري للمذكرة. في الفصل الأول قدمنا بحثا مفصلا حول الأخطاء النحوية و الصرفية التي تميز خطاب الطلبة و أساليب تصحيح الأخطاء المعتمدة من طرف الأساتذة، في حين عرض الفصل الثاني لمواضيع متعلقة بالتعبير الشفهي لمتعلمي اللغة الإنجليزية كلغة أجنبية. بينما تمحور الفصل الثالث على شرح المنهجية المعتمدة أثناء إجراء الدراسة الحالية و من أجل الحصول على المعلومات المرجوة، قمنا بالحضور مع أربعة أفواج (150 طالب) من أصل (270) وتسجيلهم أثناء إلقاء خطابهم لتحليل نوع الأخطاء و تصنيفها كما قمنا بإجراء مقابلة مع أربعة أساتذة للتعبير الشفهي بنفس القسم. أظهرت النتائج المتحصل عليها أن أكثر الأخطاء النحوية و الصرفية الشائعة هي حذف العناصر الضرورية التي تركيب الجمل، خلل تركيب الجمل، إضافات غير ضرورية و خلل في ترتيب عناصر الجملة. كما اتضح أن تصحيحات الأساتذة تلعب دورا هاما لتجنب ترسيخ الأخطاء النحوية في خطاب الطلبة.

