

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA
MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH
UNIVERSITY OF MOHAMED EL- SEDIK BEN YAHIA -JIJEL-
FACULTY OF LETTERS AND LANGUAGES
DEPARTMENT OF ENGLISH



Teacher' Attitudes towards EFL Students' Oral Errors
Case Study: Second Year LMD Students of English at
Mohamed seddik Ben Yahia University -Jijel-

A Dissertation Submitted in Partial Fulfillment of the Requirements for the
Degree of Master in Language Sciences

Submitted by:

Khawla HANNACHE

Amina AIMENE

Supervised by :

Asma BENALILECHE

BROAD OF EXAMINERS

Chairman: Messaouda ARZIM (Mohamed Seddik Ben Yahia University)

Supervisor: Asma BENALILECHE (Mohamed Seddik Ben Yahia University)

Examiner: Kouira LOUBNA (Mohamed Seddik Ben Yahia University)

-2018-

DEDICATION

In the name of Allah Most Merciful, Most Gracious

Praise be to ALLAH, the Almighty, for always being there for us and blessing

We wish

Health, strength, and peace for every goal proposed in my life.

With my dearest and warmest feelings, I dedicate this modest work to my loving parents, who sacrifice too much to help me continue my education.

To my lovely sisters and brothers, without their guidance, this work would not have been successful. Special dedication to my friends and colleagues, who support and encourage me during my work. Without forgetting very special dedications to my partner in this work *Amina Aimene*, for her patience and help to fulfill this work.

Thanks for all their support and encouragement

Khawla Hannache

It gives me an immense pleasure to dedicate this dissertation at the feet of my adorable and affectionate parents who taught me the value of the education, I am deeply grateful to them for

Their love, encouragement, and continued support and faith in me

I would like to thank my lovely sister and her husband

I would like also to express my heartfelt gratitude and appreciation to my brothers and my

little nephew *Madjd Elddin*,

I would like also to thank my best friend *khawla* and *Wissam* for their continuous love, encouragement and support, and to all friends and all who know me.

Amina Aimene.

Acknowledgements

We would like first to thank ALLAH for giving us strength and capacity to complete this work.

We would like to express our sincere gratitude to our supervisor Miss. Benalileche for her guidance, support, help and patience.

We would like also to express our open-hearted gratitude and respect to our examiners.

We gratefully wish to thank all the second year LMD students of the Department of English for their help and seriousness in completing the questionnaire.

We would like to extend our deep appreciation to all the staff members of the library of Tassoust University. Without their help, this study would have been impossible.

We would also like to thank all our colleagues for the nice times that we spent together helping each other. And Great respect to all who help us in one way or another.

Abstract

The present study covers a general overview about error and error correction during spoken practice. It aims at eliciting the types of oral corrective feedback that was used by oral expression teachers and mostly preferred by students at the Tassoust University. The sample consisted of 60 second year LMD students and 08 teachers of oral expression course at the university of Mohamed El-Saddik Ben Yahia, Tassoust. The dissertation discusses the results of three data instruments: a teacher's preference elicitation questionnaire, a student's preference elicitation questionnaire, and a classroom observation checklist. Then the results have been processed to test the hypotheses that: Teachers of English at the Tassoust University use different types of oral corrective techniques. It was also hypothesized that there would be a significance difference between these teachers' attitudes about oral corrective feedback and their actual practice. The data has been analyzed and all the hypotheses have been proved to be positive. The results obtained from classroom observation have shown that recast is the most frequently used feedback method; this indicates that there are differences between teachers' beliefs about their feedback strategies and the observation result.

LIST OF ABBRIVIATIONS

%: Percentage

CA: Contrastive Analysis

CF: Corrective Feedback

DifS: A different student from the previous student turn.

e.g.: Example

EA: Error Analysis

EFL: English as a Foreign Language

i.e.: In other words

L1: First Language

L2: Second Language

LMD: License Master Doctorate

LMD: License, Master, Doctorate

MA: Master of Art

P: Page

PhD: Doctor of Philosophy

pp.: Pages

Q: Question

S : Student

SLA: Second Language Acquisition

SmS : The same student

T : Teacher

TL: Target Language

LIST OF FIGURES

Figure 01. Views about the Importance of Oral Skills.....	46
Figure 02. Students' Level in English.....	47
Figure 03. Students Responses to the Element do you Afraid to talk.....	47
Figure 04. Students Reason for Their Inability to Participate.....	48
Figure 05. Students' Views about Their Teachers' Reaction towards Their Oral Errors.....	48
Figure 06. Students Views about How Often Their Teachers Correct Their Errors.....	49
Figure 07. Timing of Error Correction.....	49
Figure 08. Students Views about the Strategies Used by Their Teachers.....	50
Figure 09. The choice of the corrector.....	50
Figure 10. Students' Reasons for Making Errors.....	51
Figure 11. Teacher Amount of Interruption for Correction.....	51
Figure 12. Priorities of error correction.....	52
Figure 13. Effects of The Teacher's Continuous Correction.....	52
Figure 14. Students Emotional Reaction.....	53
Figure 15. Students Responses on The Element When you give Answers in your Class you often Lose Confidence.....	53
Figure 16. Teachers' Degree.....	57
Figure 17. Teaching Experience of English.....	58
Figure 18. Teaching Experiences of Oral Expression.....	58
Figure 19. Teachers Response to The element are Errors Necessary for Learning.....	59
Figure 20. Teachers' Perspectives on Errors.....	60
Figure 21. Types of Errors.....	60

Figure 22. Frequency of Treatment of Serious Spoken Errors That Cause a Difficulty in Understanding the Meaning.....	61
Figure 23. Frequency of Treatment of Less Serious Spoken Errors.....	61
Figure 24. The Treatment of Frequent Spoken Errors.....	62
Figure 25. Treatment of Infrequent Errors.....	62
Table 26. Treatment of Individual Errors Made by Only One Student.....	63
Figure 27. Teachers' Reaction toward Errors.....	63
Figure 28. Frequency of Error Correction.....	64
Figure 29. Timing of Error Correction.....	64
Figure 30. Teachers Views about the Correction of Spoken Errors.....	65
Figure 31. Corrective Feedback Strategies.....	65
Figure 32. Reasons of Errors.....	66
Figure 33. Teachers' Amount of Interruption for Giving Feedback.....	67
Figure 34. Priorities of Error Correction.....	67
Figure 35. Effects of the Teachers' Continuous Correction on Learners.....	68
Figure 36. The choice of the corrector.....	69

TABLE OF CONTENT

Dedication.....	VI
Acknowledgements.....	II
Abstract.....	III
List of abbreviations.....	IV
List of figures.....	V

Table of content.....	VII
-----------------------	-----

General Introduction

1. Statement of the Problem.....	01
2. Aims of the study.....	02
3. Research hypotheses.....	02
4. Research Questions.....	03
5. Research Methodology Design.....	03
6. Population of Study.....	03
7. Structure of the Study.....	04

Chapter One: learners' Errors and the Speaking Skills

Introduction.....	06
1.1. Definition of an error.....	06
1.2. The difference between a mistake and an error	07
1.3. Competence vs performance	08
1.4. Significance of making errors in EFL context.....	09
1.5. Classification of errors.....	11
1.6. Ways of analysis.....	12
1.6.1. Contrastive analysis.....	13

1.6.2. Error analysis.....	14
1.7. Identification of an the error.....	15
1.8. Description of an error.....	15
1.8.1. Omission.....	16
1.8.2. Addition.....	16
1.8.3. Selection.....	16
1.8.4. Ordering.....	17
1.9. Sources of errors.....	17
1.9.1. Interlanguage errors.....	17
1.9.2. Intralingual errors.....	17
1.9.3. Developmental errors.....	18
1.10. Teaching speaking skills.....	19
1.10.1. Definition of speaking skill.....	19
1.10.2. Purpose of speaking.....	20
1.10.3. Factor of speaking.....	20
1.10.4. Elements of speaking skill.....	21
1.10.5. Competencies of a good speaker.....	22

1.10.6. Accuracy and fluency.....	22
1.10.7. Importance of speaking skill.....	23
Conclusion.....	25

Chapter two: Oral Corrective Feedback

Introduction.....	26
2.1. Definition of Corrective Feedback.....	26
2.2. Issues Related to Corrective Feedback.....	28
2.2.1. Should Learners Errors be Corrected.....	28
2.2.2. When Learners Errors be Corrected.....	30
2.2.3. Which Errors should be Corrected	32
2.2.4. Who Should Correct Learners Errors.....	33
2.2.5. How Should Learners Errors be Corrected.....	33
2.2.5.1. Explicit Correction	34
2.2.5.2. Recast.....	34
2.2.5.3. Clarification request.....	34
2.2.5.4. Metalinguistic feedback.....	35
2.2.5.5. Elicitation	36

2.2.5.6. Repetition.....	37
2.3. The Learner Uptake.....	37
2.4. Corrective Feedback in Second Language Acquisition.....	38
2.5. Effectiveness of Corrective Feedback.....	39
2.6. Preferences about Error Correction.....	41
Conclusion.....	43

Chapter Three: Field Work

Data Collection and Discussion of the Findings

Introduction.....	44
3.1. Description of the Research Methodology.....	44
3.1.1. Participants.....	44
3.1.2. Data Collection Instruments.....	45
3.1.2.1. The Description of Students' Questionnaire.....	45
3.1.2.2. The Description of Teachers' Questionnaire.....	45
3.1.3. Data Analysis Procedures.....	46
3.2. Research Data Analysis.....	46
3.2.1. Students' Data Analysis.....	46
3.2.1.1. Discussion and Interpretation of the Results.....	54
3.2.2. Teachers' Data Analysis.....	57
3.2.2.1. Discussion and Interpretation of the Results.....	70
3.3. Classroom Observation.....	74

3.3.1. Participants.....	74
3.3.2. Observing the Lessons.....	74
3.4. Summary of the Findings.....	79
Conclusion.....	80
Recommendation of the Study.....	80
General Conclusion.....	82
Bibliography	
Appendix 01	
Appendix 02	
Appendix 03	
Résumé	
ملخص	

Dedication.....	1
Acknowledgements.....	II
Abstract.....	III
List of abbreviations.....	IV
List of figures.....	V
Table of content.....	VII

General Introduction

1. Statement of the Problem.....	01
2. Aims of the study.....	02
3. Research hypotheses.....	02
4. Research Questions.....	03
5. Research Methodology Design.....	03
6. Population of Study.....	03
7. Structure of the Study.....	04

Chapter One: learners' Errors and the Speaking Skills

Introduction.....	06
1.1. Definition of an error.....	06

1.2. The difference between a mistake and an error	07
1.3. Competence vs performance	08
1.4. Significance of making errors in EFL context.....	09
1.5. Classification of errors.....	11
1.6. Ways of analysis.....	12
1.6.1. Contrastive analysis.....	13
1.6.2. Error analysis.....	14
1.7. Identification of an the error.....	15
1.8. Description of an error.....	15
1.8.1. Omission.....	16
1.8.2. Addition.....	16
1.8.3. Selection.....	16
1.8.4. Ordering.....	17
1.9. Sources of errors.....	17
1.9.1. Interlanguage errors.....	17
1.9.2. Intralingual errors.....	17
1.9.3. Developmental errors.....	18

1.10. Teaching speaking skills.....	19
1.10.1. Definition of speaking skill.....	19
1.10.2. Purpose of speaking.....	20
1.10.3. Factor of speaking.....	20
1.10.4. Elements of speaking skill.....	21
1.10.5. Competencies of a good speaker.....	22
1.10.6. Accuracy and fluency.....	22
1.10.7. Importance of speaking skill.....	23
Conclusion.....	25

Chapter two: Oral Corrective Feedback

Introduction.....	26
2.1. Definition of Corrective Feedback.....	26
2.2. Issues Related to Corrective Feedback.....	28
2.2.1. Should Learners Errors be Corrected.....	28
2.2.2. When Learners Errors be Corrected.....	30
2.2.3. Which Errors should be Corrected	32
2.2.4. Who Should Correct Learners Errors.....	33

2.2.5. How Should Learners Errors be Corrected.....	33
2.2.5.1. Explicit Correction	34
2.2.5.2. Recast.....	34
2.2.5.3. Clarification request.....	34
2.2.5.4. Metalinguistic feedback.....	35
2.2.5.5. Elicitation	36
2.2.5.6. Repetition.....	37
2.3. The Learner Uptake.....	37
2.4. Corrective Feedback in Second Language Acquisition.....	38
2.5. Effectiveness of Corrective Feedback.....	39
2.6. Preferences about Error Correction.....	41
Conclusion.....	43

Chapter Three: Field Work

Data Collection and Discussion of the Findings

Introduction.....	44
3.1. Description of the Research Methodology.....	44
3.1.1. Participants.....	44
3.1.2. Data Collection Instruments.....	45
3.1.2.1. The Description of Students' Questionnaire.....	45

3.1.2.2. The Description of Teachers' Questionnaire.....	45
3.1.3. Data Analysis Procedures.....	46
3.2. Research Data Analysis.....	46
3.2.1. Students' Data Analysis.....	46
3.2.1.1. Discussion and Interpretation of the Results.....	54
3.2.2. Teachers' Data Analysis.....	57
3.2.2.1. Discussion and Interpretation of the Results.....	70
3.3. Classroom Observation.....	74
3.3.1. Participants.....	74
3.3.2. Observing the Lessons.....	74
3.4. Summary of the Findings.....	79
Conclusion.....	80
Recommendation of the Study.....	80
General Conclusion.....	82
Bibliography	
Appendix 01	
Appendix 02	
Appendix 03	
Résumé	
ملخص	

General introduction

Error correction plays a significant role for all the level of students to improve their second language learning. Although, there are various types of feedback, this study will focus only on oral corrective feedback. Something that makes oral error correction important is that without teachers' immediate correction of errors, students would keep making the same mistakes over and over again. In that sense, oral corrective feedback plays an important role for the development of students' speaking accuracy. Now the question is how teachers do use correction methods while teaching in the classroom? And whether their beliefs of certain techniques reflects their own practice. As, feedback is an essential part of effective learning that helps students to understand their subjects and gives a clear guide lines to them on how to improve their study. So, not only for better understanding of students but also encourage them on their study, teachers need to know about feedback in classroom and have to give concern with its usage.

Statement of the Problem

Making errors is the most natural thing in the world and it is evidently attached to human being. Responding to students' spoken errors is a controversial issue and this controversy still rages between the supporters of both options pro-correction and non-correction. For years and years, error correction in speaking has been a matter of debate among language practitioners and researchers. Attitudes towards error correction shifted from strictness and preventing them by all means to acceptance, since they are a sign that the learner internalize input and use a sort of a system. There is abundant evidence to indicate that ESL students show a strong desire for error correction and that it is effective(Oladejo, 1993) . So, teachers are obliged and responsible to deal with their learners' errors in an appropriate way.

It is generally accepted that teachers require not only the necessary competence, teaching skills and experience, but also an understanding of the non-linguistic aspects of teaching and learning such as understanding the learners, their psychological needs and their beliefs, also they need to know their learning styles and preferences. Teachers' preferences, however, are important in offering students the right type of education including the appropriate corrective feedback strategy. The understanding of the purpose of certain correction techniques and come to terms with their use will result in fruitful feedback. Teachers' reaction towards students oral errors can be a sword with two edges in which it can enhance students' oral proficiency, or break the flow of communication. Therefore it is important for teachers to know when and how to deal with their learners' errors in order to maximize the potential positive effect on language development and leading students to acquire the correct form.

Research Hypotheses

We aim to examine these hypotheses:

1. Teachers of English at Mohamed Saddik Ben yahia University use different types of oral correction techniques.
2. There is a significant difference between the teachers' attitudes towards oral corrective feedback and their actual performance.

Aim of the Study

Corrective feedback is related to both oral and written discourse. In this dissertation, only oral corrective feedback is focused on. The aim of this study, is to explore the teachers' preferences of oral corrective feedback strategies and compare those attitudes with the actual performance in classroom at the University of Mohammed Al-Saddik Ben Yahia, Also it aims at investigating the preferences of both teachers and learners towards error correction.

Research Questions

1. What are the strategies used by the teacher to correct students' oral errors?
2. Whether there is any difference between teacher preferences of oral corrective feedback and their actual performance?
3. What are the teachers' preferences of oral corrective feedback strategies?
4. What are the students' preferences of oral corrective feedback?

Research Methodology

This quantitative research is conducted to explore error correction techniques that are preferred by teachers to correct their students' errors at Mohamed Saddik Ben Yahia University. A questionnaire is developed to elicit techniques that are preferred by teachers to correct students' oral errors. Another questionnaire is developed to elicit students' preferences and attitudes toward oral error correction techniques that were used by their teachers. In addition to this, a classroom observation checklist has been developed to record down oral corrective feedback types used by one of the target teachers.

Population of Study

To accomplish the stated objectives, the dissertation takes as a sample both teachers and students of the second year at section of English at Tassoust University. They will be consulted in order to report their opinions and to get insights from their answers about the subject under investigation.

➤ Teachers' Sample

Our sample consists of 8 teachers of Oral Expression from the whole population, They have been chosen randomly. The reason behind choosing those teachers and not others is due

to the fact that are supposed to know more about their students' oral proficiency and level, as well as the different errors made by the learners. Those 8 teachers are well aware about the importance of the suggested techniques which are used to correct their students' oral errors in speaking. Those 8 teachers of oral expression can be good representatives to obtain full information that serves our investigation.

➤ **Students' Sample**

Our sample consists of 60 students who are chosen randomly from a population of about 312 of EFL second year students of the academic year 2017-2018. They have been chosen as participants because they commit a lot of errors in speaking.

Structure of the Study

This dissertation is devoted to error and error correction in oral practice during English language lessons. The goal is to map both teachers' and learners' preferences for oral corrective feedback strategies, and whether there is a difference between teachers' preferences and their actual practice. We will try to investigate individual aspects of errors and correction and try to come up with some conclusions that might help teachers in their decisions on error correction. The research part will try to gain information from both teachers and learners of English regarding their opinions on error and correction.

The thesis is divided into three chapters. The first chapter discusses two main issues: errors and speaking skills. First, we start with a closer look at error and mistake in second language acquisition including their various definitions and the difference between them. After that, we give a brief comparison between the terms competence and performance, then moving to highlight the importance of making errors in EFL context. Also, several classifications of errors were provided, in addition to ways of analysis, identification and

description of an error. Finally, various sources of errors have been identified, before we conclude with the speaking skills

The following chapter discusses in details error correction in oral practice. First of all corrective feedback is defined. Afterwards, various issues related to corrective feedback were discussed, including should, when, which, who, and how should learners errors be corrected. Then, different views of corrective feedback in relation to second language acquisition were pointed out. The question of effectiveness and usefulness of correction is discussed with a reference to different studies. Finally, a close look to the preferences of both teachers and learners towards error correction presented.

The last chapter is devoted for the practical part, which discusses the results of the research. The research is shortly introduced, after which we present results of individual questionnaires. To make it more comprehensible, the findings are supported by several charts and graphs. A conclusion is drawn from the practical findings.

Chapter 01: Errors and Speaking Skills

Introduction .

1.1. Definition of an error .

1.2. The difference between a mistake and an error

1.3. Competence vs performance .

1.4. Significance of making errors in EFL context .

1.5. Classification of errors .

1.6. Ways of analysis.

1.6.1. Contrastive analysis .

1.6.2. Error analysis .

1.7. Identification of an error .

1.8. Description of an error.

1.8.1. Omission .

1.8.2. Addition .

1.8.3. Selection .

1.8.4. Ordering .

1.9. Sources of errors .

1.9.1. Interlanguage errors .

1.9.2. Intralingual errors .

1.9.3. Developmental errors .

1.10. Teaching speaking skills.

1.10.1. Definition of speaking skill.

1.10.2. Factor of speaking.

1.10.3. Elements of speaking skill.

1.10.4. Competencies of a good speaker.

1.10.5. Accuracy and fluency.

1.10.6. Importance of speaking skill .

Conclusion .

Introduction

Learning a language is a process that involves making a lot of mistakes and errors in both the first and the second language. Second language learners are not the only ones who make errors, even native speakers when learning their first language they commit errors. This chapter is devoted to the nature of errors, including the definition of an error, distinction between error and mistake, definition of competence and performance including the difference between them, moving from that to the significance, classification, ways of analysis, description, identification, and sources of errors. After that, we will focus on the speaking skills. Speaking is an important skill to be mastered by the learner in order to convey their intended meaning to the teacher fluently. We will mention its definition, elements, competencies of a good speaker, dichotomy of accuracy and fluency, and the importance of speaking skills.

1.1. Definition of an Error

An error in language teaching and learning is usually understood as something rejected by the teacher. There are various definitions that have been made by different researchers and error analysts about the concept of error.

To start with, Hendrickson (1978), defined it as “an utterance, form, or structure that a particular language teacher deems unacceptable because of its inappropriate use or its absence in real life discourse” (p. 387). According to this definition an error is an incorrect and inappropriate form.

Another definition proposed by Lennon (1991) cited in Amari (2015), according to him, an error is “a linguistic form or combination of forms which in the same context and

under similar conditions of production would ,in all likelihood, not be produced by the speaker's native speaker counterparts" (p. 59).

1.2. The Difference between a Mistake and an Error :

After reviewing the different definitions of error, there should be a distinction between the term error and mistake since they are two distinct phenomena. A mistake is something natural, something that the teacher may identify, treat or ignore. It is their decisions. Different researchers distinguished between the term error and mistake.

According to Corder (1967), a mistake refers to "performance error", while an error refers to "error of competence" that reveals the underlying knowledge of the language to date. Errors are due to incompetence in knowledge and they are systematic. While, mistakes or laps resulted from factors such as slips of the tongue and affective factors. In contrast to errors they are not systematic.

Brown (2007), defined an error as " a noticeable deviation from the adult grammar of a native speaker, reflects the competence of learner" (p. 258) . Whereas, a mistake is a "performance error that is either a random guess or a "slip", in that it is failure to utilize a known system correctly".(p. 257)

James (1998) said that "errors cannot be self corrected until further relevant input has been provided and converted into intake by the learner". (p. 38). On the other hand mistake can be corrected by the person himself.

Ellis (1994) said that "mistakes are performance phenomena and are, of course, regular features of native-speaker speech, reflecting processing failures that arise as a result of

competing plans, memory limitation, and lack of automaticity”(p. 51). An error resulted from a lack of knowledge or competence.

For edge (1989), mistakes can be divided into three major categories: “slips”, which are mistakes that students can correct themselves once the mistake has been pointed out to them. Errors, which are mistakes that they cannot correct themselves and which therefore, need explanation. And attempts, that is when a student tries to say something but does not yet know the correct way of saying it. (cited in Harmer. 2001. P, 99)

1.3.Competence Versus Performance

Competence as defined by David crystal (1992) is :

“ A person unconscious knowledge of his/her language-specifically, of the system of the rules which has been mastered, enabling the person to produce and understand an indefinite number of sentences, and to recognize grammatical mistakes and ambiguities”. (cited in Chelli, 2006, p. 56).

The notion of competence contrasts with the notion of performance which is seen by Chomsky as “the actual realization of language», it is also analogous to De Saussure as concept of ‘parole’. Performance is affected by such features as hesitation, tiredness, stress and other psychological constraints as well as social ones. Thus errors of performance are unsystematic and not very serious as they can be corrected. On the contrary, errors of competence are persistent and systematic and in consequence serious and their treatment calls for careful analysis to discover their causes. (Ibid)

We can , thus, say that errors produced by our learners in their oral productions are due to deficiency in their linguistic competence in the target language. This does not mean

that they are completely incompetent but the lack of mastery of the grammatical rules of English hinders communication, and constitutes an obstacle for these learners, most of whom will in their turn be teachers in the near future.

1.4. Significance of Making Errors in EFL Context

Researchers agreed on the idea that errors have a positive contribution to the process of learning. When the learner commits an error it is a proof that he internalized the input and use a sort of system. Corder (1967) states that "A learner's errors then provide evidence of the system of the language that he is using (i.e. has learned) at a particular point in the course, and it must be repeated that he is using some system although it is not yet the right system. (p. 167)

Corder in his article (1967), said that learners' errors are significant in three different ways: for the teacher, researcher, and the learner himself. First, they are beneficial for the teacher. Whether he undertakes a systematic analysis of his learners' errors, whether the learners achieved their goals, and consequently what remains for them to learn. Second, they are useful for the researcher. Errors provide the researcher with an evidence of how language is learned or acquired and what strategies the learner is using in order to discover the language. Thirdly, errors are used as a learning tool. They are essential for the learners themselves since they can be regarded as a device used by them in order to learn. Also he used them to test the learner in terms of language he is learning.

Dulay and Burt (1974) point out that error making is expected and that it would be necessary and essential to language learning. In fact, it is a clear sign to show language learning actually developed and internalize the rules of the language. While making the errors by the learner makes, he provides no direct measures of his knowledge of the language, it is

probably the most important source of information about the nature of his knowledge. From the analysis of learner's errors, teachers are able to assume the nature of his knowledge at that point in his learning and discover what he still has to learn. By describing and classifying his errors, teacher may build up a picture of the features of the language which cause him learning problems.

Martinez (2006) talked about the positive vs. the negative concept of error. She said that the word error in language learning generally associated with "a deviance from the native language and something which has to be avoided by all means". Regardless of the negative connotation of the word error, it has also a positive meaning since it has a significant contribution to the process of learning. Error serves as a pedagogical tool for the teacher by providing him with feedback about his teaching; hence the teacher will be able to decide whether to move to the next item or not.

The issue of error has been received serious attention from researchers whether it is positive or negative. For that three main prominent theories have been developed, namely behaviourism, mentalism, and communicative approach.

errors are traced back to the Behaviourist approach. It viewed errors as something negative, even worth to be punished and should be avoided. Behaviourists regard errors as a symptom of ineffective teaching and evidence of failure and they believe when they occur immediate correction is highly needed.

Mentalism oppose the Behaviourism view so that without errors there is no progress. This concept is based on Chomsky's ideas that a child generates language through innate universal structures . By using this symbolic code one can have access to different pieces of knowledge not as something mechanically learned but as mentally constructed through trial and error. Second language learners form hypotheses about the rules of the target language

and then test them against input data and modified accordingly. In this case, errors are no more a bad habit, but they are seen as something positive as they lead to progress and improvement in learning.

The third approach related to error considers it the result of the social cognitive interaction this means that the error implicitly carries a social norm as well as a cognitive process. It also carries a social and cultural component which makes it different in different societies.

1.5. Classification of Errors

Researchers in the field of language teaching and learning have distinguished between different categories of errors as they are mentioned in the following:

Hendrickson (1978), has been distinguished between two types of errors namely global and local errors. A global error is a communicative error that causes a proficient foreign language speaker to misinterpret an oral or a written message or to consider the message incomprehensible with the textual content of the error. i.e., it has a serious effect on communication. On the other hand, local error is a linguistic error that Makes a form or structure in a sentence appear awkward but, nevertheless, causes a proficient speaker of a foreign language little or no difficulty in understanding the intended meaning of a sentence given its contextual framework. This type of error does not cause any problem in communication. (P. 391).

Other researchers have been classified errors into competence and performance errors. The latter are those errors made by the learners when they are tired or hurried. This type of

error is not serious and can be treated easily while a communicative error is more serious and reflects inadequate learning.

Duly and Burt (1974) classified errors into three categories:

1-Developmental errors: errors similar to L1 acquisition.

2-Interference errors: those errors that reflect the structure of the L1.

3-Unique errors: those errors that neither developmental nor interference.

1.6. Ways of Analysis

During the learning process either in first or second language classes; it is obvious that there is no lesson free from errors and mistakes. For that many researchers and practitioners in the field of language teaching and learning have been tried to develop procedures in order to diagnose learners' errors. Contrastive analysis (CA) and error analysis (EA) were two main approaches that were developed for the sake of analysing learners' errors since the two systems of L1 and L2 are totally different. Brown (2007) said "Second language learning is a process that is clearly not unlike first language in its trial and error nature." (p. 257).

1.6.1. Contrastive Analysis

Contrastive analysis according to Corder (1973), is a kind of comparison which compares two different languages, the mother tongue of learner and the second language. Therefore, contrastive analysis is used to compare and to find out the differences and similarities of those languages can predict the difficulty in language teaching-learning

process. Charles Fries (1945), one of the leading applied linguists, asserts: "The most efficient materials are those that are based upon as scientific description of the language to be learned, carefully compared with a parallel description of the native language of the learners". (p.9)

As stated above of CA came to the conclusion that in order to design efficient materials of L2 , it is better to compare between two languages such process helps to predict learners behaviour and difficulties and ultimately to develop pedagogy. Based on this argument Contrastive Analysis Hypothesis was developed (CAH). According to this hypothesis as it is stated in Hemeidia (2016), errors occur as a result of interference when the learner transfers native language habits into L2. It is believed that a negative transfer takes place especially when the mother tongue and the TL differ from each other.

However; by the end of the 1970 CA was no longer received much pedagogic attention. According to Abbas (1995),(cited in Dina M. Al-Sibahi), CA was mainly criticized because it puts more emphasis on the types of errors i.e. interference. According to researchers this overemphasis lead to the ignorance of other important types of errors that learners commit. For that Error Analyses was suggested as an alternative approach to Contrastive Analyses.

1.6.2. Error Analysis

According to Corder (1974), it is a tool used by the researchers and teachers which involves collecting theory and practice in language studies samples of learner's language, identifying the errors in the sample, describing their errors, classifying them according to their nature and causes and evaluating their seriousness. It is aim to find " what the learner knows and does not know " and to " ultimately enable the teacher to supply him not just with the

information that his hypothesis is wrong, but also, importantly, with the right sort of information or data for him to form a more adequate concept of a rule in the target language”(p. 170).

Regardless of the positive side and the significant contribution of EA, studies have been revealed many drawbacks of this approach. Brown (2007) has been noticed in the analysis of errors that teachers put more emphasis on their learners' errors, so the correct utterances in second language go unnoticed. The teacher should know when and where errors be corrected in order to attain communicative fluency. He added that EA focused on production i.e. speaking and listening skills. While comprehension skills i.e. reading and writing has been neglected. The latter is important as production in developing and understanding the process of SLA. Another disadvantage is that, it failed to account for “avoidance strategy “.

According to Brown (2007) “ a learner who for one reason or another avoids a particular sound, word, structure or discourse category may be assumed incorrectly to have no difficulty there with “ (p. 259). A study has been carried out by Shachter (1974) cited in Brown in which He found that native Japanese speakers avoid the use of relative clauses that cause difficulty for them. Finally error analysis can keep us too closely focused on specific languages rather than viewing universal aspects of language.

1. 7.Recognition of Errors

The identification of an error is not an easy task to be accomplished by the teacher, especially during speaking. For a sentence may be superficially well-formed but done only by chance, or not appropriate to the context. Teacher should be aware about the utterance being

produced by the learners, and whether it is comprehensible or not. After the teacher recognizes an erroneous sentence, if he is descriptive he will name it as “overtly idiosyncratic” (superficially deviant, not native like). If he is prescriptive, he will label it as ungrammatical in terms of the structure of the target language.(cited in chelli. 2006).

1.8. Description of Errors:

After the identification of learners' errors, it is very important to give a clear description of the error itself. When a student produces an incorrect sentence, the first step is to ask “is the learner's sentence intelligible”? i.e. what is the intended meaning behind the utterance of the learner. The incorrect utterance being produced should be gone through several interpretation, and then reconstructions with the help of the learner in case he is present; otherwise interpretation and possible reconstruction based on the learner's capacity to extract the intended meaning by the learner from his production.

The process of comparing original sentences with their possible constructions identifies a lot of differences. According to Corder (1973) “difference of this sort can be classified into four categories: omission of some required elements, addition of unnecessary or incorrect elements, selection of an incorrect element, and disordering of elements.”(cited in chelli, 2006, p. 58)

1.8.1. Omission

There are many difficulties that learners face when they are speaking a foreign or a second language, for that many linguistic forms may be modified because of their complexity. This modification occurs in different levels. In pronunciation, some sounds are left

unpronounced; this occurs in morphology, learners often leave out the third person singular morpheme in present simple tense “s”, the “s” of the plural, and the final “ed” of the past simple. In syntax learners may skip certain elements which are necessary in the sentence. (Ibid)

1.8.2. Addition:

Addition involves including extra unnecessary elements to facilitate the process of speaking a second or a foreign language. In morphology the overgeneralization of third person singular morpheme “s” often notice among students. At the syntactic level learners may use the definite article with a place name like “the Algiers”. At the lexical level the learner may add an unnecessary word e.g. I stayed there during five years ago. (Ibid)

1.8.3. Selection

In their speaking of the second or the foreign language, learners commit errors in morphology, syntax and vocabulary items. At the phonological level this resulted from the negative transfer of the mother tongue like Arabic students who substitute “p” with “b”, like saying broblem instead of “problem”. An error in morphology can be committed, like the selection of “est” instead of “er”. In syntax the learner may select a wrong structure. At the lexical level, he often selects words which do not convey meaning.(Ibid).

1.8.4. Ordering

Disordering occurs also in pronunciation, morphology, syntax and lexical level. In pronunciation learners may shift the position of certain phonemes, e.g. speaker may say here *fignificant* instead of *significant*. Less frequent at the morphological level, but in the example: *He's get upping now*, the learner attaches the inflection 'ing' to the particle of the two word verb *get up*. At the syntactic level, misordering is much more common as in the sentence: "He's a dear to me friend". Where the constituents of a single noun phrase are inverted at the lexical level, the learner may reverse the elements of a compound noun word. A car key may become a key car, which may be regarded as a car caring keys (Ibid).

1.9. Sources of Errors

Perhaps, one of the first and most important studies conducted in the field of Error analysis was the one done by Richards (1971). His study involved learners from different language background (Japanese, Chinese, Burmese, French, Czech, Polish, Tagalog, Maori, Maltese, and Indian and West African Languages) and showed the different types of errors relating to production and distribution of verb groups, prepositions, articles, and the use of questions. Based on this, he distinguished three sources of errors:

1.9.1. Interlanguage Errors:

Errors caused by the interference of the learner's mother tongue.

1.9.2. Intralingual Errors:

Errors reflecting general characteristics of the learning rule such as faulty generalization, incomplete application of rules and failure to learn conditions under which

rules apply. According to Richard this sort of errors is divided in terms into sub-categories as follows:

A-Overgeneralization: the learner creates a deviant structure on the basis of other structures in the target language.

This type of errors resulted from the learner reducing his linguistic burden like the omission of third person (-s) For instance “he can sings” instead English grammar rule offered “he can sing”.

B-Ignorance of rules of restrictions: the learner applies rules to context where they are not applicable. It is due to the process of analogy. For example the learner misuse of preposition, he tries to use the same preposition with one type of verb (e.g. “He showed me the book” resulted to “He explained me the book”).

C-Incomplete application of rules: the learner fails to use a fully developed structure. The inability to use systematic questions can be observed among learners (e.g. “you like to sing “instead of” Do you like to sing “).

D-False concept hypothesise: it is resulted from faulty learning at various levels in which the learners are not able to distinguish between different forms of the target language. For instance “the form was can be interpreted as a marker of the past tense ,giving one day it was happened and is may be understood to be the corresponding marker of the present tense: he is speaks French“.

1.9.3. Developmental errors: the learner tries to build up hypothesis about the English language from his limited experience of it in the classroom or textbook.

1.10. Teaching the speaking skills

Speaking is one of the most important skills in studying a language, thus, mastering this skill is the first step toward mastering the language.

1.10.1. Definition of the Speaking

Foreign language learners' speech is characterized by a number of mistakes and errors. Therefore; speaking is not a simple skill; it requires a mastery of some experience and practice. Speaking is the basic skill that learners should master with the other skills; it is defined as a complex process of sending and receiving messages through the use of verbal expressions.

Hedge (2000) defines speaking as: skills by which people are judged while first impressions are being formed" (p.261.). According to Bygate (1987), speaking is a skill which deserves attention as much as literary skills, in both L1 and L2. He adds that, it is a medium through which much language is learned and which for many is particularly conducive for learning, for that, the teaching of speaking merits more thought. According to the Oxford Dictionary of Current English (2009), speaking is "the action of conveying information or expressing ones' thoughts and feelings in spoken languages" (P.414)..

1.10.2. Factors Affecting Speaking

According to Thornbury (2005), the conditions in which speaking occurs, plays a crucial role in determining the degree of fluency that is achievable. Those conditions or factors are divided into three categories:

a-Cognitive factors: such as the familiarity with a topic, familiarity with the genre, familiarity with the interlocutors , for example, the better you know the

people you are talking to ,and the more shared knowledge you can assume, the easier it will be.

b-Affective factors: such as feeling toward the topic or the participant, self-consciousness, for example ,being put in the spot, can cause anxiety which will have a negative effect on performance.

c-Performance factors: like mood, for example, face to face speaking, where you can closely monitor your interlocutors' responses and where you can use gestures and eye contact, can generally be easier than speaking overthe telephone for instance.(p.25).

What makes speaking in a second or foreign language difficult? because, we had not been prepared for spontaneous communication and could not cope with all of its simultaneous demands.

1.10.3. Elements of Speaking Skills

In order to speak a language accurately and fluently, learners should know some elements which are very important to develop this skill. Harmer (2001), mentions these elements which are:

a:Connected speech: it requires from the learner of a second or foreign language to produce more connected sounds not only separated phonemes, these sounds may be modified, omitted, added or weakened in the connected speech.

b:Expressive device: English native speakers use the phonological rules which refer to the pitch, stress, volume, speed, with the use of non-verbal means. These devices help them to convey their intended meanings.

c:Lexis and grammar: usually, learners when they speak, they use the same lexical structure, the teacher's role here is to provide them with different phrases that carry different functions, so that they can use them in communication with others.

d:Negotiation language: when learners listen to other's talk, they usually ask for clarification, the teacher here has to provide them with the necessary expressions they need when they ask for clarifications, learners also should well perform their utterances if they seek to be understood and clear by other.

1.10.4. Competencies of a Good Speaker

Canal and Swains (1980), adopted Hymens' theory of communicative competence, they proposed that in order to communicate in a language, there should be four dimensions:

a:Grammatical competence: rules of phonology, vocabulary, orthography, and word formation.

b:Sociolinguistic competence: rules for the expressions and understanding of appropriate social meanings and grammatical forms in different contexts.

c:Discourse competence: rules of both cohesion (how sentence elements are tied together via references, repetition, synonymy) and coherence (how texts are constructed).

d:Strategic competence: a repertoire of compensatory strategies that help with a variety of communication difficulties.

1.10.5. Accuracy and Fluency:

It is no longer acceptable to focus only developing the grammatical competence with the number of language teaching methodologies which were popular in the past, nowadays, teachers are expected to focus on both accuracy as well as fluency. The main goal teachers wish to achieve in teaching the productive skill of speaking is oral fluency; it is the main characteristics of the speaker performance. Hughes (2002) defines fluency as the ability to express oneself in an intelligible, reasonable and accurate way without too much hesitation; otherwise the communication will break down because listeners will lose their interest. To achieve this goal, the teachers then should train learners to use their personal language freely to express their own ideas and then avoid imitations of a model of some kind. Hedge Tricia (2000) adds also that "The term fluency relates to the production and it is normally reserved for speech. It is the ability to link units of speech together with facility and without strain or inappropriate showiness, or undue hesitation." (p.54)

Accuracy on the other hand, pay more attention to the correctness and completeness than oral proficiency. Skehan (1996) cited in Ellis and Barkhuizen (2005) defined accuracy as: "how well the target language is produced in relation to the rule system of the target language".(p.23). Therefore, learners should focus on a number of things in their production of the spoken language, which are: grammatical structure, vocabulary, and pronunciation.

1.10.6. Importance of Speaking Skill

During interaction, learners are engaged in negotiation of meaning with their interlocutor's. Goh and Burns highlighted the importance of negotiation saying that when learners are engaged in a talk, this help them to notice language forms, they try to produce language accurately, as well as receiving comprehensible input from their interlocutor. In addition to comprehensible input, learners can benefit from such rich interaction and develop

their speaking ability by producing comprehensible output. Swain's output hypothesis claimed that "the production of oral language can, under certain circumstances, enable learners to acquire new forms of the language. Language learners can be used "pushed" to use language further when what they say is unclear or ungrammatical, and they have to repeat, rephrase, or to correct what they have said in order to produce speech that is comprehensible to others" (cited in Goh and Burns, p, 18. 2012)

Goh and Burns (2012), added that negotiation of meaning enable students to produce spoken output, but this should not be on the expense of output. The latter is of equal importance as output. She illustrated that, when a group of learners talked among themselves, they may use the language inappropriately. Without appropriate feedback, they may not be aware that they are producing inaccurate forms. Thus, even though they may become increasingly fluent, their language does not necessarily increase in accuracy.

Macky (2012), also talked about the importance of meaning negotiating and how modified output helps to develop L2. Output is "the process of rephrasing or reformulating one's original utterances in response to feedback or self monitoring". This output pushes the learners to adjust their utterances to be more target like, thus extending their linguistic resources, reflect on their original language and the correct or incorrect linguistic form to their utterances. Swain (1995,2005) cited in Macky (2012) has claimed that "pushed" output, can promote fluency and automaticity and give learners opportunities to test their hypothesis about L2.

Conclusion

In this chapter, we discuss two main issues: the nature of errors and the speaking skills. The errors that L2 learners make when they are speaking the target language have a serious effect on fluency as well as on accuracy; thus, it was an issue of debate among researchers. In this chapter we include different aspects of errors including definition, importance of errors, sources and classifications. The chapter also includes the speaking skill and its importance in enhancing the learners' proficiency.

Introduction

For decades, corrective feedback has been a central issue of different studies in both laboratory setting and classroom observation. This chapter consists of different aspects of error correction. Firstly, several definitions by different researchers about CF were introduced. Discussion on the issues related to CF, followed by a reference to theoretical stances of it was presented. This discussion then followed by an explanation on learner uptake including the definition and types of learner uptake. Finally, this chapter on literature review ends with an overview of the efficiency and preferences of oral CF in the second and foreign language learning and teaching by discussing the empirical studies in relation to error correction.

2.1. Definition of Corrective Feedback

During the learning process, it is generally accepted that feedback is an important classroom activity. Something that makes corrective feedback (CF) important is that without teachers' correction of errors, students would keep making the same errors over and over again. In that sense oral corrective feedback is important for the development of students' speaking accuracy. Corrective feedback can be given in writing on learners' written work, or it can be given orally after an erroneous utterance. Various definitions have been proposed by different researchers about corrective feedback.

An earlier definition has been made by Chaudron (1986), defined corrective feedback from three perspectives. First, feedback as contrasted with the narrow notion defined as "an inevitable constituent of classroom interaction, for no matter what the teacher does, learners derive information about their behaviour from the teacher's reaction, or lack of one, to their behaviour" (P.44). Second, from the teacher point of view, feedback is a tool that is used to

inform the learners about the correctness of their formal target language and their other classroom behaviour and knowledge. Third, from the learner point of view, effective feedback depends on degree to which it helps them to correct utterances.

Hattie and Timperley (2007) proposed the following definition:

Feedback is conceptualized as information provided by an agent (e.g., teacher, peer, book, parent, self, experience) regarding aspects of one's performance or understanding. A teacher or parent can provide corrective information, a peer can provide an alternative strategy, a book can provide information to clarify ideas, a parent can provide encouragement, and a learner can look up the answer to evaluate the correctness of a response.

Feedback thus is a "consequence" of performance. (p.81)

CF has been defined simply as by Lyster, Saito and Sato (2013) "responses to learner utterances containing an error'(...) but also as a complex phenomenon with several functions'(...). Knowledge about this seemingly yet complex phenomenon continuous to grow, as research accumulates on its role in L2 classrooms and its effects on L2 development" (p.2)

According Ellis (2009), CF constitute one type of negative feedback , "it takes the form of a response to a learner utterance containing a linguistic error". The response is another initiation repair and can consist of first, an indication that an error has been committed, second a provision of the correct target language form and metalinguistic information about the nature of the error or any combination of these. (P.P 3-18).

Ellis (2009) mentioned that, feedback can be positive or negative. Positive feedback affirms that a learner response to an activity is correct, it may signal the veracity of the content of a learner utterance or the linguistic correctness of the utterance. In pedagogical

theory, positive feedback is viewed as important, because it provides affective support to the learner and foster motivation to continue learning. In SLA, positive feedback has been received little attention, because different discourse analytical studies of classroom interaction shows that this kind of feedback is ambiguous , for example, 'good' or 'yes' do not always signal that the learner is correct, they may merely preface a subsequent correction or modification of the students' utterance. Negative feedback signals in a way or another that the learner utterances lacks veracity or linguistically deviant.

2.2. Issues Related to Error Correction

Error correction is a difficult task to be accomplished by the teacher. Teachers need to be knowledgeable and skilful enough to deal with their learners errors since learners have different learning styles. Hendrickson (1978) frames five fundamental questions and review the literature about them. Hendrickson's answers are themselves hypothesis, and not based on empirical research.

2.2.1. Should Learners Errors be Corrected

For second language acquisition theory (SLA) presented by Krashen (1982), when error correction 'works', it does so by helping the learner to change his or her conscious mental representation of the rule. In other words, it affects learned competence by informing that his or her current version of a conscious rule is wrong. Thus, SLA implies that when the goal is learning, errors should indeed be corrected, "but not all the time and not all the rules even if the goal is learning" (p.117). The theory maintains however, that error correction is

not off use for acquisition. Acquisition occurs, according to the input hypothesis, when acquires understand input of its meaning, not when they produce output and focus on them.

According to Martinez (2006), although there is the general belief that errors should be corrected, some theories in second language acquisition deny or ignore the role of error correction, and support the idea that learners go through systematic stages in learning and they just acquire a structure when they are ready for it. Many researchers support the idea that error correction has negative effects on learners, since the majority prefer not to be corrected for every speaking error, because this practise undermined their confidence and oblige them to waste too much effort on details which may lead them to lose the overall ability to use a language. Thus the correction of errors turns to be a way to break the flow of conversation, especially when the teacher keeps interrupting the learner, even before he has finished his utterance, which will lower the students motivation, because if everything is corrected, learners will not take risk and will not speak unless they make sure that what they are going to say is correct.

Martinez (2006), added that many other researchers support error correction and consider it as important and necessary in second language acquisition. So that focusing too much on “what they say” rather than “how they say it” can be dangerous. Thus, error correction should be made, otherwise they can create false hypothesis. However, it cannot be taken too seriously that much emphasis on accuracy will inhibit students to talk. When correcting students' errors, it is important to take into account the student's sense of achievement, success and learning preferences. In addition to that, students' attitudes towards error correction are sometimes positive, especially in advanced levels, where students want to be corrected in order to improve their language and avoid errors to be fossilized. Furthermore, if an error is not corrected, both the speaker and the rest of the class will consider it as a right

utterance to be learned, thus, the teacher responses to a wrong utterance are very important as a part of the learning process.

The value attributed to oral CF in language pedagogy varies in different methods. For example, in audiolingualism, negative assessment should be avoided as far as possible, since it functions as "punishment" and may inhibit or discourage learning. In the humanistic method, from the other hand assessment should be positive or non-judgemental in order to promote a positive self image of the learner as a person and language learner. However, in the post method era, methodologists are less inclined to be prescriptive about CF, acknowledging the cognitive contribution it can make, while also issuing warning about the potential affective damage it can do. Other methodologists however, distinguish between accuracy and fluency work and agree that CF has a place in the former but not in the latter, so that in a communicative activity, the teacher should not intervene by telling students that they are making mistakes, insisting on accuracy and asking for repetition, etc.

2.2.2. When Learners Errors be Corrected

Concerning time of error correction it can be either immediately following the learner's erroneous utterance, or delayed until the learner finishes his or her response. For error correction, some researchers argued for delayed correction concerning fluency activities, while for accuracy activities immediate correction is highly needed. Researchers like Harmer (2001), suggested that when students are engaged in accuracy or non-communicative activities like grammar and pronunciation exercises, the teacher can point out and correct the mistake, this is called "teacher intervention", a stage where the teacher stop the activity in order to make the correction. However, during communication activities which are designed to improve language fluency. Teachers should not interrupt students in mid-flow to correct a

grammatical or a lexical error, because this will break the flow of communication and back the activity in the study of a specific form or meaning. He added that speaking activities, focusing on communication goal, helps students to process language for acquisition. Teacher intervention in such circumstances can raise stress level and stop the acquisition process in its tracks.

The audiolingual method was mainly criticized because of its strictness on error correction; however, reviewing the literature, different educators rejected this practise. Hendrickson, following Birckbichler (1977), agreed that tolerating some oral and written errors helps students to communicate more confidently in a foreign language and encourage them to take risk in producing incorrect utterances when communicating. Hendrickson, following Birkbisher (1977) agrees that error correction should be reserved for “manipulative grammar” and tolerate more errors during “communicate practise”.

Second language acquisition suggested that, if error correction aims at learning, it is logical to suppose that the conditions for error correction should be identical to the conditions for utilising learning. We should focus our students on form, and correct their errors only when they have time and when such diversion of attention does not interfere with communication, this implies no error correction in free conversation, but allows for error correction on written work and grammar exercises.

Chaudron (1986) said that, the multiple function of feedback like reinforcement, motivation, in addition to the pressure on teachers to accept their learners errors, however, lead teachers either to interrupt communication in order to correct the formal target language TL, or let errors ‘untreated’ to attain communicative goal for classroom interaction.

Hattie and Timperley (2007) talked about the result of immediate versus delayed feedback and they reviewed some meta-analysis about them. They said that immediate error correction during task acquisition can result in faster rate in acquisition; however, immediate error correction during fluency building can detract from the learning of automaticity and the associate strategies of learning.

2.2.3. Which Errors should be Corrected

Ellis (2009) addressed two main issues on which specific errors should be corrected, and whether CF should be unfocused (i.e. address all or most of the errors that learners commit) or focused (i.e. address just one or two error types).

According to Hendrickson (1978), different language educators agree that correcting three types of errors can be very useful to second language learners a) errors that have highly stigmatizing effects on the listener or reader, b) errors that occur frequently in students' speech and writing, and c) errors that impair communication significantly. Concerning the second issue relating to the choice of error to correct, Ellis (2009) said that methodologists generally advise teachers to focus more on few error types rather than address all the errors that learners made at once. He added that SLA studies of oral corrective feedback have increasingly investigated focused as opposed to unfocused correction with plenty of evidence of its efficacy.

Krashen (1982) recommended that, we restrict the conscious learning of rules for monitor use according to three characteristics: the rules to be learned should be learnable, portable, and not yet acquired. According to him, these characteristics can be employed to describe which errors should be corrected if it is needed the case that error correction affects

only the conscious grammar. He added also “we should only correct mistakes that reflect rules that can be used as part of the conscious monitor”(p.118).

2.2.4. Who Should Correct Learners Errors

Students errors can be corrected either by the teacher, the learner committing the error (self correction), or by other learners (peer correction). Chaudron (1986), mentioned that teachers must be consistent and follow through with a correction until the learners understand their error problem. Otherwise, it is better to give the learner the opportunity to self correct which is the ultimate goal of instruction to enable learners to monitor their own target language speech; However, there are many problems with learner self correction. First, most Learners prefer the teacher to correct their errors. Other learners can correct their errors in case they possess the linguistic knowledge.

According to Ellis (2009), there are clear grounds for encouraging self correction , but this put teachers between two choices: should they push the learner to self correct or providing the correction directly themselves? A solution can be made to this problem, is to advocate CF as a two stage process: first, encourage self correction and then if that fails, provide the correction. Hendrickson (1978) noted that in peer correction, students would tend to focus on linguistic forms of sentences in correcting written compositions, but in spoken form students would focus on function words like nouns and verbs, they would also tend to correct each other spelling and pronunciation.

2.2.5. How Should Learners Errors be Corrected

Many studies have been conducted by different researchers seeking to investigate effective corrective feedback strategies. Lyster and Ranata (1997) in their study in four

immersion classrooms at the primary level have been identified six different types of corrective feedback strategies which were in terms classified in into two categories: reformulation and prompts. Lyster et al (2013), indicates that Reformulation includes recast and explicit correction because both these sorts CF supply students with target reformulation of their non-target output, while prompts includes a variety of signals that push the learners to self repair(i.e. elicitation, metalinguistic clues, clarification requests, and repetition). The following definitions of oral corrective feedback strategies are from Lyster and Ranata's model (p.46-48). The examples on the other hand are from Lyster and Panova (2002).

2.2.5.1. Explicit Correction

Refers to the explicit provision of the correct form. As the teacher provides the correct form, he or she clearly indicates that what the student has said was incorrect

(e.g., "Oh you mean," "You should say").

Example 1

S: The day . . . tomorrow. (lexical error)

T: Yes. No, the day before yesterday. (explicit correction) (p. 584)

2.2.5.2. Recast

Recast involves the teacher's reformulation of all or part of student's utterance, minus the error.

Example 2

S: Dangerous? (phonological error: / danger'rus /)

T: Yeah, good. Dangerous. (recast) You remember? Safe and dangerous. If you walk in the streets, you...(p.582)

Many descriptive studies examined learner's responses to feedback revealed that learners respond most often to recast. Thus, recast have been the focus of considerable research on the corrective feedback on oral production. (Lyster and Ranata, 1997.Panova and Lyster ,2002).

2.2.5.3. Clarification Request

Clarification requests indicate to students either that their utterance has been misunderstood by the teacher or that the utterance is ill-formed in some way and that a repetition or a reformulation is required. This is a feedback type that can refer to problems in either comprehensibility or accuracy, or both. Lyster and Ranta (1997) coded feedback as Clarification requests only when it followed a student error. A Clarification request includes phrases such as "Pardon me". It may also include a repetition of the error as in "What do you mean by X?"

Example (3)

T: Okay. This is the name of your city in Haiti where you grew up.

Yes?

S: Yeah, my city . . .

T: Yeah, okay.

SmS: . . . where I live. (grammatical error)

T: Now? (clarification request)

SmS: Yeah . . . where I was living. (repair) (P. 583)

2.2.5.4. Metalinguistic feedback

Metalinguistic feedback contains either comments, information, or questions related to the well-formedness of the student's utterance, without explicitly providing the correct form. Metalinguistic comments generally indicate that there is an error somewhere (e.g., "Can you find your error?," "No, not X," or even just "No."). Metalinguistic information generally provides either some grammatical metalanguage that refers to the nature of the error (e.g., "It's plural") or a word definition in the case of lexical errors. Metalinguistic questions also point to the nature of the error but attempt to elicit the information from the student (e.g., "Is it the past tense?").

S: Nouvelle Ecosse... (L1)

T : Oh, but that's in Frensh. (Metalinguistic feedback).

2.2.5.5. Elicitation

Elicitation refers to at least three techniques that teachers use to directly elicit the correct form from the student. First, teachers elicit completion of their own utterance by strategically pausing to allow students to "fill in the blank" (e.g., "It's a . . ."). Such "elicit completion" moves may be preceded by some metalinguistic comment such as "No, not that. It's a . . ." or by a repetition of the error as in the following example: S: "The big dog runs fastly" T: "The big dog runs fastly? The big dog runs...". Second, teachers use questions to elicit correct forms (e.g., "How do we say X in English?"). Such questions exclude yes/no

answers: A question such as “Do we say that in English?” is metalinguistic feedback, not elicitation. Third, teachers occasionally ask students to reformulate their utterance.

Example:

T: In a fast food restaurant, how much do you tip?

S: No money. (lexical error)

T: What's the word? (elicitation)

SmS: Five...four... (need repair)

T: What's the word ... in a fast food restaurant? (elicitation)

DifS: Nothing, yeah. Okay, what tip should you live for the following ... (topic continuation)

(p. 584).

2.2.5.6.Repetition

Repetition refers to the teacher's repetition, in isolation, of the student's erroneous utterance. In most cases, teachers adjust their intonation so as to highlight the error.

Example (6)

T: ... Here, when you do a paragraph, you start here, well, let's see, anyway, you write... write, write (pretends to be writing on the board), remember this is... What is this called?

S: Comma. (lexical error)

T: Comma? (repetition)

DifS: Period. (repair) (p. 584).

2.3. Learners Uptake

Lyster and Ranta (1997) in their study have defined uptake in their model as:

Students' utterance that immediately follows the teacher's feedback and that constitutes a reaction in some way to teacher's intention to draw attention to some aspect of the student's initial utterance (this overall intention is clear to the student although the teacher's specific linguistic focus may not be). A description of uptake, then, reveals what the student attempts to do with the teacher's feedback (p. 49).

Based on this model, learner uptake is divided into two: repaired and need repair. The former is further divided into four categories:

- Repetition of correct form: students repeat the correct form provided by teachers.
- Incorporation of repetition: students repeat the correct form provided by teachers in which this repetition is then incorporated into longer utterances.
- Self-repair error: students self-correct their own error after the indication of the errors by teachers.
- Peer-repair error: the correction of errors by students' peers.

Apart from dividing repair into four categories, Lyster and Ranta (1997) have also categorized needs repair into five categories:

- Repetition of the same error: the repetition of the same errors although they are corrected before.
- Different errors: students neither repeat the correct form provided by teachers nor repeat the initial error; instead perform a different error.
- Partial correction: partial repetition of the correction made on the initial Error.

- Hesitation: a condition which students hesitate to respond to teachers' correction of the error made.
- Acknowledgement: students just say 'Yes' to acknowledge the correction made by teachers on their error.

2.4. Corrective Feedback in SLA

The view that corrective feedback has no or only a minor role to play in second language acquisition has been most fully argued by Krashen. Krashen(1982), called error correction as “a serious mistake”. (p. 74). He argued that error correction only assist the development of “learned knowledge” that is the explicit knowledge and plays no role in acquired knowledge or the implicit knowledge, although he did accept that correction directed at simple and portable rules, for example: third person- s, was of some value, because it enable learners to monitor their production when they were focused on form and had sufficient time to access their learned knowledge.

The cognitive interactionist theories emphasis that corrective feedback is most likely to assist acquisition when participants focus primarily on meaning in the context of producing and understanding messages during communication, commit errors and then receive feedback that they recognize as corrective. Correcting learners while they are speaking activate the cognitive mechanism involved in intake, rehearsal, and restructuring and thereby, fosters interlanguage development. Such feedback helps learners to see how a particular form lead to a particular meaning in context. CF facilitates the process of L2 acquisition in two main ways: by providing learners with positive evidence of the target language forms or by pushing learners to self correct their errors.

Unlike interactionist theory, socio-cultural theory claims that CF mediates learning not by providing learners with data, which then be processed internally, but by enabling them to produce new linguistic forms. The key claim of SCT is that corrective feedback needs to be “graduate”, that is it should provide the learner with the minimal level of assistance needed to achieve self correction.

2.5. Effectiveness of Corrective Feedback

Lyster and Saito (2010) conducted a meta-analysis to investigate the effectiveness of oral corrective feedback on the development of L2. Their study focused on 15 classroom based studies. The analysis was designed to investigate whether corrective feedback was effective in classroom setting, if so, whether its effectiveness varied according to a) types of CF, b) types and timing of outcome measures, c) instructional setting(second vs. Foreign language classroom), d) treatment length, and e) learners' age. Result revealed that CF has significant and durable effects on target language development. The effects were larger for prompts than recast and most apparent in measures that elicit free constructed responses. Whereas instructional setting was not identified as a contributing factor to CF effectiveness, effects of long treatments were longer than those of short-to-medium treatment but not distinguishable from those of brief treatments. A simple regression analysis revealed effects for age, with younger learners benefiting from CF more than older learners.

Hattie (1999), cited in Hattie and Timperley (2007) reported a synthesis of over 500 meta-analysis in feedback includes more than 180,000 studies and 450,000 effect sizes. The effect sizes reported in the feedback meta-analysis, however show considerable variability, indicating that some types of feedback are more powerful than others. The studies showing the highest effect sizes involved students receiving information feedback about a task and

how to do with it more effectively, lower effect sizes were related to praise, rewards, and punishment. Also in a more detailed synthesis of 74 meta-analyses in Hattie's (1999) demonstrated that the most effective form of feedback provides cues or reinforcement to learners; are in the form of video, audio, or computer assisted instructional feedback; and are related to goals. While programmed instruction, praise, punishment and extrinsic rewards were the least effective for enhancing achievement.

Hattie and Timperley (2007), in their article discussed four main levels of feedback as following:

-feedback about the task: this level includes how well a task is being accomplished or performed such as distinguishing correct from incorrect answers, acquiring more or different information and building more surface knowledge.

-Feedback specific to the process: it concerns information about relationship among ideas, students' strategies for error detection, explicitly learning from errors, and cuing the learner to different strategies and error.

-Self regulation level: it includes great skills in self evaluation or confidence to engage further on a task. It can have major influences on self- efficiency, self-regulatory proficiencies, and self-beliefs about students as learners.

-Feedback about the self: it is praise that directs attention away from the task to the self. It is often present in class situation such as "good girl".

Hattie and Timperley agree that both positive and negative feedback can have a positive influence on the process of learning, they argue that: "the untangling of these effects depends more on the level at which the feedback is aimed and processed than on whether it is positive or negative. Specifically, negative feedback is more powerful at the self level, and

both types can be effective as FT, but there are differential effects relating to commitment, mastery or performance orientation, and self-efficacy at the FR level.” (p. 98)

2.6. Preferences about Error Correction

Lyster et al(2013) cites that studies of learner and teacher preferences towards error correction have been undertaken for two main reasons “first, learner preferences can influence learning behaviours (Grotjahn 1991; Borg 2003) and, second mismatches between teachers intentions and learners interpretations of those intentions may results in negative effect on learning (Nunan 1989)” (P. 7).

Oladejo (1993) conducted a study about students' preferences towards error correction. He argued that if error correction to be effective, classroom practice cannot afford to be based rigidly on any standardized practice derived from the opinions of linguist and teachers alone, but be flexible enough to incorporate the preferences and the needs of the language learner. In his study learners agree with the view that “it is necessary to correct their errors in English in order to enhance their fluency and accuracy in the language” (p. 78). They do not want just to correct errors, but also they prefer such correction to be comprehensible, rather than selective.

Another study carried out by chun et al (1983) of attitudes and preferences of ESL students to error correction of spoken errors by native speaker friends. The result revealed generally positive attitudes towards error correction, and claimed to prefer more correction than their friends. They saw correcting errors as facilitating even being necessary for the improvement of their oral English.

Different researchers have investigated teachers' and students' perceptions of error correction and found mismatches between them. Investigation by shulz's (1996, 2001) cited in Park (2010) revealed those students' attitudes toward grammar instruction and error

correction was more favourable than their teachers' attitudes; that is, learners want more error correction. Thus when their instructional expectations were not met, their motivation can be negatively affected, and they may be question the credibility of the teacher. The discrepancies between students' and teachers' expectations can negatively and can potentially to the discontinuation of L2 study. Teachers; therefore, need to explore their students perceptions to close the gap and maximize the effects of teaching.

On a study of both learners' and teachers' preferences about error correction by park (2010) shows that both teachers and students agreed that students' errors should be corrected, but students wanted more correction than their teachers thought. Both of them believed that serious and frequent errors should be treated, but students wanted to receive more error treatment even on infrequent and individual errors.

Conclusion

This chapter has discussed some elements which are important in the study of corrective feedback. It began by reviewing the literature related to CF starting with definition of CF. A more detailed discussion of the issues relating to error correction including should, when, which, who, and how learners errors should be treated. Another important point has been discussed is the theoretical stances views toward CF. The essential role of CF was also explained by referring to the empirical studies of CF. We conclude by pointing out to the preferences of both teachers and students towards CF.

Introduction

The present chapter aims at identifying the preferences of both teachers' and students' attitudes towards oral corrective feedback strategies and if there is a difference between those teachers' preferences and their actual practice. Consequently, this chapter seeks to answer the following research questions: What are the strategies used by the teacher to correct students' oral errors? Whether there is any difference between teacher preferences of oral corrective feedback and their actual performance, what are the teachers' preferences of oral corrective feedback strategies? And what are the students' preferences of oral corrective feedback? In order to provide answers for these questions, three data collection tools were used: a questionnaire for teachers, a questionnaire for students, and classroom observation checklist.

3.1. Description of the Research Methodology

3.1.1 Participants (Population and Sampling)

The whole population of this study is composed of 312 students (eight groups) of second year LMD at the department of foreign languages, the branch of English at Mohamed Seddik Ben Yahia University of Tassoust. We have randomly chosen to work with 60 students from this population since they have already had an idea about the oral expression course in their first year, and are aware of the problems that they make during speaking. Our sample was of mixed levels. However, the teachers who participated in answering the teachers' questionnaire were selected randomly from the English branch. They were 08 oral expression teachers; with different teaching experiences which ranged from 2 to 18 years. We have chosen to work with those teachers since they can provide in-depth views of what really happens during an oral expression course (the strategies of error correction).

3.1.2 Data Collection Instruments

Based on the core of the research questions, we employed quantitative research methods including questionnaires and classroom observation. The questionnaire was used for two main reasons. First, this instrument is said to provide data economically and in a form that lends itself perfectly to the purpose of this study. Second, it is proved to be the least time and effort consuming method. The questionnaire used in this research consisted of both close-ended questions and open-ended questions. In order to obtain the data for the research questions, we made use of three types of questions; factual questions about both students, in the case of students' questionnaire, and teachers, in the case of teachers' questionnaire; and attitudinal questions to discover teachers' and learners' perceptions of the subject matter.

3.1.2.1 The Description of the Students' Questionnaire

The students' questionnaire was administered to 70 second year LMD students of English at the department of foreign languages of Mohamed Seddik Ben Yahia University. It consists of 14 questions ranging from close-ended, such as likert scale and multiple choice items, However, the questionnaires were not answered by all the respondents, only 60 of them answered the questions because of time limitations; i.e. they answered the questions during the time between their sessions; 15 minutes. The questions were asked according to the main points of our dissertation, as far as we are concerned.

3.1.2.2 The Description of the Teachers' Questionnaire

The teachers' questionnaire was administered to eight (08) teachers of Oral Expression module out of 14. It consisted of 20 questions ranging from yes/no, likert scale, multiple choice questions to open ended questions where spaces were left for their perspectives and things associated with their teaching experiences. As previously mentioned

in the description of the students' questionnaire, the questions were put according to the main /key points in our dissertation.

3.1.3 Data Analysis Procedures

Firstly, quantitative results will be analyzed in percentage after being calculated. In addition, all the calculated data (in percentage) were presented in graphs (figures) for better visualization. Secondly, qualitative data were to be presented in the form of summary or direct quotations when we want to illustrate the analysis of data for the three research questions. Both kinds of the data will be collectively analyzed to identify patterns as well as details.

3.2 Research Data Analysis

3.2.1 Students data analysis

Q1. In comparison to the other skills, do you think that oral skill is:

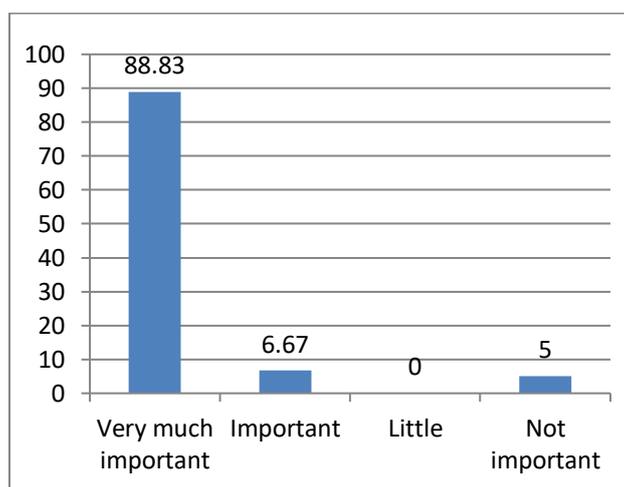
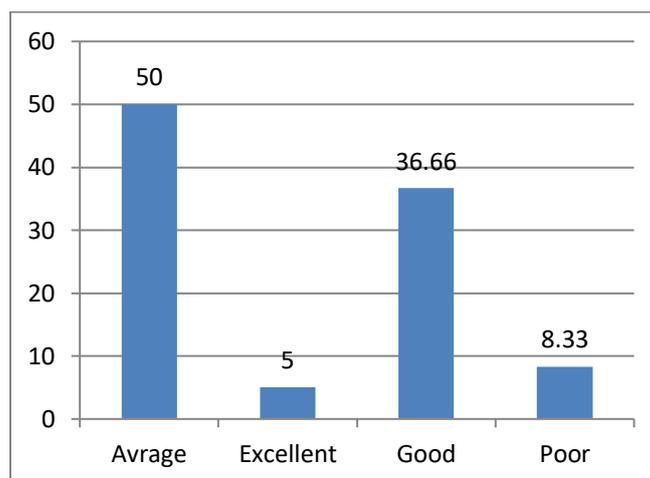
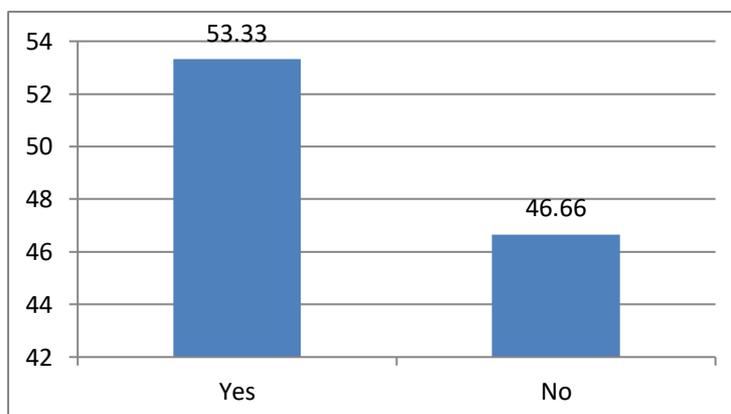


Figure 01. Views about the Importance of Oral Skills

The majority of students (88,83%) give much importance to the speaking skill. Other students said it is important (6,67%), and few students claimed that it is not important.

Q2. Do you think your level in oral is:**Figure 02. Students' Level in English**

We can notice that the highest percentage of students (50%) claims that their level in English is average. Others (36,66%) show that they are good in English. Some others (8,33%) say that their level is less than average. The least percentage (5%) of students shows that their level is excellent.

Q3. Do you feel afraid to talk?**Figure 03: Students Responses to the Element do you Afraid to Talk**

The results obtained denote that (53,63) of students state that they are afraid to talk in front of their classmates. On the other hand (46,44) of students show a positive attitude towards oral expression.

If yes, is it because you:

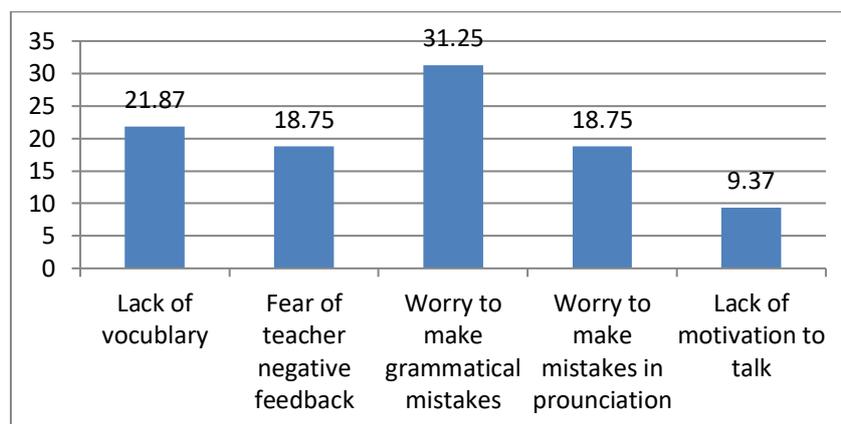


Figure 04: Students' Reasons of their inability to participate

From the results shown above, we can notice that the majority of students who are afraid to talk agree that, the reason behind is their worry to make grammatical errors, followed by the lack of vocabulary ideas. Also we notice that, fear of the teacher negative feedback and worry to make mistakes in pronunciation are both given a similar percentage (18,75%), concluding with lack of motivation to talk as the least chosen reason.

Q4. What is your teacher's typical reaction towards your oral errors?

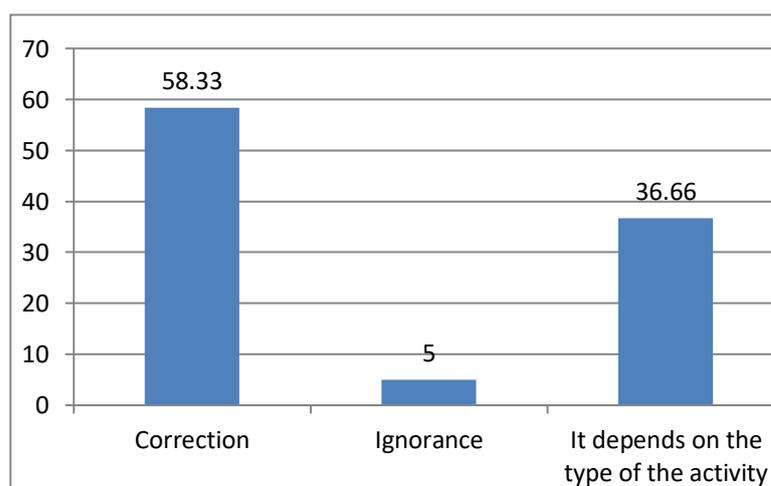


Figure 05: Students' Views about Their Teachers' Reaction Towards Their Oral Errors

This chart shows that (58,33%) of students feel to be corrected by their teachers . Only (5) of students said that their errors kept untreated, while the rest of them agree that correction depends on the type of the activity.

Q5. How often do you want your teacher to give corrective feedback to your spoken errors?

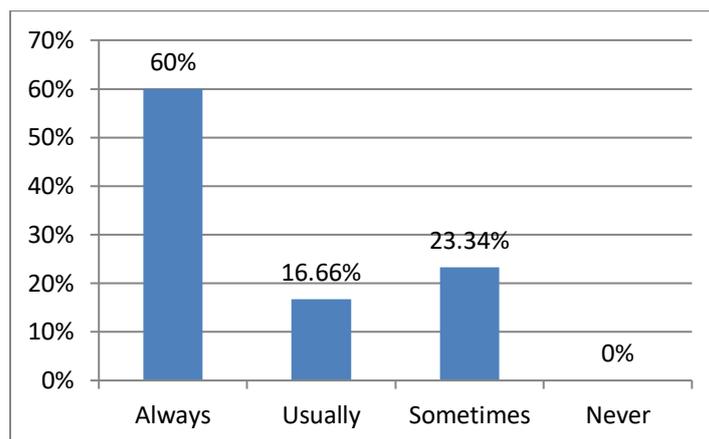


Figure 06: Students Views About How Often Their Teachers Correct Their Errors

From the results illustrated above, we can see that the majority of students preferred to be always corrected by their teachers with a percentage of (60%), followed by those who want to be corrected sometimes (23,34%), few others preferred to be corrected usually (16,66%), and no one of students prefer not to be corrected.

Q6. When do you want your spoken errors to be treated?

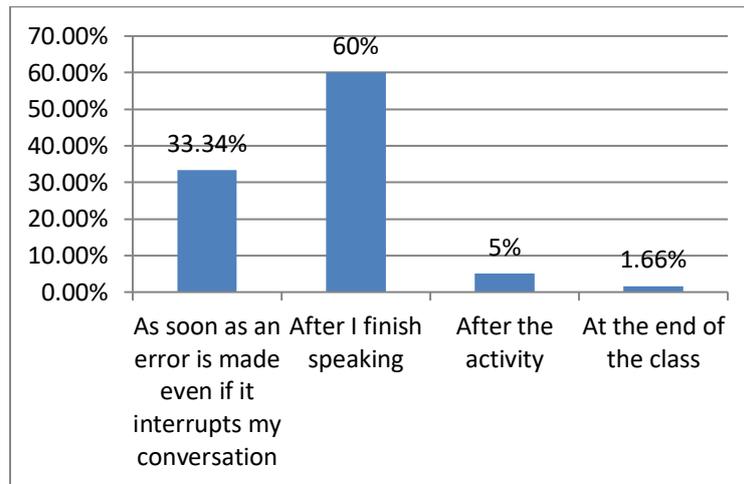


Figure07: Timing of Error Correction

From the results that we have, a high number of students agree to be corrected after they finish speaking with a percentage of (60%), some other students prefer to be corrected as soon as an error is made even if it will interrupt their conversation, and few other students prefer either to be corrected after the activity or at the end of the class.

Q7. Considering the following example, how usually your teacher corrects your errors?

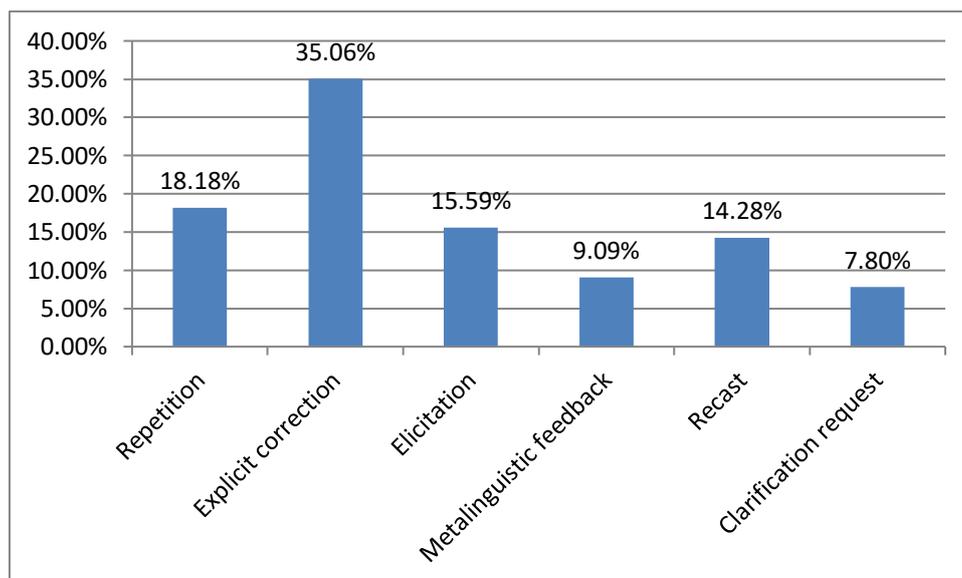


Figure 08: Students Views about The Strategies used by Their Teachers

From the results above, we can notice that Explicit Correction is the most preferred technique by students to be used by their teachers with a percentage of (35,06%), followed by repetition with a percentage of (18,18%), than Elicitation (15,59%), Recast (14,28%), Metalinguistic feedback (9,09%), and the least choice was Clarification request with (7,80%).

Q8. Who you think should correct your spoken errors?

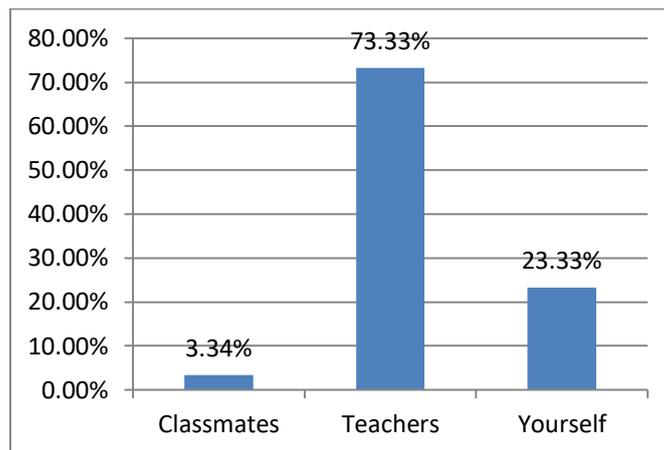


Figure 09. The Choice of The Corrector

From the table and the figure above, we notice that the majority of students preferred to be corrected by their teachers, some other students preferred to be corrected by themselves, and few other of them preferred to be corrected by their classmates.

Q9. Who you think should correct your spoken errors?

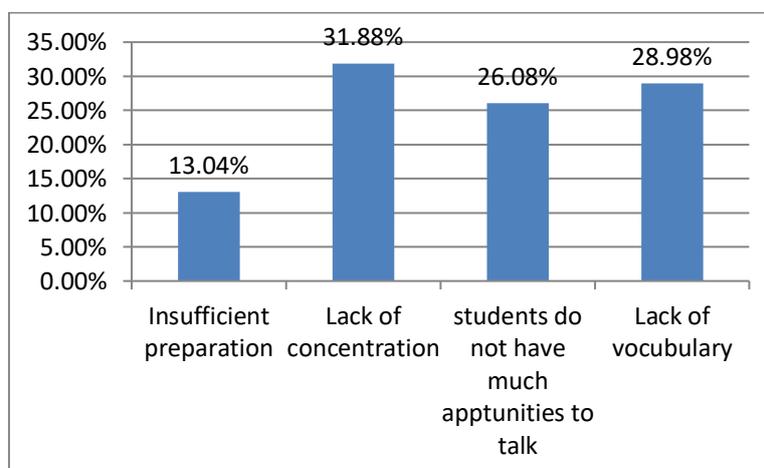


Figure 10. Students' Reasons for Making Errors

From the results obtained we notice that, the majority of students said that lack of concentration is the main reason behind their errors (31,88%). Other students claimed that they do not have enough vocabulary (28,98%). While the least percentage back to insufficient preparation, and not having much opportunities to talk.

Q10. How often does your teacher interrupt you to correct your errors?

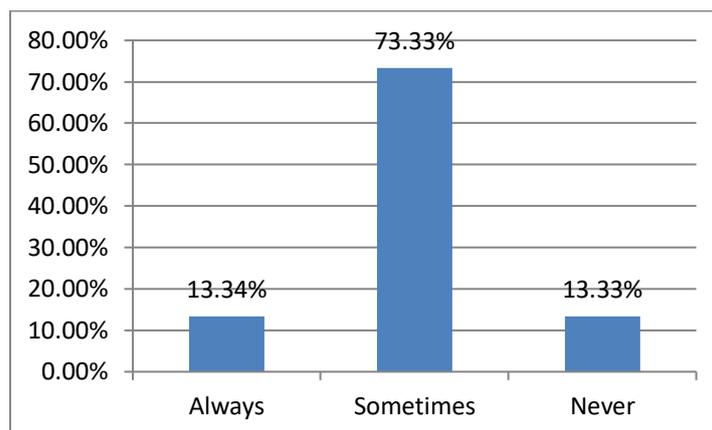


Figure 11. Teacher Amount of Interruption for Correction

Concerning the teacher amount of interruption for correcting an error, the majority of students agree that their teachers interrupt them sometimes to provide them with the correction with a percentage of (73,33%), some other students said that the amount of interruption is either always or never.

Q11. In error correction, your teacher gives priority to: order from the most frequent 1 to the least frequent 4.

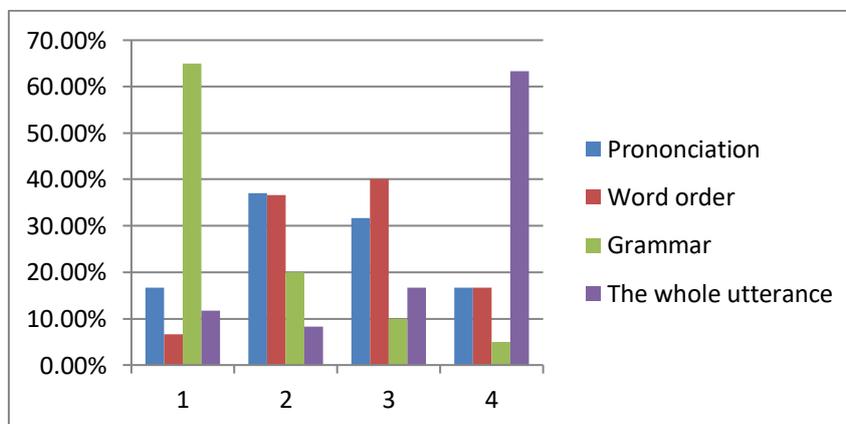


Figure 12. Priorities of error correction

From the figure we notice that students ranked grammar (65%) as the most important element that deserve correction. Followed by pronunciation (37%), and word order (40%), while the whole utterance was ranked as the fifth element to be focused on error correction.

Q12. Do you think that the teacher's continuous correction of your errors will:

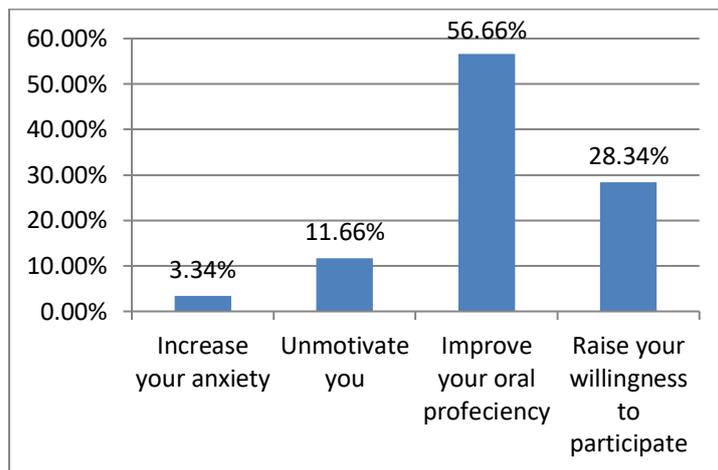


Figure 13. Effects of The Teacher's continuous correction

From the figure illustrated above, we notice that the majority of students agree that the continuous correction improve their oral proficiency (56,66%), followed by raising their willingness to participate (28,34%), some other students claim that it unmotivated them with a percentage of (11,66%) and increase their anxiety (3,34%).

Q13. When the teacher corrects your errors in front of your classmates, you feel:

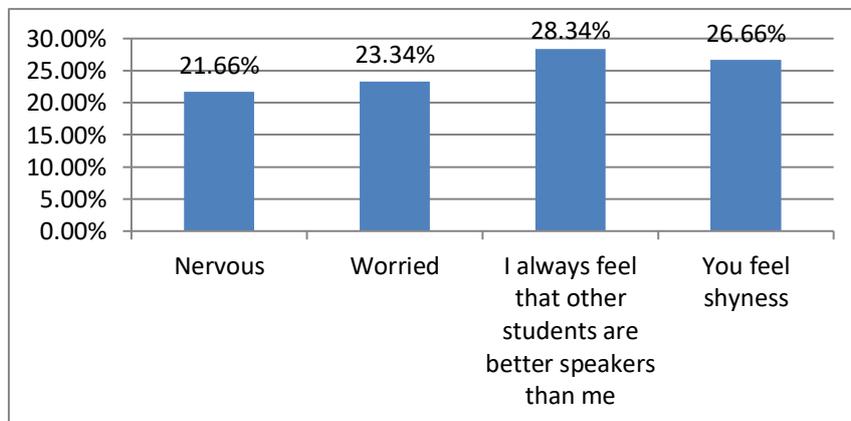


Figure 14. Students Emotional Reaction

We notice from those results that, the majority of students when they are corrected in front of their classmates, they feel that they are not good speakers in contrast with others (28,34%), some other students feel shyness (26,66%), while others feel worried (23,34%), and some few others feel nervous (21,66%)

Q14. When I give answers in my class, I often lose confidence

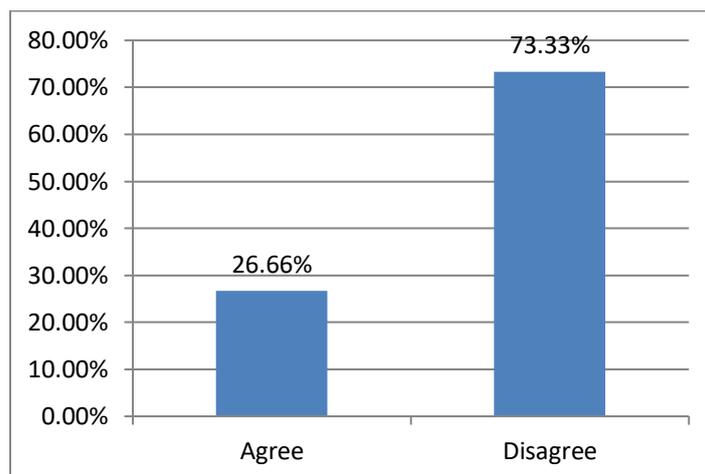


Table 15. Students Responses on the Element When you Give Answers In your Class you often Lose Confidence

From the results that we have, the majority of students when they give answers in the class, they do not lose confidence (73,33%), while some others lose confidence when doing so (26,66%).

3.2.1.1. Discussion an Interpretation of the Results

First of all, the chosen sample consists of 60 second year students who study English as a second language. We select it because most of them face difficulties in speaking which resulted mostly in making error. The first question administered to students was about the importance of the oral skill. these results can exhibit the high classification of speaking with learners, who attach a great importance to it in comparison with the other skills (listening, reading and writing) and that is may be because nowadays English becomes the language of

the world, also because mastering least ways one foreign language and having a good command of it is a necessity and a good investment to have further chances as studying or working abroad, one other reason may be the development of technologies which influenced the looking forward new English cultural trends such technologies are TV, internet...etc. The current level of the students also allows us to rely on them in investigating this study since more than half of them said that their level in English is between average and good.

We asked students a question about if they feel afraid to talk, more than the half of them answered "yes" emphasising on worry to make grammatical errors as the main reason, since the majority of them are not ready to receive negative feedback on their performance and be embarrassed. Generally the findings of the first section indicated that although second year students are interested in mastering the oral skill; they face many difficulties in doing so.

Findings of the first question in section two reveals that the majority of students feel to be corrected by their teachers, and a vast majority of the rest feel to be corrected depending on the type of the activity. It is thus clear that students notice correction and realize they are being corrected in general and need to be corrected. For the second question regarding the frequency of error correction, more than the half of students responded that their errors should be always treated; however; some of them thought that their errors should be at least sometimes corrected. The results suggested that students show a positive attitude toward error correction reflecting the belief that correction helps reducing errors in future performances and results in the production of accurate spoken utterances.

In the third question, students were asked about the timing of error correction. (60%) of the students agreed with the statement "After I finish speaking" considering it as the most appropriate time for correction in order not to lose ideas while trying to convey their messages . Other students prefer to be corrected immediately as soon as an error is made even if it

breaks the flow of communication thinking that the sooner the correction, the most effective it will be.

The following question, asked about the preferences for corrective feedback. Among the six types of corrective feedback, explicit correction was the most favoured, repetition was the second most favoured, and elicitation was the third most favoured type of corrective feedback among students. This indicates that students value explicit feedback over implicit feedback since direct feedback helps in pointing out the location of the error, and increase the chance of modification and accelerate learning. Repetition informs the students that an error has been made, which can lead them to produce the target like form by modifying the wrong utterances. However, elicitation can help learners to produce correct forms. Whereas, metalinguistic feedback, recast, and clarification request were the least favoured techniques among students, because they are sometimes ambiguous and may not lead the student to locate the error.

Question number eight generates opinions among students about the choice of the corrector, a large number of them value teacher correction over peer and self correction since the teacher is the most knowledgeable and skilful and trustworthy person in the classroom. Self-correction was the second favoured choice among students, thus it helps them to build a sense of confidence and take risk speaking without paying attention to errors ; However, there are many problems with learners' self correction. Most Learners prefer the teacher to correct their errors. Other learners can correct their errors in case they possess the linguistic knowledge. Peer correction was the least favoured technique selected by few students due to the fact that learners have approximately the same level and they do not trust each others' knowledge to perform the role of the corrector.

For the question devoted for the reasons of students' errors, students answered that lack of concentration is the major reason behind their errors. Focusing too much on producing

accurate utterances rather than speaking spontaneously may lead them to lose their concentration; as a consequence they will commit errors. Other students claimed that they do not have much opportunities to talk, this exhibits that teacher-centered approach still applied by teachers. Regarding the satisfaction with the amount of teachers' interruption for corrective feedback. The most frequently corrected types of error as perceived by the students are grammar and pronunciation errors. Word order is not felt to be corrected as often, and the least frequently corrected error was error concerning the whole utterance or sentence, assuming that knowing the rules of grammar of a foreign language help learners to master it and speak it fluently.

Section three, however, is devoted for the students' emotional reaction, in which we tried to receive information from learners about their personal reaction toward their teachers' feedback. The first question in this section, aims to investigate the effects of the teacher continuous correction on learners' performance, thus, the majority of them believe that the continuous correction improve their oral proficiency , which may indicate that learners want to be corrected on their errors. Some other students as well supported error correction saying that it increase their willingness to participate in the classroom, which means that they show a positive attitude towards corrective feedback. Although over correction may discourage students from speaking, students' unmet explanation of error correction from their teachers may have a negative effect and discourage them from striving to improve their speaking skills , for that few students show a negative attitude , claiming that corrective feedback unmotivated them and increase their anxiety.

The second question in the third section discussed how students feel when they are corrected in front of their classmates. The majority of them stated that they always feel that other students are better speakers than him /her, followed by those who feel shyness, than the students who feel worried and nervous. The last question addressed for learners was if they lose their confidence while giving answers in the class, the majority of them disagree with the statement

which leads us to conclude that the majority of them appreciate and value all sources of feedback in order to enhance their speaking competence.

3.2.2 Teachers' Data Analysis

Q1. Degree(s) held

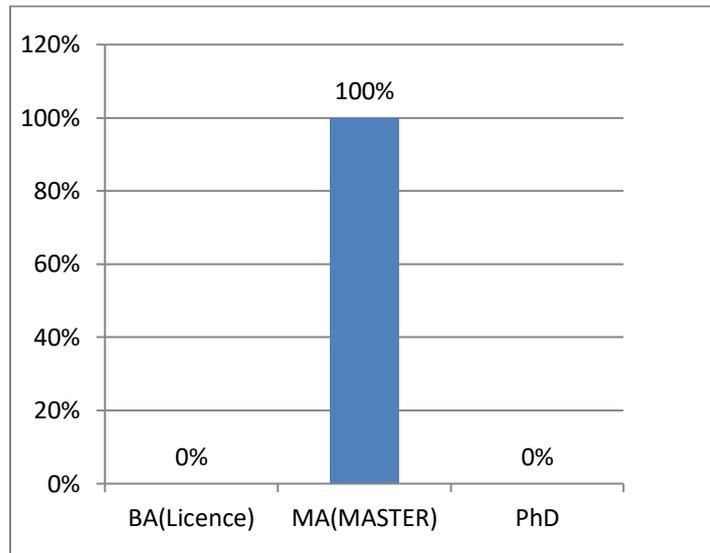


Figure16. Teachers' Degree

From the figure, we notice that, (100%) of the teachers held MA (Master/ Magister) degree.

Q2. Years of experience

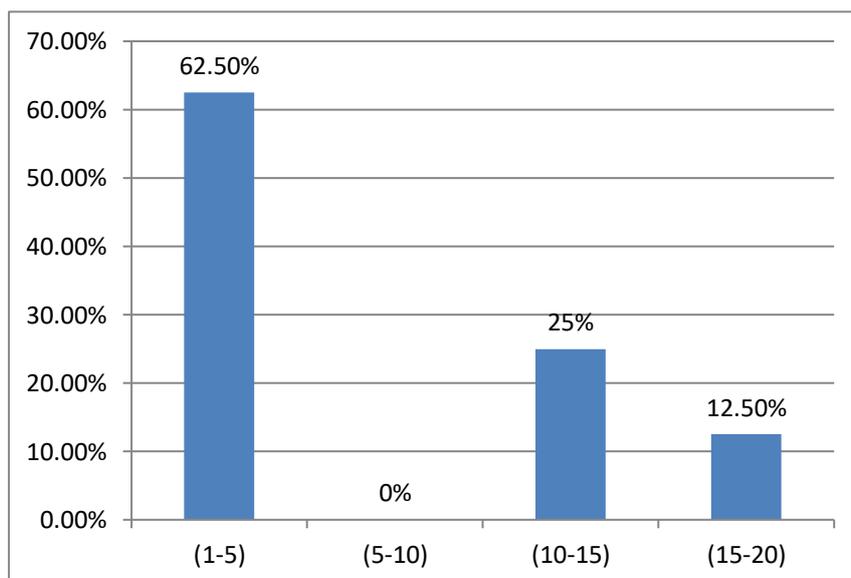


Figure 17. Teaching Experience of English

One can notice from the results shown above that five teachers have a short teaching experience in English since they have spent from 1 -5 years. However, three teachers have a long experience in teaching Oral English.

Q3. How many years have you been teaching Oral Expression?

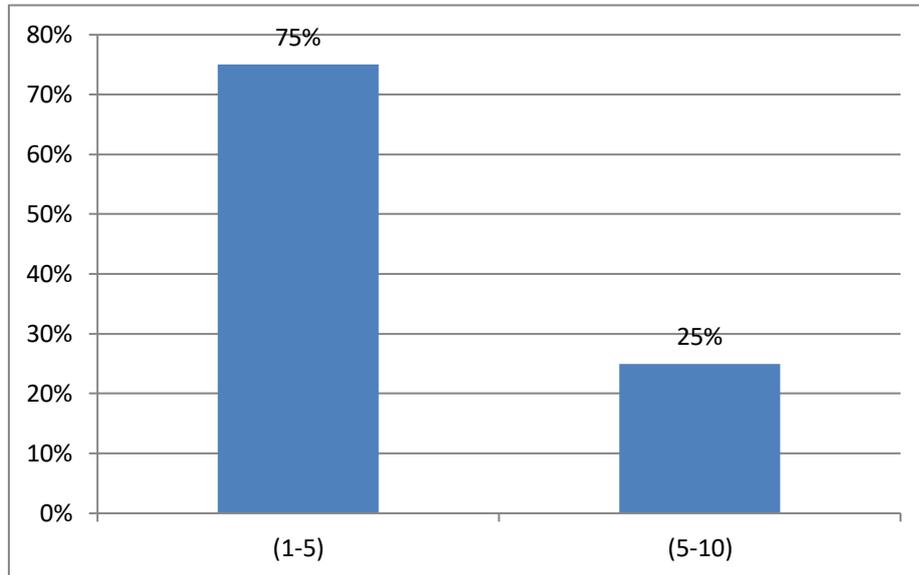


Figure 18: Teaching Experiences of Oral Expression

From the chart one can recognize that, six teachers have a short teaching experience in OE; however, two teachers have a long experience in teaching Oral Expression.

Q4. In your opinion, do you think that making errors is something necessary for learning?

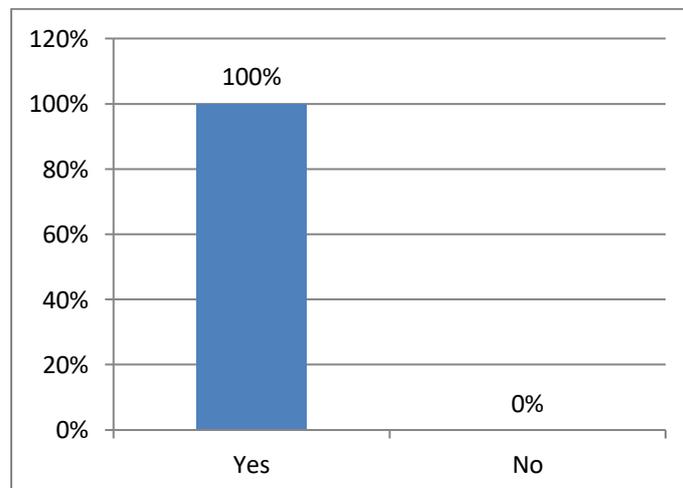


Figure 19. Teachers Response to the element are Errors Necessary for Learning

From the figure above we see that, all the teachers agree that making errors is something necessary for learning with a percentage of (100%).

In question five teachers were asked an open ended question about the difference between a mistake and an error. Three of them were answered this question as following:

- **Teacher1:** Mistakes happens accidentally while performing a speaking and they can be self-corrected; however, an error usually happens due to the lack of knowledge.
- **Teacher2:** A mistake is something that the teacher does willingly; however, an error is usually a uncontrolled fault.
- **Teacher3:** A mistake is a slip of the tongue and it can be self corrected by the learner himself. But an error cannot be corrected by the learner, But with the help of the teacher.

Q6. As a teacher, how do you see an error?

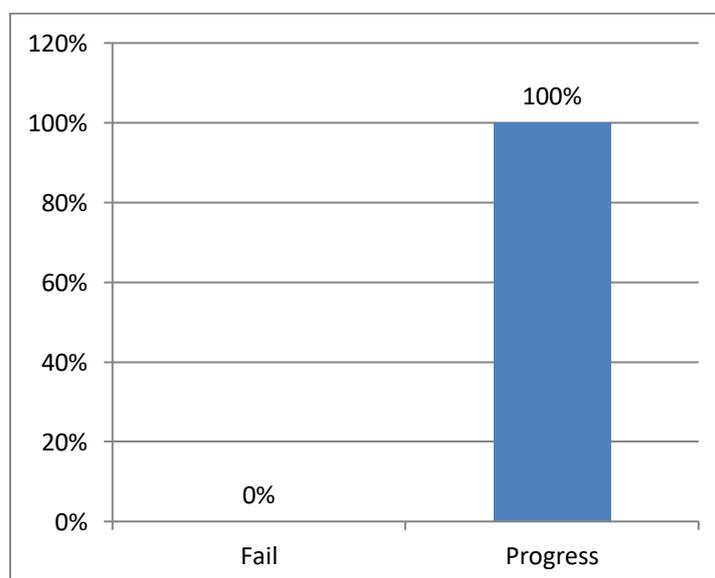


Figure 20: Teachers' Perspectives on Errors

The results obtained denote that (100%) of teachers state that errors are a sign of Progress for them.

Q7. Which errors your students make mostly?

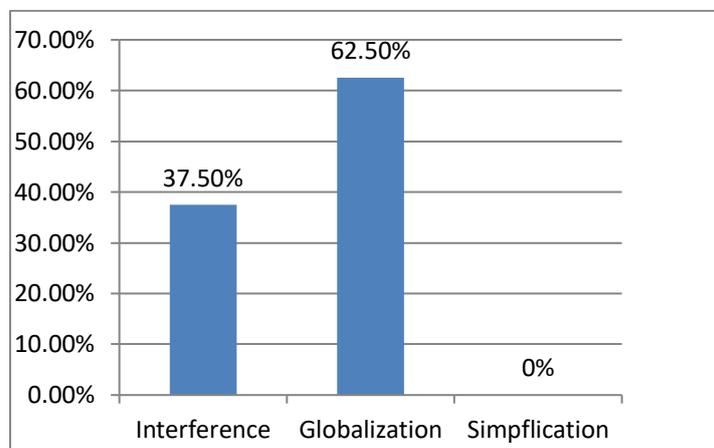


Figure 21. Types of Errors

The answer showed above reveals that while (37,5%) of the students make interference errors. More than half (62,5%) of teachers state that most of the time students make globalization errors.

Q8. How often do you treat each of the following types of errors in spoken practice?

- a. Serious spoken errors that cause a difficulty in understanding the intended meaning.

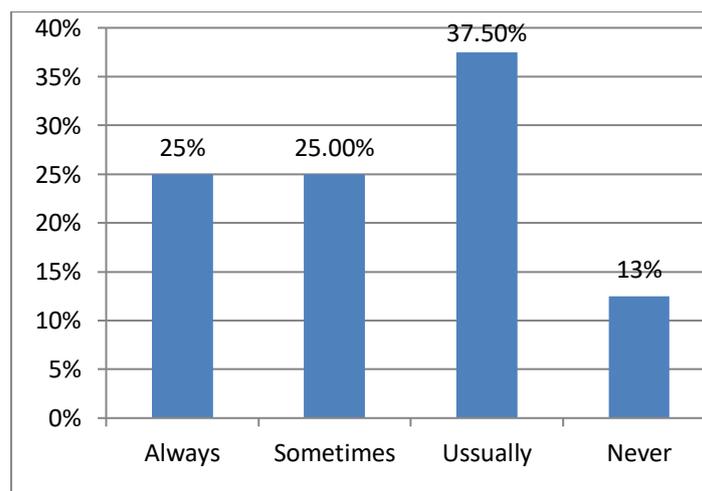


Figure 22. Frequency of Treatment of Serious Spoken Errors That Cause a Difficulty in Understanding the Meaning

From the figure and the table above we notice that, almost all teachers prefer to correct the serious spoken errors that cause a difficulty in understanding the intended meaning usually with a percentage of (37,5%), some other teachers prefer to correct them either sometimes or always with a percentage of (25%), while some others claim that they never correct them.

- b. Less serious spoken errors that do not cause a difficulty in understanding the intended meaning.

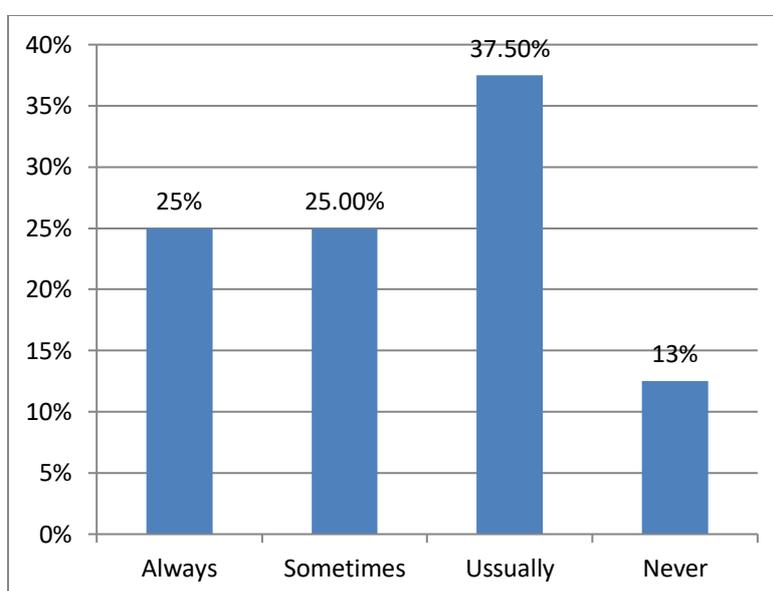


Figure 23. Frequency of Treatment of Less Spoken Errors

From the results that we have, the majority of teachers correct the less spoken errors that do not cause a difficulty in understanding the meaning usually with a percentage of (37,5%), some other teachers however, prefer to correct them either always or sometimes with a percentage of (25%).

- c. Frequent spoken errors.

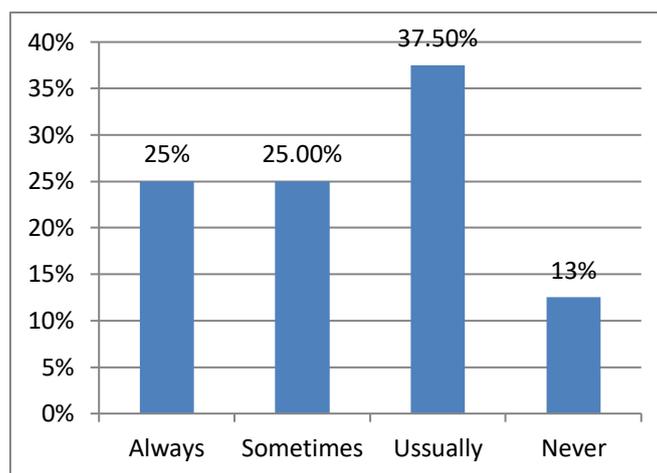


Figure 24. The Treatment of Frequent Spoken Errors

From the table above we notice that, majority of teachers prefer to correct the frequent errors made by students usually with a percentage of (37,5%), followed by teachers who prefer to correct them either always or sometimes with a percentage of (25%), and teachers who do not prefer to correct them with a percentage of (13%).

d. Infrequent spoken errors.

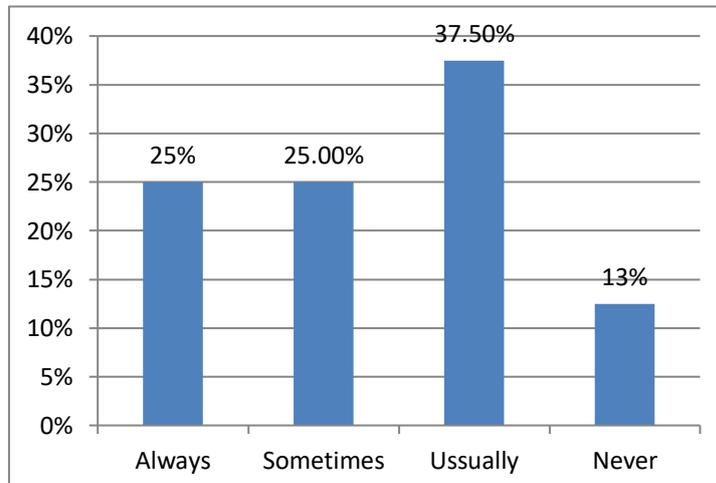


Figure 25. Treatment of Infrequent Errors

From the table and the figure above, we notice that infrequent spoken errors are preferred to be usually corrected by teachers with a percentage of (37,5%), some other teachers prefer to correct them either always or sometimes with an equal percentage of (25%), while other teachers prefer to not correct them at all.

e. Individual errors made by only one student.

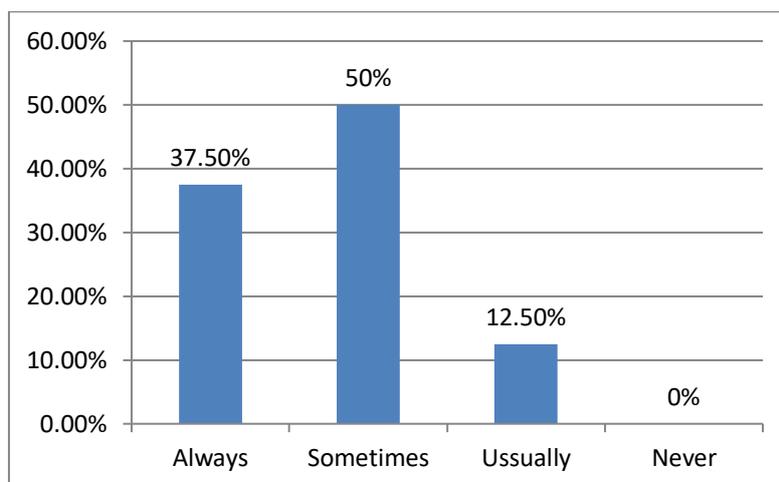


Figure 26. Treatment of Individual Errors Made by Only One Student

From the figure and the table above we notice that, the majority of teachers correct individual errors made by only one student sometimes with a percentage of (50%), followed by (37,5%) of teachers who prefer to correct them always, while some other teachers correct them usually with a percentage of (12,5%).

Q9. What is your reaction towards students' oral errors?

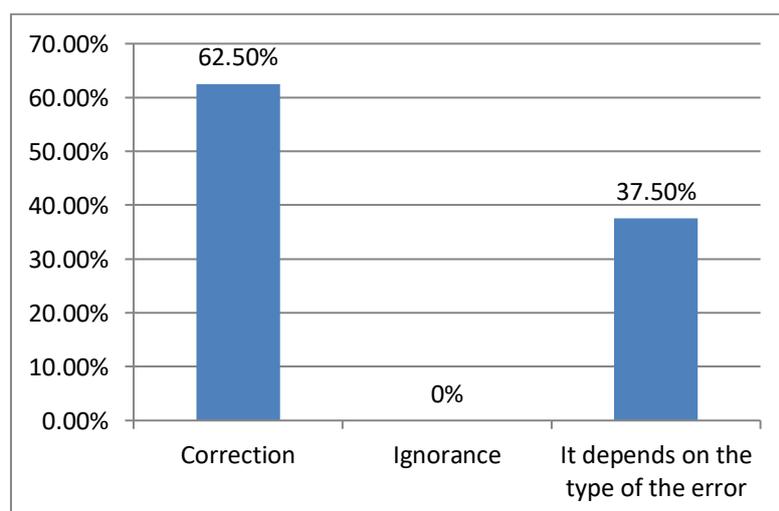


Figure 27: Teachers' Reaction toward Errors

From the results that we have above, we notice that the majority of teachers prefer the correction of errors with a percentage of (62,5%), whereas, other teachers claim that the correction depends on the type of the error with a percentage of (37,5)

Q10. Regarding frequency, I correct students' errors in speaking:

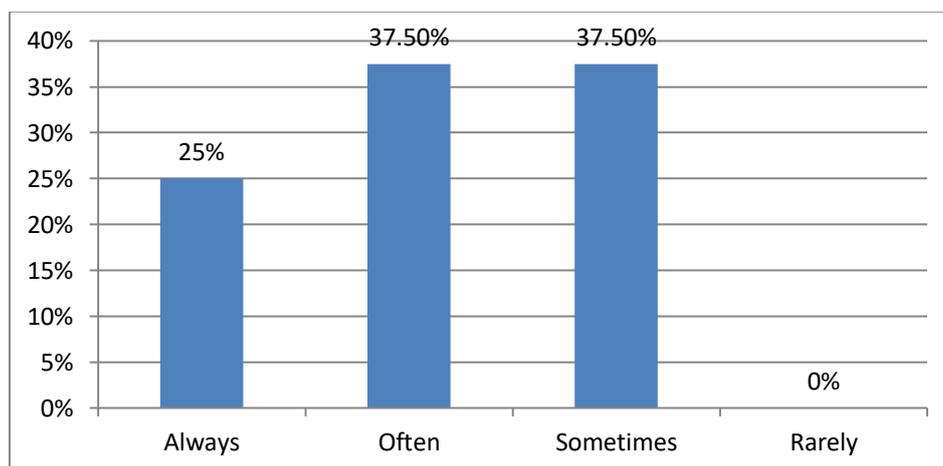


Figure 28. Frequency of Error Correction

For the frequency of error correction as it is shown above, the majority of teachers agreed that sometimes and often are the most frequent times where they give corrective feedback with an equal percentage of (37,5%); however, some other teachers consider that they always provide their learners with corrective feedback.

Q11. With respect to timing, when do you usually correct your students' errors?

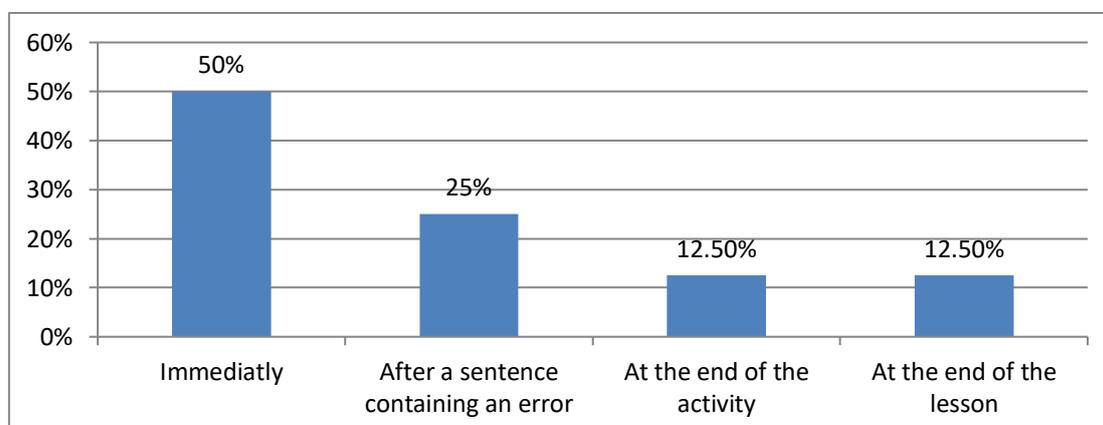


Figure 29. Timing of Error Correction

From the results we have above, we can see that half of teachers (50%) prefer to correct their learners errors immediately, while some teachers prefer to give correction after a sentence containing an error (25%), some other teachers suggest that the appropriate time for error correction is at the end of the activity (12, 5%), and some others said that is at the end of the lesson.

Q12. What do you think about the correction of the spoken errors?

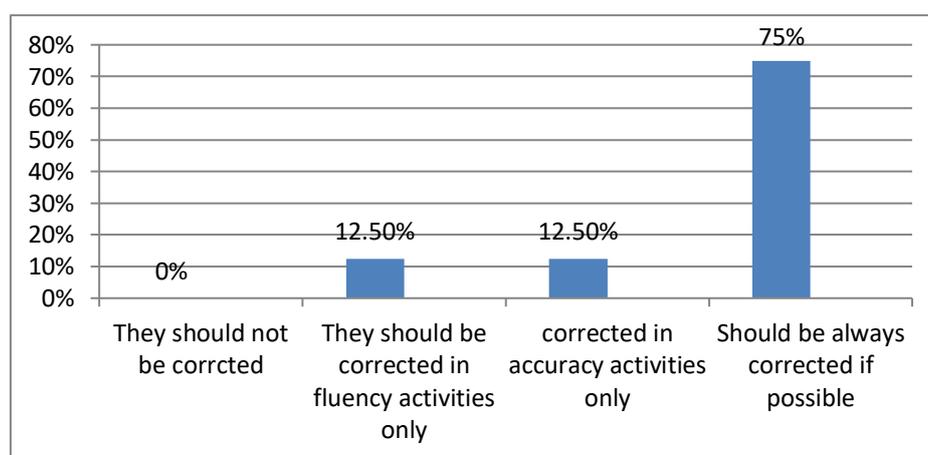


Figure 30: Teachers Views about The Correction of Spoken Errors

From the figure above, we notice that almost all the teachers suggest that errors should be always corrected if possible, while some other teachers suggest that errors should be corrected either in fluency activities only or in accuracy activities only.

One of the teachers that we administered the question for them, justified his answer on this question saying that, the correction depends on the type of error, if it is serious and repeated, it must be corrected.

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

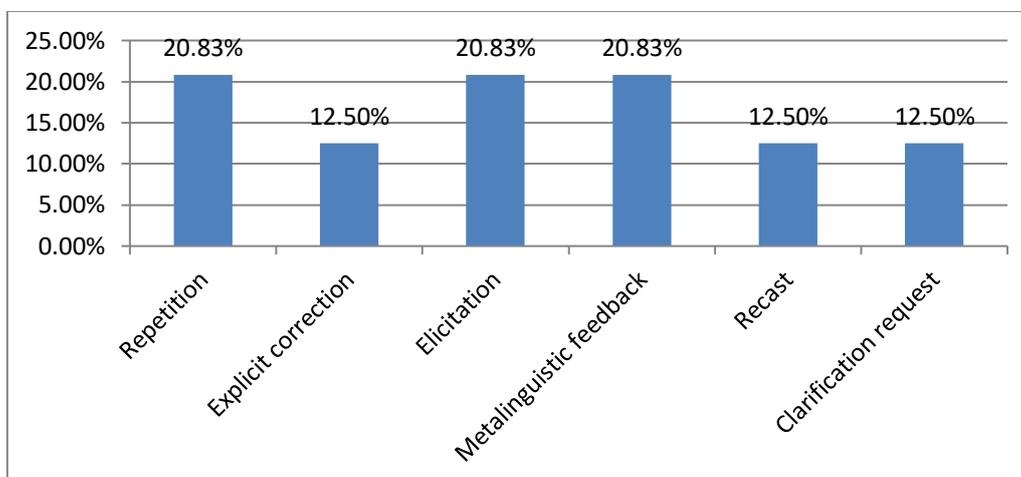


Figure 31: Corrective Feedback Strategies

From the figure above we notice that, repetition is the first strategy chosen by teachers with a percentage of (20,83%), followed by Explicit correction with (12,5%), in the third place Elicitation (20,83%), followed by Metalinguistic feedback with the same percentage. Moreover, recast comes in the fifth place with a percentage of (12,5%), and the least strategy selected by teachers was Clarification request with the percentage of (12,5%). It is clearly noticed that the total of subjects' answers of this question is greater than the previously taken in other questions and the reason behind that is the probability of this question to take more than one response accordingly to what they preferred.

Q14. As a teacher, what do you think the most common reason of errors?

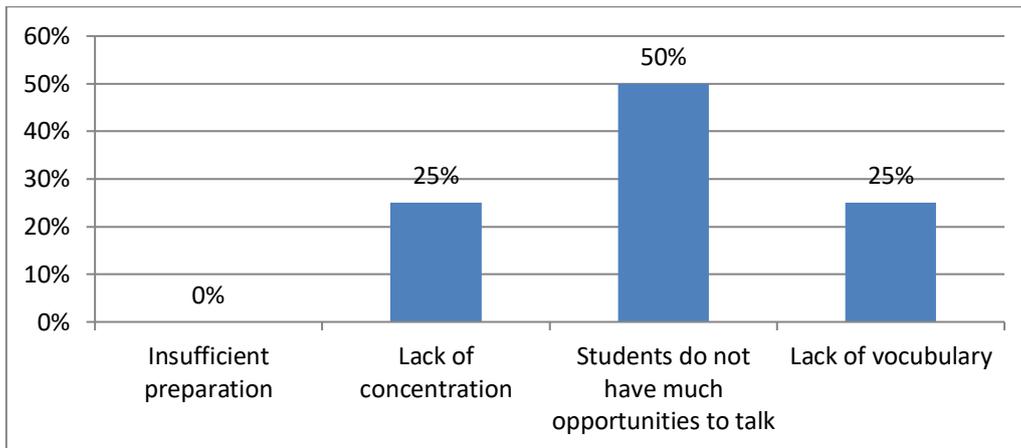


Figure 32: Reasons of Making Errors

From the results we have, the major reason behind learners' errors is that learners do not have many opportunities to talk with a percentage of (50%), in addition to the lack of concentration and lack of vocabulary with a percentage of (25%).

Q15. As a teacher, how much do you often interrupt your students to correct their errors?

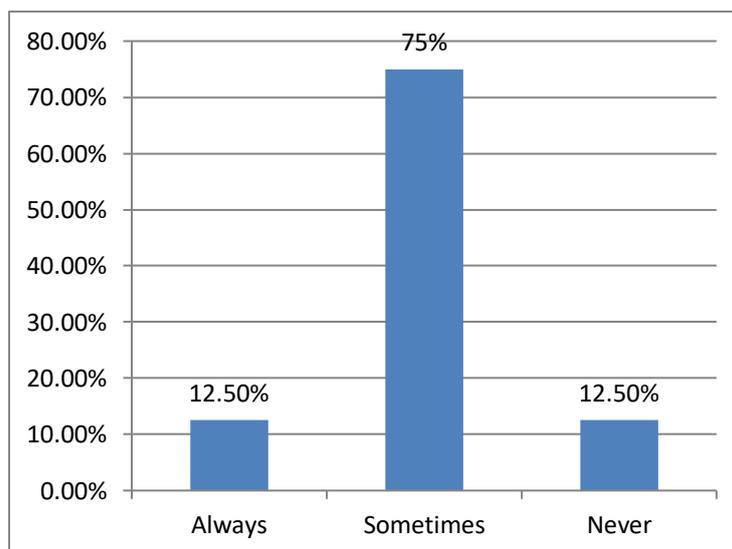


Figure 33. Teachers' Amount of Interruption for Giving Feedback

From the figure and the table above we notice that, sometimes is the amount of interruption agreed by (75%) of teachers, followed by always and never giving the percentage of (12,5%).

Q16. In errors' correction you give priority to: order from the most to the least important

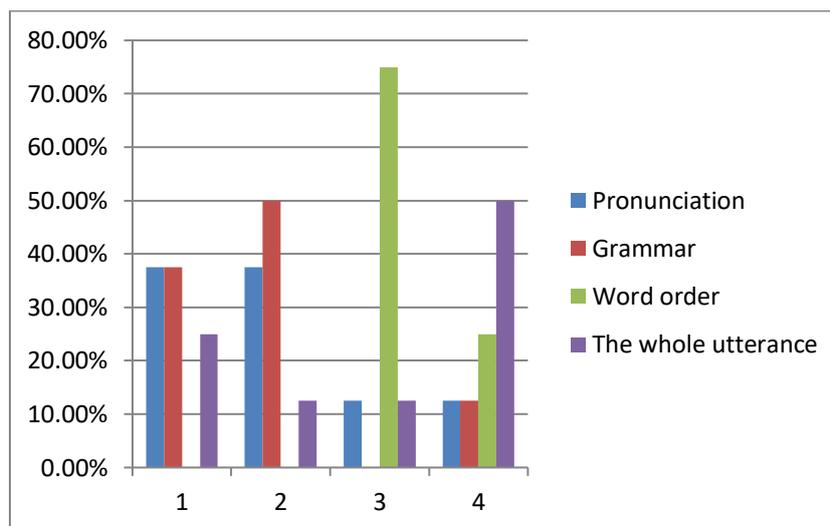


Figure 34. Priorities of Error Correction

From the figure we can conclude that, pronunciation and grammar were both given an equal percentage being the two first priorities to be corrected (37,5%), however, the second priority was given to grammar as we see above with a percentage of (50%), in addition to word order which was in the third place with a percentage of (75%), and at the end the whole utterance with a percentage of (50%).

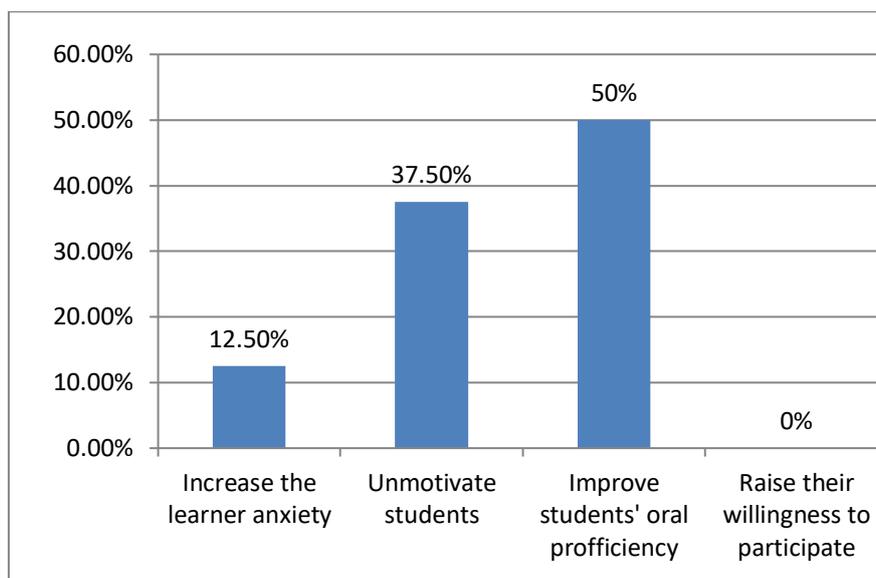
Q17. As a teacher, do you think that the continuous correction of students' errors will?

Figure 35. Effects of the Teachers' Continuous Correction on Learners

From the figure above we notice that, the majority of teachers agree that the continuous correction improves students' oral proficiency with a percentage of (50%), whereas some other teachers said that it unmotivats learners (37,5%), and some others agree that it increase the learner anxiety with a percentage of (12,5%).

In the question number eighteen, we ask teachers weather they give more importance to fluency or to grammatical correctness, or both, teachers responses were as following:

- **Teacher 01:** of course both, because they complete each other, so without grammar the language will be mistaken, and without fluency the spoken English will be misunderstood. In short, they should be given equal importance because they help to speak accurate and meaningful English.
- **Teacher 02:** I give importance to both because, both fluency and grammar are important to improve the students' speaking skill.
- **Teacher 03:** It is clear that a fluent student is not necessary accurate and the opposite. Some scholars said about the grammar rule of the third

person singular “ it is the first rule to be learnt; however, it is the last rule to be mastered” so, this shows that grammar correctness is important to set the message correctly but should be combined with being fluent.

- **Teacher 04:** Both grammar correctness and fluency are interrelated

Q19. Who do you think should correct students' errors?

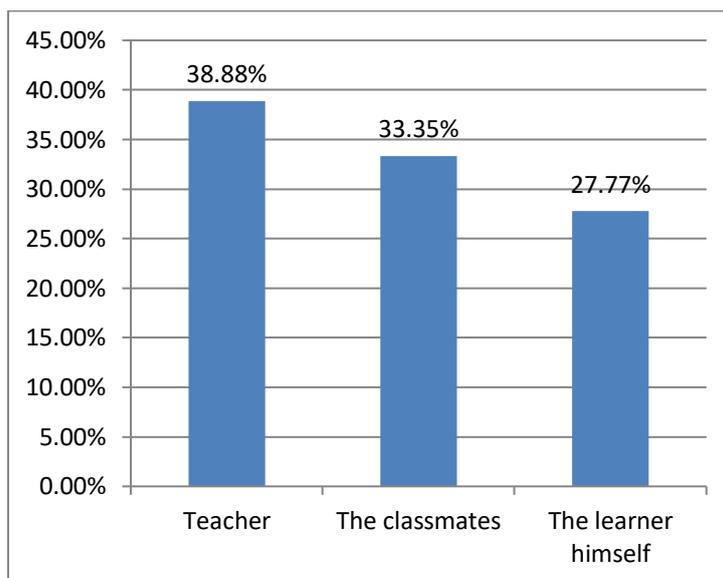


Figure 36. The Choice of the Corrector

From the figure above we notice that, (38,88%) of teachers said that the teacher is the person who should correct learners errors, some others suggested that classmates should correct each others' errors with a percentage of (33,35%), in addition to other teachers who prefer the learner to correct his own errors.

The last question administered to teachers was what they think is the appropriate way to correct students' errors, some of them answered as following:

- **Teacher 01:** To make students correct themselves, by doing so they will be more confident and they will learn from their mistakes.

- Teacher 02: I think that it's preferable to correct the error implicitly, so that the student will make an effort finding the error and correct it himself.

3.2.2.1. Discussion and Interpretation of the results

First of all, the chosen sample consists of eight oral expression teachers who have either short or long teaching experience in teaching English as a foreign language. We have selected those teachers since they are supposed to be more aware of their students' errors and how they deal with them. The first section in the teachers' questionnaire was devoted for background information in which we tried to get information about the degrees they held, years of experience, and how many years they have been teaching oral expression. All of teachers that we have worked with have either Master or Magister degrees and from one to eighteen years of experience in teaching English as a foreign language, however, from one to ten years of teaching oral expression.

The second section is devoted to teachers' views about errors in general. The first question asked for teachers was whether making errors is something necessary for learning, all of them answered "yes", since that learners in their learning of a foreign language, they will go through a long way and the first thing they should put in their minds is to learn from their mistakes.

The second question was what they think the difference between a mistake and an error, one teacher answered that a mistake is something that the students does willingly; however, an error is usually uncontrolled fault. Another teacher answer that the main difference is that students most of the time are not aware of rules so they generalize other rules that are not working in fact, and a mistake can occur once they know the rules, but it is a slip of the tongue and it can be corrected by the student himself, but the error can be corrected by the help of the teacher. In addition to another teacher who said that, mistakes happen

accidentally while performing a speaking and they can be self corrected; however, an error usually happens due to the lack of knowledge. This indicates that teachers are knowledgeable about the issue of errors.

The following question examined how teachers see an error, all of them see it as progress not fail, errors than can be a progressive signal for good speaking since that most of students errors are due to the interference of the native language they may mistaken once they translate from their native language to the target language, which show the student is making effort to speak even if they are mistaken.

The next question was about the most common types of errors made by learners, Globalization got the highest percentage among teachers, because almost all students make errors due to the generalization of rules, followed by interference errors that are the influence of one's native language to target language. In the question number eight, we asked teachers how often they treat each of error types we gave them. For serious spoken errors that cause a difficulty in understanding the intended meaning, half of teachers revealed that they always correct them. They agreed that serious errors, which hinder communication, and high-frequency errors should be corrected. These findings reveal that the teachers do not treat all the errors that occur, but they correct serious errors that cause misunderstanding as well as common and recurrent errors among the students. This shows that teachers try to spend more time on more important errors in order to promote the students' learning due to time constraints in classes. For the less serious spoken errors which do not cause a difficulty in understanding the meaning, more than the half of teachers correct them sometimes since the meaning is clearly understood. For frequent errors, it is claimed by the majority of teachers to be corrected sometimes; however, infrequent spoken errors are usually corrected by teachers with a percentage of (37,5%), and for the last type that is the individual errors made only by one student, half of teachers claim that they correct them sometimes. From this, we conclude that

the correction of each type depends on its seriousness, which means that if the error leads to ineffectiveness learning, it should be corrected.

The third section is devoted to teacher's attitudes towards error correction. In the first question, we asked the teachers about their reaction towards students' oral errors. More than the half of them revealed that errors should be corrected regardless of its type, in order to not allow the acquisition of ill-formed utterances; however, some others said that the correction depends on the type of the activity. For the frequency of error correction, the majority of teachers agree that they correct their learners' errors either sometimes or often with an equal percentage, because keeping correcting learners errors each time they are made, may have negative effects on learners' performance, while some others claim that they always correct errors. Considering timing of error correction, which was the subject of question number 11, most teachers reported carrying out correction immediately. Other teachers correct errors after the student have stopped talking, so that he can keep the flow of ideas. However, some of them correct errors either at the end of the activity or at the end of the lesson.

In the question number 12, we ask teachers what they think about the correction of spoken errors, the majority of them agreed that errors should be always corrected if possible, thus teachers strive to meet their learners' needs and maximize their learning by providing appropriate feedback according to students' proficiency levels. For this reason, teachers' feedback is not always systematic; instead, teachers selectively use corrective feedback by making choices between the moment when an oral error occurs and the actual treatment that follow.

The next question asked about the preferences for corrective feedback. Of the six types of corrective feedback, repetition and explicit were the most favoured, elicitation and metalinguistic were the second most favoured, and recast was the fifth most favoured type of

corrective feedback among the teachers and finally , clarification request as the last favoured type of corrective feedback. The teachers believed that repetition informs the students that an error has been made and thus can lead them to produce the target-like form by modifying the ill-formed utterance. The teachers highly valued explicit feedback over implicit feedback since direct feedback that points out the location of the error can increase the chance of modification and accelerate learning. The teachers also favoured elicitation that can help learners to produce target-like forms.

Question number fourteen investigated the main reason behind students errors, teachers' responses reveal that students do not have enough opportunities to talk, for this reason; teachers should provide learners with more time to practise the language. Concerning the amount of interruption of teachers for error correction, the vast majority interrupt students sometimes, so that they do not hesitate to participate even if they make errors.

The following question, regarding the type of error most frequently corrected generated uniform responses among teachers. It turned out that the most frequently corrected errors are those of pronunciation or grammar, while the least frequent ones are those of word order and the whole sentence, because correcting learners' grammatical errors, lead them be fluent speakers and help them to improve their pronunciation level.

Question number seventeen, was about the effects of the teachers' continuous correction on learners, which shows that the majority of teachers agreed that it improve learners' oral proficiency, thus it prepares them to be better speakers of the language. Few other teachers consider that the continuous correction may have negative effects on learners since it increases their level of anxiety and unmotivated them, which means that it may destroyed learners' self confidence.

The following question proposed to teachers was whether they give more importance to fluency or grammatical correctness during the correction of errors. The vast majority of them answered that they give importance to both of them, because they complete each other and both are important to improve the students' speaking skill. In the question number nineteen, we tried to highlight the issue of who should correct learners' errors, the majority of the responses generated shows that the teacher is the person who should perform the correction, since he is supposed to be more knowledgeable and knows his learners' learning styles and preferences; however, peer correction is favoured by other teachers who suggested that not only the students who make errors are concerned with error correction, but the whole class are. The questionnaire concluded by teachers' opinions about the appropriate way to correct learners' errors. Among the teachers who answered this question suggested implicit correction as an effective strategy, so that the student will make an effort finding the error and correct it himself.

3.3. Classroom Observation

Observation is one of the two data gathering methods chosen for this dissertation. The purpose of the observation was to examine the teachers' behaviours in classroom where English language is used and the strategies used by them during the learning process to correct students' errors. Furthermore, in this chapter the classroom setting and the result of the observation are presented.

3.3.1. Participants

The participant in the observation was one current teacher that filled the questionnaire in the first method chosen for research gathering. She is a teacher who has an experience of three years as a teacher of oral expression. The students chosen for observation belong to one group of second year. This group is a large group consists of 32 students with different levels.

3.3.2. Observing the Lessons

The lessons that were observed were carefully chosen. From six sessions we select four of them where feedback existed. The lessons chosen had a teacher- student focus where the teacher lead discussions about certain listening texts, in addition to written activities, some of them include vocabulary and grammar aspects.

The number of feedback types used in the four sessions is illustrated as follow:

First session: 20 times

Second session: 24 times

Third session: 27 times

Fourth session: 19 times

a) Recast

A category of feedback that occurs almost is recast. Recast was used when the teacher repeats the students' comment in the same accurate way that the students' responded. From the classroom observation during the four sessions recast was provided 32 times, nine times in the first session, eight times in the second session, ten times in the third session and five times in the last session. For instance the teacher repeats the same sentence uttered by the students:

Example 01:

Teacher: what is praising?

Student: prising is to say something about someone.

Teacher: praising, not prising.

Example 02:

Student: no, I'm work today

Teacher: I'm working today

b) Explicit Correction

Explicit correction that is when the teacher gives the correct form to the student with a grammatical explanation occurred five times in the first session, six times in the second, four times in the third session and three times in the last session. So during the four sessions, explicit correction was used 18 times by the teacher.

Example 01:

Learner: She plays guitar brilliant

Teacher: She plays guitar brilliantly, (brilliantly is an adverb of manner, l+y).

Example 02)

Learner: He work hard

Teacher: He works hard (with pronouns "he", "she", and "it", we always put the "s" when we talk about the present simple).

c) Elicitation

In the first lesson, elicitation occurred three times out of twenty. In the second lesson, it was used four times out of twenty four. In the third session, it was used six times out of twenty seven, and in the last session it was used four times out of nineteen.

Example 01:

Student: they was in a meeting

Teacher: no, correct the verb

Student: they were in a meeting

Example 02:

Student: I always was quit in the classroom

Teacher: Put the adverb of frequency after the verb

Student: I was always quit in the classroom

d) Metalinguistic feedback

Metalinguistic clues did not appear frequently, they appear only four times in the whole four sessions. In the second session, metalinguistic clues were used twice out of twenty four feedback moments, as well as in the third session.

Example

Student: He is a good administrateur

Teacher: but this is in French

Example

Student: I'm still read

Teacher: ok, remember that when we talk about something we do in the moment and may continue for sometime in the future, we always use the present continuous.

e) Clarification Request

Clarification request is another feedback category that was barely seen in the fourth observation sessions. Clarification request appears one time out of twenty in the first session, and twice out of twenty four in the second session, three times out of twenty seven in the third

session and four times out of nineteen in the final session. Thus, clarification request strategy was used ten times by the teacher during the four sessions.

Example 01:

Teacher: sorry? Would you please say it again?

Student: It is efficient.

Example 02)

Learner: Algeria is more big than Egypt

Teacher: Excuse me! Correct and repeat the sentence again

Learner: Algeria is bigger than Egypt

f) Repetition

Repetition is another feedback strategy that was used by the teacher with whom we made our classroom observation that is when the teacher highlights the students' grammatical error by using intonation. It was appeared nine times in the whole four sessions, twice in each of the first, the second and the third sessions, and three times in the fourth session.

Example 01:

Student: They was practising sport

Teacher: was! you should pay more attention to the use of the verb "to be".

Example02:

Student: My friend and me went yesterday to the museum.

Teacher: My friend and me! Really, we say "my friend and I".

3.4. Summary of the Findings

The purpose of the study was to examine the types of oral corrective feedback that English teachers during oral expression sessions. It also aimed to compare those teachers' attitudes towards oral corrective feedback and their actual performance in their classrooms. Finally, it aimed to survey the types of oral corrective feedback techniques that second year students prefer to be used by their teachers to support their learning. More specifically the study aimed at checking the following hypotheses:

1. Teachers of English use different types of oral correction techniques.
2. There is a significant difference between those teachers' attitudes about oral corrective feedback and their actual performance.

- There is no significant relationship between English teachers' attitudes towards oral corrective feedback and their actual practice. The findings indicate a discrepancy between teachers' beliefs and their actual practices. In other words, they do not use the type of feedback they consider most effective in actual teaching. Considering the fact that the findings were based on a questionnaire and classroom observation, the teachers may not be aware of their actual practices. Thus, their responses were based on their ideal types of corrective feedback.
- From the classroom observation we notice that oral expression teachers use all known types of oral corrective feedback in varying degrees. Recast, explicit correction, elicitation, and were the most frequently used types of oral corrective feedback. Recast had the highest usage in classroom setting.
- The findings of the questionnaire show similarities as well as discrepancies between teachers and learners preferences of error correction. Both agreed that student errors

should be treated, but students wanted more correction than their teachers thought. A discrepancy was found between the teachers and students regarding the timing of error correction. Unlike the teachers, the students regarded correcting errors after they finish speaking as effective. Repetition, elicitation, and explicit correction were the three most favoured types of feedback among the teachers, as well as students. Teachers were the most popular source of feedback among both the teachers and students. A discrepancy was found among teachers and learners concerning reasons of errors, while learners agree that the major reason is their worry to make grammatical mistakes, teachers from the other side agreed that students do not have much opportunities to talk. Concerning the amount of error correction, both teachers and students agree upon that the teachers' continuous correction improve learners' oral proficiency.

Conclusion

This third chapter is devoted to the practical part; it contains the analysis of three data instruments, questionnaires for teachers and learners and classroom observation checklist, discussion and interpretation of the results, as well as summary of the findings. The obtained results suggest that, both teachers and learners show a positive attitude toward error correction, but learners admire error correction than their teachers' do. The results show that teachers used corrective feedback strategies with a variety of degrees; however, a discrepancy was found between teachers' beliefs and their actual practice in the classroom.

General conclusion

Our research aims at identifying the reaction of oral expression teachers towards their learners' errors during oral expression sessions. Moreover, this research aims at investigating the strategies of corrective feedback used by those teachers. The study is departed from four principle research questions:

- 1- What are the strategies used by the teacher to correct students' oral errors?
- 2- Whether there is any difference between teacher preferences of oral corrective feedback and their actual performance?
- 3- What are the teachers' preferences of oral corrective feedback strategies?
- 4- What are the students' preferences of oral corrective feedback strategies?

The questionnaire designed to both teachers and students and the classroom observation have been submitted for the purpose of verifying our hypothesis and answer our questions. After the analysis of both questionnaires we have concluded that:

- Teachers of oral expression use different corrective feedback strategies to treat the different types of errors made by their learners.
- From the results obtained from the questionnaires and the classroom observation, there is a significant difference between teachers' views about oral corrective feedback and their actual practise in the classroom.
- Students' preferences of oral corrective feedback are almost the same as their teachers' preferences.
- Teachers use all types of corrective feedback but with a variety of degrees. Recast was the most frequently used feedback type, but not believed to be the most effective one.

Those findings confirmed our two hypotheses and answer our research questions. This obtained results could be larger and richer if time wasn't against us. Finally those

findings cannot over generalized on the whole population because the number of our sample is limited and they may change by the change of the sample. However; during our investigation we have encountered some difficulties in relationship to the limited time which is allocated to the oral expression course. Our research brought many benefits to teachers and students. It is intended to investigate error correction techniques used by EFL teachers, so it is mainly targeting English language teachers in the field. The findings of the study will also be of great use to course and textbook designers.

Recommendations of the study

Based on the results of this study, we can recommend the following:

- As this study revealed that recast had the highest usage by teachers among other types of oral corrective feedback, it is suggested that teachers make more use of other types of oral corrective feedback.
- This study revealed that there is no significant relationship between English teachers' attitudes towards oral corrective feedback and their actual practice. Which emphasise the importance of teacher education programs and their impact on forming teachers' perceptions of effective error correction, and that there is a need for research on what information is being disseminated to students in teacher education programs about corrective feedback.
- Learners should have a strong foundation for their speaking skill before entering a higher level of education. So, it is essential for them to master this skill
- Learners must be forced to correct their errors in order to master the art of speaking which is difficult, since learners who keep always feeling shy and fear of making errors in the classroom will face a loss of words when they find themselves in future speaking situations.

References

- Alison, M. (2012). *Input, Interaction and Corrective Feedback in L2 Learning*. Oxford University Press.
- Al-Sibai, D. M. "Not to Be" The Decline of Contrastive Analysis Pedagogy. October 26, 2004.
- Amara, N. (2015). Error Correction In Foreign Language Teaching . *The Online Journal of New Horizons in Education*, 5(3), 58-68.
- Bygate , M . (1987). "Speaking". Oxford university press, New York.
- Chaudron.C. (1986).The Role of Error Correction in Second Language Teaching.Department of ESL and Center for Second Language Classroom Research.43-81.
- Chelli, S. (2006).Errors in Grammar as an Aspect of learners Incompetence.The Case of First Year Students.publishedMajister Thesis. Mohamed Kheider University, Biskra.
- Chun et al. (1983).Attitudes and Preferences of ESL Students to Error Correction. 37-52
- Corder, S. P. (1967).The significance of learners' errors. *IRAL*, 5, 161-170.
- Corder, S. P. (1973). *Introducing Applied Linguistic*. Penguin.
- Corder, S. P. (1974). *Error Analysis: Perspectives on second language acquisition*. London: Longman.
- Dulay, C., & Burt, K. (1974).Error and strategies in child second language acquisition. *TESOL Quarterly*, 8, 129-138.
- Ellis, R. (1994). *The study of second language acquisition*. London: Oxford [7] University Press.
- Ellis, R. (2009). "Corrective Feedback and Teacher Development". *L2 Journal*, 1, 3-18.
- Ellis, R. (2009). Corrective feedback and teacher development. *L2 Journal*, 1(1), 3-18.
- Ellis,R. &Barkhuizen, G. (2005). *Analyzing Learner Language*. Oxford: Oxford University Press

- Fries, C.C. (1945). *Teaching and Learning English as a Foreign Language*. Ann Arbor: University of Michigan Press.
- Goh, C. M. & Burns, A. (2012). *Teaching Speaking: A Holistic Approach*. Cambridge University Press.
- Harmer, J. (2001). *The Practice of English Language Teaching*. Harlow: Pearson Education Ltd.
- Hattie, J. and Timperley, H. (2007). The power of feedback. *Review of Educational Research*. March 2007, Vol. 77, No. 1, pp. 81–112. DOI: 10.3102/003465430298487
- Hedge, T. (2000). *Teaching and Learning in the Language Classroom*. Oxford: Oxford University Press
- Hemeidia, M. (2016). *Algerian Arabic Varieties Speakers' Errors in English Writing "A Contrastive Error Analysis Study"*. Published Doctorate Thesis. University of Oran 2.
- Hendrickson, M., J (1978). Error correction in Foreign language teaching: Recent theory, Research, and Practice. *The Modern Language Journal*, 62(8), 387-398.
- Hughes, R. (2002). *Teaching and Researching Speaking*. New York: Pearson Education
- James, C. (1998). "Error in Language learning and Use: Exploring Error Analysis". New York: Addison Wesley Longman Limited.
- Krashen, S. D. (1982). "Principles and Practice in Second Language Acquisition". Pergamon Press Inc.
- Lyster, R. and Saito, K. (2010). Oral feedback in classroom SLA: A meta-analysis. *Studies in Second Language Acquisition* 32 (2), 265-302.
- Lyster, R. Saito, K. & Sato, M. (2013). *Oral Corrective Feedback in Second Language Classroom*. Language Teaching.
- Lyster, R., & Ranta, L. (1997). Corrective feedback and learner uptake. *Studies in Second Language Acquisition*, 19(01), 37-66.

- Martinez, S. (2006). Should we correct our students errors in L2 Learning. Universidad de Valladolid. 1-7
- Oladejo , J. A. (1993). Error Correction In ESL: Learners' preference. *TESL Canada Journal*, 10(2), 71-89.
- Panova, I., & Lyster, R. (2002). Patterns of corrective feedback and uptake in an adult ESL classroom. *TESOL*
- Park, H. S. (2010). "Teachers' and Learners' Preferences For Error Correction". Master of Art Thesis. California State University, Sacramento.
- Richards, J. C. (1971). A non-contrastive approach to Error Analysis. *English Language Teaching Journal*, 25, 204-219.
- Thornbury, S. (2005). *How to Teach Speaking*. New York: Longman.

APPENDICES

Appendix 1: Students' questionnaire

Appendix 2: Teachers' questionnaire

Appendix 3 : Classroom Observation Checklist

Students' Questionnaire

Dear students,

We are master two students and we are conducting a research about teachers' attitudes towards oral errors among second year students at Mohammed El-Sedik Ben Yahia University. You are kindly invited to answer the following questionnaire. Your answers are very important for the validity of this research. Please tick the right answers and justify whenever it is possible. We extremely appreciate your collaboration. Thank you.

Section one: Oral Skill

1. In comparison to the other skills, Do you think that oral skill is

a. Very much important

b. Important

c. Little

d. Not important

2. Do you think your level in oral is

a. Excellent

b. Good

c. Average

d. Poor

3. Do you feel afraid to talk

a. Yes

b. No

If yes, is it because you

- a. Have few vocabulary /ideas
- b. Fear of teacher's negative feedback
- c. Worry to make grammatical mistakes
- d. Worry to make mistakes in pronunciation
- e. Lack of motivation to talk

Section two: Views about Errors' Correction.

4. What is your teacher's typical reaction towards your oral errors?

- a. Correction
- b. Ignorance
- c. It depends on the type of the activity

5. How often do you want your teacher to give corrective feedback to your spoken errors?

- a. Always
- b. Usually
- c. Sometimes
- d. Never

6. When do you want your spoken errors to be treated?

- a. As soon as errors are made even if it interrupts my conversation
- b. After I finish speaking
- c. After the activities
- d. At the end of class

7. Considering the following example, how usually your teacher corrects your errors?

Teacher: where did you go yesterday?

Student: I go to the park.

- a. I go? (Repetition: the teacher highlights the student's grammatical error by using intonation)
- b. "GO" is the present tense. You need to use the past tense "Went" here. (Explicit correction: the teacher gives the correct form to the student with a grammatical explanation)
- c. Yesterday, I....(Elicitation : the teacher asks the student to correct and complete the sentence)
- d. How does the verb change when we talk about the past? (Metalinguistic feedback: the teacher gives a hint or a clue without specifically pointing out the mistake)
- e. I go? (Recast: the teacher repeats the student's utterance in the correct form without pointing the student's errors)
- f. Could you say that again? (Clarification request: the teacher asks for repetition or reformulation of what the learner has said)

8. Who you think should correct your spoken errors?

- a. Classmates

b. Teachers

c. Yourself

9. In your opinion, what do you think the most common sources of your spoken errors?

a. Insufficient preparation

b. Lack of concentration

d. Students do not have much opportunities to talk

e. Lack of vocabulary

10. How often does your teacher interrupt you to correct your errors?

a. Always

b. Some times

c. Never

11. In error correction , your teacher gives priority to: order from the most frequent 1 to the least frequent 4.

a- Pronunciation

b- Word order

c- Grammar

d- The whole utterance

Section three: Student's Emotional Reaction

12. Do you think that the teacher's continuous correction of your errors will:

a. Increase your anxiety

b. Unmotivate you

c. Improves your oral proficiency

d. Raise your willingness to participate

13. When the teacher corrects your errors in front of your classmates, you feel:

a. Nervous

b. Worried

c. I always feel that other students speak English better than I do

d. You feel shyness

14. When I give answers in my class, I often lose confidence

a. Agree

b. Disagree

“Thank you for your cooperation”

Teacher Questionnaire

Dear teachers,

We are master two students and we are conducting a research about teachers' attitudes towards oral errors among second year students at Mohammed El-Sedik Ben Yahia University. You are kindly invited to answer the following questionnaire. Your answers are very important for the validity of this research. Please tick the right answers and justify whenever it is possible. We extremely appreciate your collaboration. Thank you.

Section One : Background Information

1. Degree(s) held :- BA (Licence)

- MA (Master/Magister)

- PhD (Doctorate)

2. Years of experience:

.....

3. How many years have you been teaching Oral Expression?..... .

Section Two: Views about Errors

4. In your opinion, do you think that making errors is something necessary for learning?

a. Yes

b. No

5. What do you think the difference between a mistake and an error?

.....

.....

.....

6. As a teacher, how do you see an error?

a. Fail

b. Progress

Please, justify

.....

.....

.....

7. Which errors your students make mostly?

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

b. Globalization (of rules)

c. Simplification

8. How often do you treat each of the following types of errors in spoken practice?

a. Serious spoken errors that cause a difficulty in understanding the intended meaning.

Always Sometimes Usually Never

b. Less serious spoken errors that do not cause a difficulty in understanding the intended meaning.

Always Sometimes Usually Never

c. Frequent spoken errors.

Always Sometimes Usually Never

d. Infrequent spoken errors.

Always Sometimes Usually Never

e. Individual errors made by only one student.

Always Sometimes Usually Never

Section Three: Attitudes towards Errors' Correction

9. What is your reaction towards students' oral errors?

a. Correction

b. Ignorance

c. It depends on the type of the error

10-Regarding frequency, I correct students' errors in speaking:

a. Always

b. Often

c. Sometimes

d. Rarely

11. With respect to timing, when do you usually correct your students' errors?

a. Immediately

b. After a sentence containing an error

c. At the end of the activity

d. At the end of the lesson

12. What do you think about the correction of the spoken errors?

- a. They should not be corrected
- b. They should be corrected in fluency activities only
- c. Corrected in accuracy activities only
- d. Should be always corrected if possible

Others (please specify)

.....

.....

.....

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

Teacher: Where did you go yesterday?

Student: I go to the park.

- a. I go? (Repetition: the teacher highlights the student's grammatical error by using intonation)
- b. "Go" is the present tense. You need to use the past tense "went" here. (Explicit correction: the teacher gives the correct form to the student with a grammatical explanation)
- c. Yesterday, I...(Elicitation: the teacher asks the student to correct and complete the sentence)
- d. How does the verb change when we talk about the past? (Metalinguistic feedback: the teacher gives a hint or a clue without specifically pointing out the mistake)

e. I go? (recast: the teacher repeats the student's utterance in the correct form without pointing out the student's error)

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

14. As a teacher, what do you think the most common sources of errors?

a- Insufficient preparation

b- Lack of concentration

c- Students do not have much opportunities to talk

d- Lack of vocabulary

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

a. Always

b. Sometimes

c. Never

16. In errors' correction you give priority to: order from the most to the least important.

a. Pronunciation

b. Word order

c. Grammar

d. The whole utterance

e. Vocabulary

17 As a teacher, do you think that the continuous correction of students' errors

will:

- a.** Increase the learner's anxiety
- b.** Unmotivate students
- c.** Improve students' oral proficiency
- d.** Raise their willingness to participate

18. In spoken English, would you like to give more importance to fluency or grammatical correctness? Or both? Explain

.....

.....

.....

19. Who do you think should correct students' errors?

- a-** The teacher
- b-** The classmates
- c-** The learner himself

20. According to your experience, what do you think is the appropriate way to correct students' errors?

.....

.....

.....

“Thank you for your cooperation”

Classroom Observation Checklist

N°	Oral Corrective Feedback Strategies	Definition	Number of Times Used by the Teacher
1	Recast	The teacher repeats what the learner has said replacing the error	
2	Explicit correction	The teacher explicitly provides the learners with the correct form	
3	Repetition of error	The teacher repeats the learner's error in isolation, in most cases, teachers adjust their intonation so as to highlight the error	
4	Elicitation "Fill in the blank"	The teacher provides a sentence and strategically pause to allow students to "fill in the blank"	
5	Metalinguistic feedback	The teacher provides information, or questions related to an error the student has made without explicitly providing the correct form	

6	Clarification request	The teacher asks for repetition or reformulation of what the learner has said	
---	-----------------------	---	--

Résumé:

L'étude actuelle est autour de les erreurs qui ont compose par les étudiants de 2^{ème} annés Anglais dans l'expression oral, et la réaction des enseignants devant ces fautes dans l'université de Mohammed El-Sadik Ben Yahia. de plus des stratégies employer par les enseignants et les plus préférer parmi les étudiants de l'université de Tassoust. Cette mémoire parle les résultats a travers trois manière : les questionnaires qui sont distribues parmi huit enseignants d'expression oral et 60 étudiants de 2^{ème} annés dans l'université, et class observation qui contenu une check-list. Les résultats sons analyses pour réalises la vérité des hypothèses qui sont : les enseignants d'anglais dans l'université de Tassoust employés différente stratégies pour corriger les erreurs d'expression oral, et il ya une grand différence entre la théorie et la pratique de ces enseignants. Après l'analyse des résultats obtenus, les hypothèses sont établirez. Pendant class observation nous trouve que, « recast » ou bien la correction direct est le plus employé stratégie par les profs, et sa confirme qu' il ya vraiment un différence entre la theoré et le pratique des enseignants.

ملخص:

تهدف هذه الدراسة إلى إلقاء نظرة شاملة على موضوع الأخطاء وتصحيحها أثناء النشاطات القائمة على التعبير الشفوي إضافة إلى تسليط الضوء على أنواع الإستراتيجيات المعتمدة في تصحيح أخطاء التعبير الشفوي المستعملة من طرف الأساتذة والأكثر تفضيلاً بين طلبة السنة الثانية في جامعة تاسوست. ناقشت هذه المذكرة النتائج من خلال الإعتقاد على ثلاث أدوات للقياس والمتمثلة في الإستمارة التي وزعت على كل من الأساتذة والطلبة داخل الجامعة، حيث إشمطت العينة على 60 طالبا من طلاب السنة الثانية، و8 من أساتذة التعبير الشفوي، إضافة إلى الملاحظة بحيث تم وضع قائمة تتضمن ما يجب ملاحظته داخل القسم، وقد تم تحليل نتائج الدراسة من أجل التحقق من صحة الفرضيات المطروحة والمتمثلة في: يعتمد أساتذة اللغة الإنجليزية في جامعة تاسوست على إستراتيجيات مختلفة في تصحيح الأخطاء. يوجد إختلاف بين نظرة الأساتذة إلى موضوع تصحيح الأخطاء وبين التطبيق الفعلي له. بعد تحليل النتائج التي تم التوصل إليها أثبتت صحة الفرضيات المطروحة، فمن خلال الملاحظة تم التوصل إلى أن التصحيح المباشر هو الإستراتيجية الأكثر استعمالاً في تصحيح أخطاء التعبير الشفوي، وهذا يوضح بأن هناك فرق بين إعتقاد الأساتذة حول الإستراتيجيات المستعملة من طرفهم ونتائج الملاحظة.

Résumé

L'étude actuelle est autour de les erreurs qui ont composé par les étudiants de 2^{ème} années Anglais dans l'expression orale, et la réaction des enseignants devant ces fautes dans l'université de Mohammed El-Sadik Ben Yahia. de plus des stratégies employées par les enseignants et les plus préférées parmi les étudiants de l'université de Tassoust. Cette mémoire parle des résultats à travers trois manières : les questionnaires qui sont distribués parmi huit enseignants d'expression orale et 60 étudiants de 2^{ème} années dans l'université, et l'observation qui contient une check-list. Les résultats sont analysés pour réaliser la vérité des hypothèses qui sont : les enseignants d'anglais dans l'université de Tassoust employés différentes stratégies pour corriger les erreurs d'expression orale, et il y a une grande différence entre la théorie et la pratique de ces enseignants. Après l'analyse des résultats obtenus, les hypothèses sont établies. Pendant l'observation nous trouvons que, « recast » ou bien la correction directe est la plus employée stratégie par les professeurs, et cela confirme qu'il y a vraiment une différence entre la théorie et la pratique des enseignants.

ملخص:

تهدف هذه الدراسة إلى إلقاء نظرة شاملة على موضوع الأخطاء وتصحيحها أثناء النشاطات القائمة على التعبير الشفوي إضافة إلى تسليط الضوء على أنواع الإستراتيجيات المعتمدة في تصحيح أخطاء التعبير الشفوي المستعملة من طرف الأساتذة والأكثر تفضيلاً بين طلبة السنة الثانية في جامعة تاسوست. ناقشت هذه المذكرة النتائج من خلال الإعتماد على ثلاث أدوات للقياس والمتمثلة في الإستمارة التي وزعت على كل من الأساتذة والطلبة داخل الجامعة، حيث إشملت العينة على 60 طالبا من طلاب السنة الثانية، و8 من أساتذة التعبير الشفوي، إضافة إلى الملاحظة بحيث تم وضع قائمة تتضمن ما يجب ملاحظته داخل القسم، وقد تم تحليل نتائج الدراسة من أجل التحقق من صحة الفرضيات المطروحة والمتمثلة في: يعتمد أساتذة اللغة الإنجليزية في جامعة تاسوست على إستراتيجيات مختلفة في تصحيح الأخطاء. يوجد إختلاف بين نظرة الأساتذة إلى موضوع تصحيح الأخطاء وبين التطبيق الفعلي له. بعد تحليل النتائج التي تم التوصل إليها أثبتت صحة الفرضيات المطروحة، فمن خلال الملاحظة تم التوصل إلى أن التصحيح المباشر هو الإستراتيجية الأكثر استعمالاً في تصحيح أخطاء التعبير الشفوي، وهذا يوضح بأن هناك فرق بين إعتقاد الأساتذة حول الإستراتيجيات المستعملة من طرفهم ونتائج الملاحظة.