

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA
MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH



ABDELHAMID IBN BADIS UNIVERSITY – MOSTAGANEM
FACULTY OF FOREIGN LANGUAGES
DEPARTMENT OF ENGLISH

**An Investigation of EFL Teachers and Students' Attitude Toward
Oral Corrective Feedback**

Case Study of Third Year LMD Students and EFL Teachers at Mostaganem
University

A dissertation submitted in partial fulfilment of the requirements for the Master
Degree in “Didactics and Applied linguistics”

Submitted by

Guelai Ghania Zahra

Board of Examiners:

Examiner: Mrs. Bahraoui Sofia

Examiner: Mrs. Abdellah Benselloua Mansouria

Supervisor: Dr. Ould Si Bouziane Sabria

2021/2022

Dedication

My first and foremost thanks and gratitude are to God for his plentiful blessings as he gave me the power, the incredible energy to write and finish this work.

To my Grandfather's soul who always loved me and supported me .

To my mom, the love of my life, the person i adore the most, my magnificent mom. To my dad, the person who taught me how to be brave and strong to face my fears and my own problems. Thank you for your ultimate love and support, thank you for always being there in my life and always looking out for me, encouraging me for all along the way. Thank you for believing in me and encouraging me to always pursue my dreams and ambitious.

To my lovely sister Sarah and my little brother Ibrahim

To my uncle's wife Hassnia, thank you for your love ,support and care

Thank you for all those who love me

Acknowledgements

My highest gratitude for my supervisor Dr. Ould Si Bouziane for her guidance and patience with me. I want to express a Heartfull thanks for her endless support, assistance and piece of advice throughout thiswork .I really appreciate her efforts and time spent in reading my thesis and correcting my mistakes.

My endless thanks and gratitude goes to Mr.Touami for his help, guidance and continual advices throughout the accomplishment of this research.

I would like to extend my appreciations to the honorable members of the jury who have accepted to read my humble work.

I owe a thank to all the teachers and third year LMD students of the English language department, at the university of Mostaganem for their help.

Abstract

Oral corrected feedback in speaking is a very important tool in the development of students' speaking skill support. Recent research has shown that little attention has been paid to Algerian University EFL teachers and EFL students' views regarding oral corrective feedback. To fill this gap, this study investigates the opinion of EFL teachers on their oral corrective feedback practices in classrooms and their students' reaction and preferences about oral corrective feedback. A mixed-method approach was chosen to collect both qualitative and quantitative data from different participants through binary data collection tools, namely questionnaires and interviews. The study was administered to third year LMD students and EFL teachers at the Abdelhamid Ibn Badis department of English, University of Mostaganem. Findings showed that both participants have positive attitudes toward oral corrective feedback (OCF), agreeing on the same time of receiving OCF which is delayed feedback. Additionally, findings showed that both participants demonstrated a great tendency toward direct feedback, yet teachers allocated highest preferences to metalinguistic feedback as one of the types of OCF and students preferred elicitation feedback.

Keywords: Attitude, EFL student's reaction, EFL teachers, oral corrective feedback, time, types

List of Table

Table 1.1: The Taxonomy Oral Corrective Feedback Strategies 14

Table 2.1: Students' Gender24

List of Figures

Figure 2.1: The Importance of Speaking Skill.....	25
Figure2.2: The Rate of Speaking Performance Description.	25
Figure 2.3: Expressing Ideas Rate	26
Figure 2.4: Grammar Rate	27
Figure 2.5: Vocabulary Rate	27
Figure 2.6: Pronunciation Rate	28
Figure 2.7: Reasons of Learners' Errors in Speaking Skill	29
Figure 2.8: Students' Attitude Toward their Teacher Oral Correction	30
Figure 2.9: Students' Opinions Toward the Importance of OCF in Learning	30
Figure 2.10: Students' Reflection Toward their Teacher Correction.....	31
Figure 2.11: Self-Correction and Peer Correction	32
Figure 2.12: Students' Preferences for OCF Timing	32
Figure 2.13: Students Preferred Frequency of Error Correction.....	33
Figure 2.14: Student's Beliefs Concerning Error Correction Providers.....	34
Figure 2.15: Students Stop Participating due to Teacher OCF.....	35
Figure 2.16: Direct Correction vs. Indirect Correction.....	36
Figure 2.17: Students Preferences for OCF Types	37

List of Acronyms

CA: Contrastive analysis

CAH: Contrastive analysis hypothesis

CF: Corrective feedback

EFL: English as a Foreign language

ESL: English as a second language

OCF: Oral Corrective Feedback

T: Teacher

Contents

Dedication	1
Acknowledgements	2
Abstract	3
List of Table	4
List of Figures	5
List of Acronyms	6
General introduction	10
Introduction	3

Chapter One : Theoretical Background

1.1 Historical Background of Errors.....	3
1.2 Error VS Mistake	5
1.3 Definition of Errors.....	6
1.4 Types of Errors	7
1.5 Sources of Errors	9
1.5.1 Interlingual Errors	9
1.5.2 Intralingual Errors	9
1.5.3 Context learning.....	10
1.6The Importance of Learner Errors	11
1.7 Learner Uptake	11
1.8 Oral corrective feedback	12

1.9 Types of Feedback	14
1.9.1 Implicit Oral Corrective Feedback.....	14
1.9.1.1 Recast.....	14
1.9.1.2 Repetition.....	15
1.9.1.3 Clarification Request	15
1.9.2. Explicit oral corrective feedback	15
1.9.2.2 Explicit Correction	15
1.9.2.2 Metalinguistic Comment	15
1.9.2.3 Elicitation.....	16
1.10 Timing of Correction	16
1.10.1 Immediate Oral Corrective Feedback	16
1.10.2. Delayed Feedback	17
1.11 Oral Corrective Feedback Provider	17
1.11 .1 Self- Correction.....	17
1.11.2 .Peer Correction	18
1.11.3. Teacher Correction.....	18
1.12. Studies on Oral Corrective Feedback.....	19
Conclusion	21

Chapter Two : Methodology and Practical Work

Introduction	22
2.1 Research Design	22

2.2 Research Participants	22
2.2.1 Students ‘Sample	22
2.2.2 Teachers ‘Sample	23
2.3 Data Collection Tools	23
2.3.1 Students ‘Questionnaire	23
2.3.2 Teachers’ Interview.....	23
2.4 Students ‘ Questionnaire Analysis	24
2. 5 Teacher Interview Analysis	37
Conclusion	40

**Chapter Three : Discussion of Findings , Recommendations
and Limitations**

Introduction	41
3.1 Discussion	41
3.1.1 Discussion of Students’ Questionnaire	41
3.1.2 Discussion of Teachers ‘Interview.....	43
3.1.3. The Comparison between Students and Teachers’ Attitudes	44
3.2 Recommendations.....	44
3.3 Limitations of the Study.....	46
Conclusion	46
General conclusion	47
References	49

General introduction

Learning a foreign language for Algerian EFL students involves a lot of effort, commitment and consistency. Learning and mastering language requires mastering its main skills (speaking, reading, writing, and listening). All of them are fundamental, yet the speaking skill is considered as the most important skill part of students' language learning journey. During their process of learning the English language, students are expected to produce a correct sentence while speaking using different tenses and basic rules that they have learned. However, when these students do their best to speak, they face several problems to achieve the target language properly. One of these problems is committing errors which adversely affect the structure of their sentences and the ideas they want to communicate.

Moreover, errors in foreign language learning are inevitable, therefore they are not considered as a sin that cannot be forgiven. They should be faced and accepted positively as they are signs of students learning progress and they may also help better understand the process of second and foreign languages. Furthermore, sometimes students notice the errors, but they are not able to correct them on their own. In order to prevent errors from becoming fossilized, instructors should rather make students aware of errors as corrective feedback is required in most foreign language classes. Hence, students at this stage need to be guided and provided with the right corrective feedback by their teacher to develop their accuracy and fluency.

Oral corrective feedback and its importance in foreign language classrooms have received considerable attention during the past decades and it continues to be a troublesome issue due to conflicting views that exist toward it. Oral corrective feedback is one of the most critical features of effective teaching and learning, it helps learners achieve a desired level of oral performance, just as a map provides key information about a traveler's current position to help them find an efficient route to a destination. Along with that, when students receive frequent corrective feedback on their spoken errors, it leads to more efficient learning because it helps students stay on the track and address their errors before they become entrenched. In addition, the teacher should know what students prefer about corrective feedback in terms of timing and types. In this regard, teachers need to trial different techniques of corrective feedback that meet students' needs. To sum up, although most learners need to be corrected,

teachers need to be more aware of the danger that happens in the classroom, specially those students with anxiety level while giving corrective feedback, as well as they need to handle feedback that they provide sensitively so as not to affect students' willingness to speak.

This study aims at answering the following research questions:

- What are students' attitudes toward the teacher's correction of their oral errors?
- What is the teacher's reflection on the correction of students' spoken errors?

In order to answer the above mentioned questions, the following hypotheses are tested ,

- Students have positive attitudes toward their teacher's correction of their oral errors
- Student's spoken errors correcting are abundantly focused on by the teacher

The objective and significance of this study is to get in depth understating of third years LMD students and English teacher' attitudes toward oral corrective feedback including, their preferable time and types .The second objective is to raise teachers and students awareness of implementing oral corrective feedback in EFL classrooms .

This research is divided into 3 chapters. The first chapter is dedicated to the theoretical background in which we are going to define some concepts related to the topic .The second chapter is devoted to the research methodology in which we will mention the procedures to be used for data collection and data analysis, additionally, this second chapter includes the results sorted out after the analysis of both questionnaires and the interview. The third chapter will tackle the discussion and interpretation of the findings in relation to the theoretical background and some recommendations provided for better implementation of oral corrective feedback.

CHAPTER ONE

Theoretical

Background

CHAPTER ONE : Theoretical Background

Introduction

Speaking among the other foreign language skills (listening, writing, and reading) appears to be the most important one in the teaching and learning process. When it comes to oral production, many EFL learners find it difficult to communicate or interact using the target language, in which many spoken errors happen in practice. Thus, it has been shown that learning only grammar and vocabulary was found to be inadequate for the learner to reach oral proficiency for communication.

Within this chapter, our primary concern will be on teacher's corrective feedback on the student's oral performance. We will shed light on the concept of error in which we will start with a brief history of the two main approaches that gave birth to the study of learners' errors. Then; we shall explain main terms like definitions of error, distinction between error and mistake, types, causes, importance of learner error. The last point in the first section is learner uptake that opens the door to the second section of this work which is oral corrective feedback. Since our target is addressed to corrective feedback on students oral production, other interesting points will be tackled in this section like definition of corrective feedback in general and oral corrective feedback in specific, types, timing and techniques. Then, we will discuss scholars' opinions from different perspectives.

1.1 Historical Background of Errors

Errors are no longer considered as a sign of failure in teaching and learning, rather they are seen as necessary part in the language learning process. The errors that foreign language learner make appear in their written or spoken language. There are two major linguistic approaches to SLA that focus on studying learner's errors, which are contrastive analysis (CA) approach and error analysis (EA) approach. As Keshavarz (1999) stated, "...there have been two major approaches to the study of learners' errors, namely contrastive analysis and error analysis "(p.11).

Contrastive approach has been defined as "a way of comparing languages in order to determine potential errors for the ultimate purpose of isolating what needs to be learned and what not need to be learned in a second language learning (Gass and Slinker,2008 ,p.96). That

CHAPTER ONE : Theoretical Background

is, CA focuses on the comparison of two or more languages in order to determine the differences and the similarities between them.

By the same token, Lado (1957) claimed that through systematic comparison of a language and culture of both target languages and native languages, we can predict and explain patterns that cause difficulty of learning in the second language and those that will not cause (p.1) .The learning process is more difficult when there are differences between two languages and easier when there are similarities. While it is true that most of the difficulties that students face in their language learning journey are due to differences rather than similarities between L1 and L2. For example, there are differences and similarities between Arabic and English language, the elements which are similar in native languages and in target languages as well will be easy to learn whereas those which are different will be difficult to learn. CA presumed that the reason why second language learners commit errors was due to the influence of mother tongue and second languages and because of the degree of differences between these languages, as Lado (1957) (as cited in Tajareh 2015,p 125) believed that the degree of difference between the two languages is correlated with the degree of difficulty.

Additionally, CA is based on the idea that L2 learners will tend to transmit the basic features of their L1 to their L2 utterances. As Lado (1957) claimed "individuals tend to transfer the forms and meaning and the distribution of forms and meanings of their native language and culture to the foreign language and culture "(p.2) .The major criticism that CA received is the predictive hypothesis.

In terms of predictability, contrastive analysis hypothesis (CAH) has been categorized into strong and weak version. Wardhaugh (1970) classified the strong version of CAH as the one that claims the ability to predict difficulty through CA (p.126) .It is assumed that native and target language can be compared a priori. However, the weak version requires the linguist to use the best linguistic knowledge available to account for observed difficulties in second language learning.

On the other hand, error analysis showed that CA was unable to predict a great majority of errors. Consequently, there was a shift in focus from the predictive power of areas of difficulty to the explanatory power of observable errors. This later appeared due to the failure of predictive analysis. Gass and Slinker(2008) said that the explanatory view of the contrastive analysis hypothesis or error analysis is concerned with the study of errors made followed by efforts to explain these errors based on the first language and the target language.

CHAPTER ONE : Theoretical Background

Similarly Keshavarz (2012) claimed that error analysis came as an alternative to contrastive analysis. He asserted that EA is a “procedure used by both researchers and teachers which involves collecting sample of learner language, identifying errors, classifying them according to their nature and causes, and evaluating their seriousness “(fang, p168). That is to say it provides information on students' errors which in turn helps teachers to correct students' errors and improves the effectiveness of their teaching.

Whereas James (1998) stated that, EA attempts to describe learners' inter-language (i.e. learners' version of the target language) independently and objectively(as cited in Kim, 2001, p 161) .He believed that the most distinct feature of EA is that the mother tongue is not supposed to be mentioned for comparison. In addition, the purpose of error analysis is, in fact, 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 importantly, with the right sort of information or data for him to form a more adequate concept of a rule in the target language" (Corder, 1974, p.170).

1.2 Error VS Mistake

Researchers provided different version to the definition of the word error while defining error they often compare errors and mistakes. According to Oxford Advanced Learner Dictionary (1999, 746), “a mistake is an action, opinion or word that is not correct (wrong), and error is the state of being wrong in belief or behavior”. Errors are different from mistakes. According to Brown (2000) ,in order to analyze the learner's language from the right perspective, it is important to distinguish between errors and mistakes. He stated that “a mistake refers to a performance error that is either a random guess or a slip “ therefore a correct use of a known system is fail. (as cited in Fang and Kue-mei,2007, p 11).

Errors, on the other hand, are a noticeable deviation from the adult grammar of a native speaker, reflecting the interlanguage competence of the learner (Brown, 2000 as cited in Fang &Kue-mei, 2007).

Furthermore, Corder (1974) tried to make a difference between mistakes and errors in which he pointed out that the error reflects the learner's target language gap (as cited in Jabeen et.al ,2015, p53). Moreover Corder (1974) suggested that errors occur because of incomplete learning outcomes and learners’ linguistic incompetency, as a result self-

CHAPTER ONE : Theoretical Background

correction is impossible. Furthermore, he explained that mistakes are usual slips in performance and they are the result of the poor language performance caused by many factors like learner fatigue, nervousness and carelessness. Learners are aware of the mistake and know exactly the correct linguistic form which allows them to correct themselves (p24) .

On the other hand, for James, errors and mistakes are two terms used interchangeably and are often confused. He said

If the learner is inclined and able to correct a fault in his or her output, it is assumed that the form he or she selected was not the one he intended, and we shall say that the fault is a mistake. If, on the other hand, the learner is unable or in any way disinclined to make the correction, we assume that the form the learner used was the one intended, and that is an error.

(James, 1998; p 78)

From the above definitions, researchers agreed that errors are distinguished from mistakes. An error is a systematic deviation done by a learner who has poor knowledge of the target language rule .It indicates a lack of language competence and reflects the learner's correct level of L2 development. Therefore a learner can barely correct errors on his own, whereas ,a mistake is caused by the lack of performance, attention, fatigue and other performance aspects, thus it is easy for a learner to correct himself when a mistake is pointed out.

1.3 Definition of Errors

Making errors is the most natural thing in the world and it is evidently attached to the human being. They are an inseparable part of the learning process. Error is defined as : “the defective forms of utterances which appear regularly in the learners' language”.(Giri, 2010 ,p .54). In other words errors are considered as a contravention of the language rules, and they occur regularly and frequently when learners use target language. According to Broughton et.al (1980), “the insight that errors are a natural and important part of the learning process itself, and do not all come from mother tongue interference” (p135). It means that it is very natural and reasonable if there is an error in the learning process as errors are caused by many other factors, not just from native language.

CHAPTER ONE : Theoretical Background

However, Corder(1981) argued that “ errors are the result of interference in the learning of second language from the habits of the first language”(p.45). He said that there are two kinds of errors, which are systematic and non-systematic errors. Non-systematic errors are errors concerned with performance due to memory, physical or psychological conditions like tiredness or fatigue. Even native speakers commit mistakes because of poor memory or tongue’s slips. On the contrary, systematic errors are errors that reflect the lack or flaws in language competency and they “provide evidence of the system of the language that the learner is using at a particular point on the course” (Corder, 1981,p.10).

Furthermore, errors has been defined as “the wrong forms that the pupil could not correct even if their wrongness were to be pointed out”, they would need them explained (Edge 1989 cited in James 1998, p.80). Meanwhile, Lennon (1991) claimed that “an error is a linguistic form or combination of forms in which in the same context and under similar conditions of production would, in all likelihood, not be produced by the speakers’ native speakers counterparts (p.182). It means that the term error is used to refer to a systematic deviation from or a set of norms. For Ur (1996) errors has been defined as : “consistent shapes and patterns based on mis-learned generalization “ (p.85). Errors were no longer seen as "undesirable forms" but as evidence of learners' positive contributions to second language acquisition, as is noted by Corder (1981) that errors are significant to the teacher, to the researcher and to the learner (p.10).

1.4 Types of Errors

Error types that learners produce are linguistically classified into diverse categories. Burt (1975) classified errors into two categories: global errors and local errors. Global errors refer to errors that significantly hinder communication and “those that affect overall sentence organization, such as wrong word order, missing, wrong, or misplaced sentence connectors” (p. 56) .On the other hand, local errors affect single elements in a sentence but do not usually hinder communication significantly such as errors in noun and verb inflections, articles, and auxiliaries” (p. 57), it means It does not affect the meaning of communication. Burt (1975) pointed out that correcting one global error not only corrects multiple local errors but also simplifies the intended message. In addition, he claimed that the most frequent errors are the first errors teachers should correct(p.58) .

CHAPTER ONE : Theoretical Background

From another slightly different perspective Chaudron (1977) categorized the range of errors from the strictly “linguistic (phonological, morphological, syntactic) to subject matter content (factual and conceptual knowledge) and lexical items” (p. 32). Mackey et.al ,(2000) classified four types of errors in their analysis of L2 interactional feedback data. The four error types that had driven the teacher’s use of corrective feedback were phonology, morphosyntax, lexis, and semantics: (1) phonological errors were non-target-like pronunciation; 2) morphosyntactic errors were omitted plural –s and the preposition in; 3) lexical errors were inappropriate lexical items; (4) semantic errors were incorrect meanings or expressions. (p 472)

Another type of error categorization appeared based on the language component, namely grammatical, phonological, and lexical. According to Lyster’s scheme (2001), these errors are defined as:

1. Grammatical error concerns with the use of closed classes such as prepositions, pronouns, and determiners, noun, adjective agreements, and errors in tenses, verb morphology, auxiliaries, pluralization, question formation, negation ,word order.
2. Phonological error is an error with mispronunciation in reading aloud, absence of obligatory elision and pronunciation of silent letters.
3. Lexical error refers to inaccurate and inappropriate choices of lexical items in open classes such as nouns, verbs, adverbs and adjectives.

Furthermore, the three error types happen unequally in distinct classrooms based on the learner level and classroom settings. Many researchers have studied errors in oral language classrooms. It turned out that different types of mistakes were made at different learning ages and at different language levels and at different frequencies. Zoghi and Nikoopour (2014) studied EFL learners’ errors with intermediate level of learners aged 23-29. They deduced that the most common error that students made was phonological error, followed by grammatical and lexical errors. Similarly in Suzuki’s study (2004) in which he talked about corrective and learner uptake in adult ESL classrooms. It was found that phonological error was the most repeated error occurring in the classroom (53.7%), followed by lexical (23.1%) and grammatical errors (18.2%). A contrasting result was found in Choi and Li’s study (2012), in which they investigate ESOL classrooms in primary school and grammatical error was found to be the frequent errors types followed by phonological and

CHAPTER ONE : Theoretical Background

lexical errors as well. The number of errors can vary depending on the learner's age, as different levels of learners have been shown to make different types of errors .

1.5 Sources of Errors

Among many problems that raise questions among EFL teachers is the commitment of mistakes by a learner, yet teachers can understand how the learner make errors by identifying the causes of these errors .

1.5.1 Interlingual Errors

Interlingual transfer is known as the mother tongue transfer because of the first language is the reason that lead student to make errors. “The begging stages of learning a second language especially vulnerable to inter-lingual transfer from the native language, or interference”. (Brown, 2000, p.232). It means in these early stages before learners get well-acquainted with the system of the second language, the first language is the only pervious linguistic system that the leaner have comprehended. However if the teacher is familiar with the learner native language, it will help him to detect and analyze student errors.

Similarly, Corder (1981) claimed That inter-lingual errors are caused mainly by mother tongue interference whereby learners tend to apply their L1 linguistic knowledge to some linguistic features in the target language, which often leads to committing errors. He said “errors are all the result of the influence of the mother tongue on the learning process interference, as it was called, from the habits of the first language “ (p.65). By the same token, Richard (1974) stated that learner commits errors in the target language by the influence of his mother tongue (p.5).

1.5.2 Intralingual Errors

Errors do not come only from the student’s mother tongue interference .Intralingual error is an error that results due to a certain misuse of a particular rule of the target language. According to Brown (2000), errors are caused by the incomplete learning rather than the transfer itself (p.232). Learners make errors in the target language due to the poor knowledge they have about the second language, therefore they face difficulties in using it.

CHAPTER ONE : Theoretical Background

In the same way to Richard (1974) who argued that ,” intra-lingual interference refers to items produced by learner, which reflect not the structure of mother tongue, but generalization based on partial exposure of the target language” (p.120).

Richard (1974) classified the intra-lingual errors into four categories:

- Over generalization: The learner learns one grammatical rule, and apply it in all situations. It occurs when the learner applies a grammatical rule in cases where it doesn't apply .(e.g : He can eats. Instead of saying : He can eat or He eats.) .
- Ignorance of rule restriction: is failure to observe the restriction of existing structure, that is the application of rules to context where they do not apply .The learner of second language does not obey the structure of the target language. (e.g: the women who I saw her instead of: the women who I saw (rule of subjects in structures with “who”).
- Incomplete application of rules: happen when the leaner fails to use the rules completely and to fully develop a specific structure. (e.g : you like to play? In place of do you like to play?
- False concept hypothesized: refers to faulty comprehension or distinction in the target language. It means student construct ideas based on his misunderstanding of the target language rules. Learners ' wrong understanding of distinction of the target language items. (e.g : the use of "was" as a marker of past tense in "one day it was happened ."

1.5.3 Context learning

Context of learning is the third major source of errors. It arises from the classroom ‘s situation ,the teacher and the material being used. The teacher or the textbook can lead the learner to make wrong hypotheses about language. Students make errors because of the misleading explanation from the teacher. Wrong structure or word presentation in the textbook can be a reason, even memorizing a pattern through repeating it but not properly contextualized can mislead them to commit errors (Brown, 2000 ,p .234) .

CHAPTER ONE : Theoretical Background

1.6 The Importance of Learner Errors

Second language learners tend to try and avoid errors and view them as negative rather than important. It was said in the past that student should not make mistakes and they are seriously forbidden but recently many scholars got to know that errors are a sign of learning, therefore it is important for second language learner to commit errors .Errors are not always bad ,rather they are fundamental parts in the learning process, in which many scholars have highlighted the advantages of errors of second language learner.

Corder (1981), suggested that : errors are significant in three variable ways. First, for the teacher, errors show him how well the learners progressed. Second, they provide evidence to the researcher about how languages are acquired and what kind of strategies the learners use in their learning. Thirdly they are necessary for the learners to use them as a device to learn (p .10).

Another argument supporting errors making was given by Hendrickson (1978) who claimed that since parents expect and accept their children's errors as a natural process of acquiring and enhancing their mother language, foreign language teachers should consider mistakes of their students as a natural experience in the process of learning a second language or a foreign language as well (p.389).Broughton et.al ,(2003) pointed out that “a learner must make errors as an unavoidable and necessary part of the learning process, so errors are not the bad thing once thought but visible proof that learning is taking place” (p. 135).

On the other hand, while many linguists and researchers in the field of error correction approved the occurrence of errors, other linguists disfavored errors and stressed the significance of correction. For instance Edge (1989) claimed that when learners get involved in the correction, they will learn better and try to grasp the language (p.20) .Moreover Harmer (1998) suggested that correction helps student build their language, he argued that students' errors should be corrected because students commit mistakes yet do not know what their errors are exactly and what their importance (p.97).

1.7 Learner Uptake

Choosing the right CF strategy has a major impact on learner uptake. The term of uptake was initially introduced by Chaudron (1977) who said that “the effectiveness of any

CHAPTER ONE : Theoretical Background

type of corrective reaction would be a frequency count of the students' correct responses following each type" (p.42). Lyster and Ranta (1997) defined uptake as: "a student's utterance that immediately follows the teachers' feedback, and the constitutes a reaction in some way to the teacher's intention to draw attention to some aspect of the student's initial utterance" (p.49). In other words, it is the learner reaction to the CF received on his initial utterance. They further explained that "CF is what the student attempts to do with the teacher's feedback" (p .49).

Consequently, students have to repair or not to repair. Lyster and Ranta called these actions :repair and needs repair .In the former, learners correct their errors after receiving CF ; in the latter ,the learner have not corrected their errors, so their errors still need repair .i.e they have noticed the difference between their errors and teacher feedback but still have problems in producing the correct form (p.50). Furthermore, Slimani (1992) explained uptake as "what learners claim to have learned from a particular lesson" (p.197). Moreover uptake can be successful and unsuccessful.

1.8 Oral corrective feedback

Giving feedback is the most debatable issue in second language acquisition, it is an excellent strategy to help second language learner performance and achievement in class. Simply it is the correction of errors made by students. Lyster and Ranta (1997) defined CF as any signal that a student's "utterance" contains an error or is unclear to the listener (p.45) .Researchers Lightbown and Spada (1990) expressed a similar view to lyster and ranta arguing that corrective feedback is "any indication to the learners that their use of the target language is incorrect" (p .434). According to Chaudron(1988) corrective feedback is any sort of teacher behavior that follows an error and attempts to report the learner of the fact of errors (p.25). Sheen (2011) on the other hand, defined corrective feedback as a teacher's attempt to invite a learner to pay heed to the grammatical accuracy of the utterance which is produced by the learner (p.1). Harris and Harnet (2012) pointed out that CF "is the most critical influence on student learning " (p .968), it becomes the most crucial element of assessment in learning. According to Ortega (2009) CF makes the learner conscious of their grammatical misuse (p.50). Moreover ,Ellis (2008) reported that CF " takes the form of the response to a learner utterance containing a linguistic error" (p.3).

CHAPTER ONE : Theoretical Background

Yet feedback can be positive or negative for example for instance ,Calsiyao (2015) claimed that the term CF may be referred to as negative feedback, negotiated helps or error correction(p.395). As far as oral corrective feedback concerned, many researches discussed its role and importance in EFL pedagogy .It deals with the teacher correction of student spoken errors while interacting during the class. OCF is “the teachers” responses to learners” erroneous utterances” (Lyster, Saito & Sato, 2010, as cited in Fungula, 2013, p.3). Brookhart (2008) pointed out that oral corrective feedback differs from written corrective feedback in terms of the time and the place in which the correction is made (p.74).

By contrast, some SLA theorists disagreed about the role of CF, such as Krashen, argued that CF is harmful for the acquisition and language learning process. Krashen (1982) called error correction “a serious mistake” (p. 74), he provided two reasons of his view.. First, “error correction has the immediate effect of putting the student on the defensive” (p. 75), with the result that the learner tried to exclude mistakes by avoiding the use of complex constructions. Second, error correction only aids the development of “learned knowledge” and plays no part in “acquiring knowledge.” He claimed that C F may prevent L2 development because it is believed to affect learners’ confidence. Van Patten (1992) expressed a similar view to Krashen’s, arguing that “correcting errors in learner output has a negligible effect on the developing system of most language learners” (p. 24) .Likewise Truscott (1996) claimed that CF is ineffective and should be fully abandoned due to its problems of false learning, learnability and harmful side-effects (p.328). In addition, (Harmer 1983, Ur 1996) recommended that teachers need to concentrate on a few error types instead of trying to show almost all the errors learners make .

Whereas, Ellis (1993) and Ferris (1999) suggested that corrective feedback needs to be directed at marked grammatical patterns that learners have shown they have problems with because they assumed that CF directs learners’ attention to linguistic forms and enhance L2 “intake.” From a positive perspective, Schmidt (2001) claimed that “ CF helps learners to notice the gap between interlanguage forms and target forms and then pushes them to repair their errors”(as cited in sheen ,2011 ,p.9). Segalowitz and Lightbown, (1999) posited that the CF that pushes learners to retrieve the correct form in the same kind of communicative context that they will experience outside the classroom is more likely to be effective (as cited in Sheen ,2011 ,P.9).

Sheen (2011) supported both scholars in their claims, arguing CF promotes learning because it induces noticing (the process by which the learner attends to input) and noticing-

CHAPTER ONE : Theoretical Background

the-gap (the process by which the learner notices the difference between his interlanguage forms and target forms) and prompts repair(P.9)

1.9 Types of Feedback

Different terms and classifications were adopted to indicate the strategies used to provide oral performance feedback. Lyster and Ranta (1997), sheen (2011) provided six types of oral corrective feedback, or as it called error treatment model and Ellis (2006) classified them into two broad categories: implicit and explicit, input-providing and output-prompting corrective feedback. These two distinctions can be combined into the taxonomy as shown in Table below:

**Table 1: The Taxonomy of CF Strategies
(Lyster and Ranta 1997 , Sheen 2011)**

	Implicit	Explicit
Input-providing	<ul style="list-style-type: none">• Recast	<ul style="list-style-type: none">• Explicit correction
Output-prompting	<ul style="list-style-type: none">• Repetition• ClarificationRequest	<ul style="list-style-type: none">• Metalinguistic comments• Elicitation

1.9.1 Implicit Oral Corrective Feedback

1.9.1.1 Recast

Recasts is when the teacher repeats the student's answer correctly and reformulate the erroneous part. "A recast is a reformulation of the learner's erroneous utterance that corrects all or part of the learner's utterance and is embedded in the continuing discourse" (sheen, 2011, p2.). Recasts can be partial or whole (only a part or the whole utterance is reformulated) as well as for Lyster and Ranta(1997) who said that : "recast involves the teacher's reformulation of all or part of a student's utterance, minus the error(p.46). it means the teacher states the corrected form of students utterance without explicitly pointing out the error, this type allows the correction with minimal interruption and without making student feel bad. As an example, the learner may say : 'How many people in your picture'?, the teacher replies : 'How many people are there in my picture?' (Sheen, 2011,p .2)

CHAPTER ONE : Theoretical Background

1.9.1.2 Repetition

The teacher in this case repeats student erroneous word in which he changes his intonation by emphasizing the error so that the student himself can recognize his error. “Repetition refers to the teacher’s repetition, in isolation, of the student’s erroneous, teachers adjust their intonation so as to highlight the error (Lyster and Ranta, 1997,p.48). The learner may say : ‘ he eat pizza ‘, the teacher repeats the same utterance, but with rising intonation when pronouncing the erroneous word (eat) by saying : “ he EAT pizza??. the learner then reshaped his utterance correctly, “ he eats pizza .

1.9.1.3 Clarification Request

The teacher indicates that the message has not been understood, it means that the student's utterance contained some kind of mistake and that a repetition or formulation is required. Sheen (2011) reported that “clarification request signals that something is wrong with the learner’s utterance by saying ‘sorry?’, ‘Pardon me’? (p.3). The learner may say : ‘what do you spend with your kids’ ?, the teacher replies with:’ sorry? ‘

1.9.2. Explicit oral corrective feedback

1.9.2.2 Explicit Correction

The teacher Clearly indicates that the student's utterance was incorrect, through which he provides the correct version directly .’ 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 had said was incorrect’ (Lyster and Ranta ,1997 p. 46). Likewise Sheen2011) said that “Explicit correction refers to a pedagogical move that clearly signals to the learner that he/she has made an error and that it provides the correct form and this treatment often accompanies phrases such as “Oh, you mean,” “You should say” (p.3) .For example, the student may say “I’m late yesterday” , the teacher answers : You should say ‘I was late’, not ‘I’m late’. (Sheen, 2011, p.3).

1.9.2.2 Metalinguistic Comment

In here, the teacher does not give the correct form directly, but he only poses questions or makes comments or information related to the student’s utterance, such as “Do we say it like that”?. Metalinguistic feedback has been defined as” feedback that contains either comments, information, or questions related to the well-formedness of the student’s

CHAPTER ONE : Theoretical Background

utterance,” (lysterndranta1997, p47) .The teacher may use as gesture of facial expression as well to indicate that there is an error somewhere. For instance, student may say: fox was clever, the teacher replies: The fox was clever. You should use the definite article ‘the’ because fox has been mentioned (sheen, 2011, p.3) or gestures like the student says: Yesterday I go cinema, the teacher may use his right forefinger behind his back shoulder to indicate the past.

1.9.2.3 Elicitation

“Elicitation refers to a repetition of the learner’s utterance up to the point where the error occurs as a way of encouraging self-correction” (Sheen, 2011, p.4) .The teacher directly elicits the correct form from the student by pausing to allow the student to complete the teacher's utterance and fill in the blanks .It fosters the student to self-correction. For instance, students say: I’ll come if it will not rain, the teacher says I’ll come if it?

Sheen (2011) added focused and unfocused classifications as another way to provide correction in the classroom setting .The former refers to the "intensive corrective feedback that repeatedly targets one or a very limited number of linguistic features"; unfocused CF is "extensive corrective feedback that targets a range of grammatical structures" (Sheen, 2011, p. 8). That is to say that, unfocused OCF emphasizes any feature of the language, including, pragmatic, pronunciation, semantics ,phonemes ,grammar and sentence structure, whereas, focused OCF is the other way around.

1.10 Timing of Correction

Even though many studies proved the effectiveness of error correction, researchers assented that its effectiveness relies upon the timing of correction, therefore there have been different attitudes about determining the ideal time for correction in which some of them argue that immediate corrective feedback is more effective, others support delayed corrective feedback because it does not cause breakdown communication .

1.10.1 Immediate Oral Corrective Feedback

Broughton et .al, (2003) revealed that immediate feedback is crucial for learners as it permits them to know how well they have understood the new learned forms (p.140). Bartram & Walton (1991) stated that “often the spontaneous reaction on hearing an error is to correct

CHAPTER ONE : Theoretical Background

immediately” (p. 4). They suggested that errors should be corrected as soon as they occur .It also can be defined as a correction that occurs “right after a student has responded to an item or problem” (Shute, 2007, p.15). According to Shute (2007) immediate O C F is helpful for the acquisition of a set of specific skills in addition to motor skills. Pawlak(2014) confirmed that if the learner makes an error involving the use of the linguistic feature the optimal solution appears to be immediate correction which would be explicit enough for the learner to notice(p. 118).

1.10.2. Delayed Feedback

Delayed OCF is the teacher correction after the students finish his speech .Brown (2007) for instance proposes that delayed correction is more adequate for communication activities. (p277) .Besides, all learners can benefit from the correction. Another linguist who was in favor of delayed correction is Mendelson (1990) who stated that” in oral production learners should be corrected till they finish interacting in order to avoid interrupting their communication”(as cited in Bouzar 2020). That is to say that delayed CF enables teachers to correct students without interrupting which is often a very sensible thing to do.

Similarly, both Willis (1996) and Hedge (2000), for example, proposed that teachers postpone their CF until later (as cited in Sheen,2011,p11). Along with Harmer (2007) opinion who supported delayed C F, arguing that it is more beneficial in communicative activities in the fact that “teachers should not interrupt students in mid-flow to point out a grammatical, lexical or pronunciation error, since to do so interrupts the communication and drugs an activity back to the study of language form or precise meaning” (p.143). From another perspective, Shute (2007) said that this type of correction “may occur minutes, hours, weeks, or longer after the student completes some task or test” (p.15).

1.11 Oral Corrective Feedback Provider

1.11 .1 Self- Correction

It is when the learner corrects himself instead of a teacher doing it. In this kind of technique the dynamicity of the classroom shift from teacher centered to students centered in which they become active participants and autonomous learners. Edge (1989) stated that “people usually prefer to put their errors right than be corrected by someone else. Additionally, self- correction is easier to remember, because someone has put something right

CHAPTER ONE : Theoretical Background

in his or her own head” (p. 24) .Therefore, this technique promotes learners’ autonomy in which they become independent and conscious of their achievements and wrong results. Similarly, Sultana (2009) pointed out that “the idea of self-correction is closely tied with learner autonomy, self-correction is the technique which engages students to correct their own errors”(p.11). However Forbes et al (2004) thought that self-monitoring and self-correction are strategic processes that may lead to metacognition” (p.567) .In other words ,students will be able in determining when which and how to deal with the strategies they need to correct their work, in turn, this attitude will help them to grasp the target language better. Moreover, Brown (2001) expressed that students are given opportunities to focus on their own learning process by understanding their own style of learning and developing the suitable strategy of autonomous learning (p.43).

1.11.2 .Peer Correction

It is when the learners correct each other mistakes. It is helpful as learners feel less intimidated being helped by others in the class .Ellis (2009) called this technique as peer-repair when “a student other than the student who produced the error corrects it in response to teacher feedback” (p.806).

Edge (1989) claimed that peer correction is very useful for learner to learn from each other and it encourages cooperation among students in language learning and in becoming them less teacher independent. Besides, it helps the teacher to get more acquainted with his student's abilities (p.26). Furthermore, as students are not being corrected in front of the whole class, it provides a safer environment, particularly for shy or unconfident students, who can, thus, have a better opportunity to produce and practice the language. When they help each other, it encourages them to listen and become more engaged in class activities, develop teamwork and support, and a sense of responsibility. According to Rollinson (2005) the teacher is usually the one who provides correction and is the source of knowledge in which students are just passive receiving information, yet through peer correction students become less dominated by the teacher. It makes classroom atmosphere more supportive and friendlier (p.27)

1.11.3. Teacher Correction

This is probably the most common, repeated and overused correction technique in foreign language teaching. A teacher identified mistakes and gave immediate and accurate

CHAPTER ONE : Theoretical Background

corrections supported by explanations and examples. When students can not correct themselves and their classmates as well then the teacher will be the last person who can intervene and help to correct errors. Edge (1989) stated that if self-correction and peer correction fails at first, then the teacher can help by focusing attention on the place where the mistake occurs (p27). By the same token, Ellis (2008) argued that “when students are involved in accuracy work, it is part of teacher’s function to point out and correct the mistakes the students are making. We might call this „teacher intervention“- a stage where the teacher stops the activity to make the correction” (p.806).

1.12. Studies on Oral Corrective Feedback

In the light of language learning and teaching process, many studies were conducted about students and teachers' attitudes in oral corrective feedback including its effectiveness, time and type. Regarding the effectiveness of OCF, Cathcart and Olsen (1976) conducted a survey on 188 EFL learners and they found that the majority of them reported their preferences to be corrected on their speaking so as to facilitate the progress of learning the second language. Furthermore, this body of research shows that students were generally far more positive about the effectiveness and necessity of OCF than teachers (Brown 2009 ,Jean and Simrad 2011, Loewen et.al2009). Moreover, it has been found that L2 learners' desire for OCF depends on the learning context and their previous learning experience.(Ha et .al, 2021)

Schulz (1996) believed that OFC is beneficial for students as long as it does not impact their emotional filter. In alignment with Truscott's (1999) opinion that students' feelings must not be hurt for OCF to be effective. Similarly, McKinley et.al, (2020) conducted a questionnaire on 20 EFL teachers at Turkish private school and they found that a rate of 65% of the teachers expresses a positive attitude toward OFC and said it was effective. However, both teachers in Junqueira and Kis's (2013) and Kamiya's (2014) study stated that providing OCF is ineffective while practicing differently.

When it comes to the types of errors, all teachers in the Basturkmen et.al, (2004) study favored semantic errors of the learners. From a different angle, a teacher in Junqueira and Kim (2013) stated that teachers should address pronunciation errors but provide CF to grammar errors at the same time, in addition to the in study which was undertaken by Lee (2013) who investigated teachers and learners 'preference of corrective feedback. He conducted his research on 60 ESL graduate students and four English native-speaker teachers'

CHAPTER ONE : Theoretical Background

.The results indicated notable differences between teachers' and learners' preferences about the types of corrective feedback. Students expressed a serious concern about being corrected for all their errors while teachers were not convinced of the importance of providing corrective feedback for every error. Similarly to the study of Zhu (2010) in which the results showed that the majority about 70% preferred every error to be corrected because they thought that would help them to learn the language more effectively. Davis(2003), in a study with 97 EFL students and 18 teachers in Macau, found that 86% of the students but only half of the teachers (6/18) reported that errors should be corrected more or less as soon as they were made to help students avoid forming bad habits.

When it comes to the suitable time for correcting errors, there is immediate and delayed O C F. V.X Ha et.al, (2021) Vietnam stated in their studies that students were in favor with immediate feedback rather than delayed. They asserted that immediate OCF helped them to realize their errors immediately whereas delayed OCF may lead them to forget the mistakes they did. Similarly, to Iranian university EFL students in Zhang and Rahimi's study (2014) preferred immediate feedback to delayed one, and Chinese tertiary EFL students in Zhu and Wang's (2019) research expressed a negative attitude towards delayed feedback as well .Yet in Mexico Gomez et.al, (2019) claimed that teachers prioritize delayed feedback over immediate as they do not like to interrupt students, they believe that it may cause intimidation and inhibition for students. The students preferred to receive feedback more as soon as they made an error in all situations, while the teachers wanted to delay their feedback until after a speaking activity or by the end of the lesson. This finding is found in that of previous research (Brown, 2009; Davis, 2003).

Regarding teacher and student's attitude about OCF types, various studies have been carried out in different situations and showed some mixed findings. Research by Lee (2013), for instance, showed that advanced ESL learners in the US ranked explicit corrections as their favorite type of feedback and metalinguistic feedback as their least preferred type .Similar to Ozturk and Olmeze (2016) study in which the results showed that the students perceive explicit correction positively. On the other hand, instructors showed more positive attitude towards the use of implicit strategies over explicit one. Recast and body language were the overused one (Jean, 2011 as cited in Gomez et.al, 2019, p 110) .Apart from this, other results were similar to previous studies for example recast was also favored over explicit correction in (lyster and Ranta 1997, Tsang 2004). X.V. Ha et.al, (2021) claimed in their study reported preferring elicitation strategy because it helps them understand errors and give chance to self-

CHAPTER ONE : Theoretical Background

correct and they indicated that metalinguistic feedback was the most frequent OCF type used by their teachers, on the other hand, teachers interview data revealed that they have different views from their students in which explicit correction was their preferred feedback.

Conclusion

Throughout what we have stated In this chapter, errors are integral part in the EFL/ESL learning journey, yet it can be treated through the correction or the feedback that the teacher provides to the learners, in which this later can motivate them and enhance learning. Therefore the following chapter aims to investigate about teacher and students attitude towards the error correction from all aspect, i.e. the perfect timing, techniques and the types.

Chapter Two

Methodology

&

Practical Work

CHAPTER TWO: Methodology and Practical work

Introduction

This chapter is determined to discuss the empirical part adopted in this dissertation. The major purpose of the current study attempts to investigate EFL teachers and students attitude toward Oral corrective feedback. This chapter includes the description of population who took part in this field work of this study and it deals with the analysis of both students questionnaire and teachers interview.

2.1 Research Design

In this piece of research, the researcher opted for a descriptive method in which two main approaches were adopted namely quantitative approach and qualitative approach with a questionnaire and interview as a research data collection tools. A questionnaire for students and semi structured interview for teachers, in order to collect data that permit to offer the glue that bound the research project together and allowing us to develop a better understanding of the topic and obtain a loads of worthy information.

2.2 Research Participants

In a quest of students and teachers' attitude towards oral corrective feedback, two main fundamentals participants were involved namely, students and teachers. Two research instruments were used for data collection; a questionnaire that was addressed to third year EFL university students and an interview which was designed for teachers in the English department at Abdelhamid Ben Badis, University of Mostaganem. The objective of using more than one data collection tools of research is to enhance the validity and credibility of the findings and also to study the problem from different angles.

2.2.1 Students 'Sample

The target population of the study is third year LMD students at Mostaganem

CHAPTER TWO: Methodology and Practical work

University, English department. The participants consisted of 30 students who were chosen randomly from total population of 244. The purpose behind choosing this sample was that third year LMD students are still prone to make more errors when speaking in the target language.

2.2.2 Teachers 'Sample

Five teachers in the English department at Abdelhamid Ben Badis, university of Mostaganem agreed to collaborate through participating in this interview. They all carry either a degree of magister or doctorates.

2.3 Data Collection Tools

2.3.1 Students 'Questionnaire

In order to achieve the level of objectivity and reliability, a questionnaire was used for this study .The questionnaire covers 14 questions from different types. The first type is structured questions which require answers with “yes” or “no”. Semi- structured questions are the second type which includes a set of choices and the respondents are required to select one answer and justify their answers. The last type is one order ranking question in which students are asked to order the given options. All these questions aim at investigating students' beliefs toward oral error correction and their preferences for the appropriate timing and correction strategies.

2.3.2 Teachers' Interview

Teacher interview was intended to gather information regarding teachers attitude toward the importance of oral corrective feedback, especially their preferences towards feedback strategies they use most on their students errors. It also attempts to find out whether or not teachers take into account their learners feelings while providing correction in the classroom. Selecting such a qualitative research tool is based on the assumption that it provides deep findings to the current investigation, it also adds rigor to the research and allows us to discover of quality evidence that enable us to formulate credible answers and conclusions.

CHAPTER TWO: Methodology and Practical work

5 teachers were selected randomly among teachers who were available in the English department .Teacher’s interview includes 11 questions including open questions and semi structured questions. An audio recording was used mainly a mobile phone for better high quality.

2.4 Students ‘ Questionnaire Analysis

Table 1 : Students’ Gender

Options	Number	Percentage%
Male	7	23%
Female	23	77%
Total	30	100%

Table1 indicated clearly that the majority (77%) of the population are females and only (23%) are males.

Q1: How do you find speaking skill in language learning?

CHAPTER TWO: Methodology and Practical work

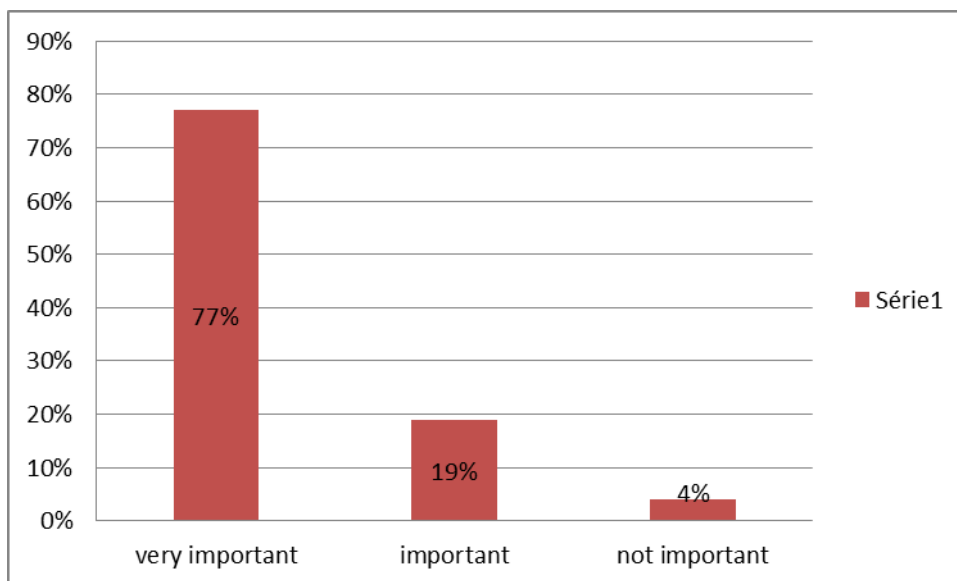


Figure 2.1 : The Importance of Speaking Skill

When the participants were asked about the significance of speaking in second language learning, the results showed that the majority (77%) of them stated that speaking skills is very important, (19%) of them claimed that speaking skills is important. However only (4%) said that it is not important.

Q2 : How would you describe your speaking performance ?

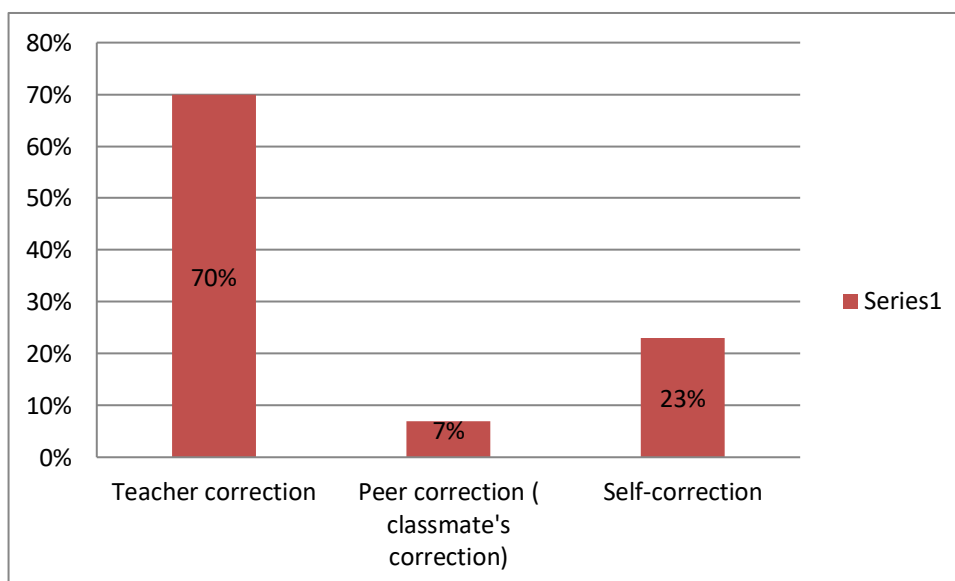


Figure 2.2 : The Rate of Speaking Performance Description

CHAPTER TWO: Methodology and Practical work

To find out about the student level in speaking skill, question two was raised. the results indicated that (78%) of the participants claimed that their level in speaking is good, whereas (15%) described their level as poor while few percentage (7%) said that they are excellent in speaking skill.

**Q3 : Which one of these the most you struggle with in :your speaking skill
? Classify them from the most to the least challenging (put 1,2,3,4)**

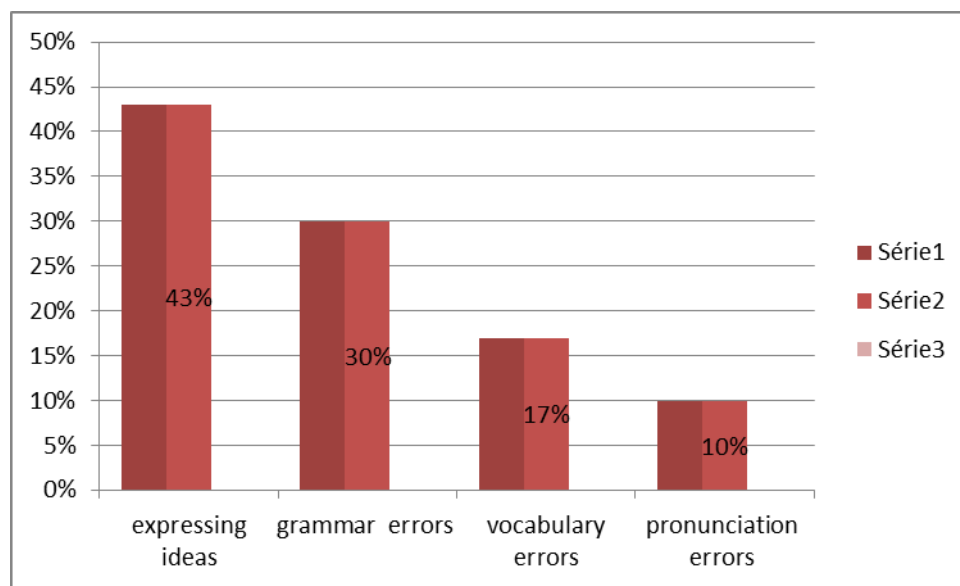


Figure 2.3: Expressing Ideas Rate

As the figure 3 shows, expressing ideas was 43%, grammar errors 30% .In addition 17% for vocabulary errors and only 10% for pronunciation errors.

CHAPTER TWO: Methodology and Practical work

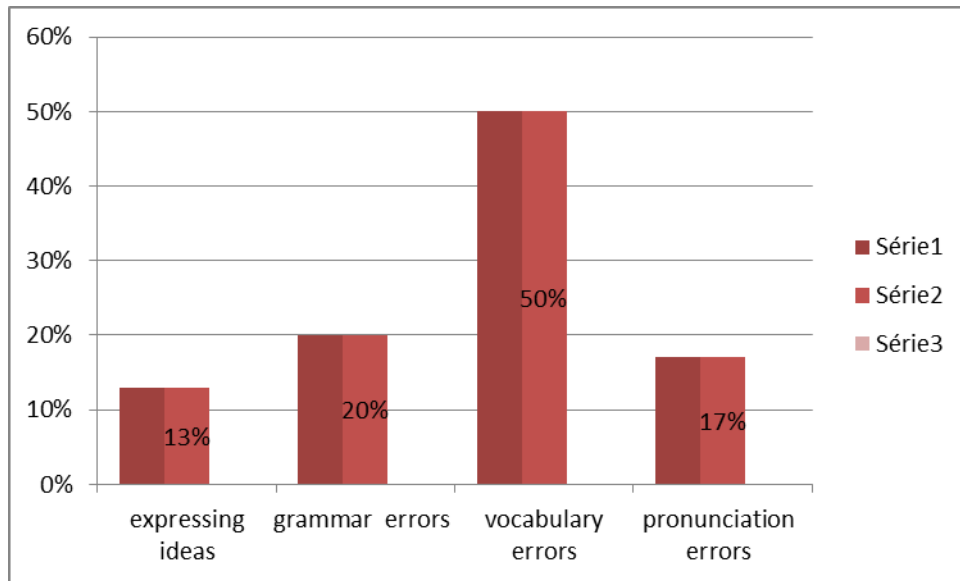


Figure 2.4: Grammar Rate

As it is indicated in figure 4, 13% was for expressing ideas, grammar errors 20%, however a great percentage 50% for vocabulary errors and 17% pronunciation errors.

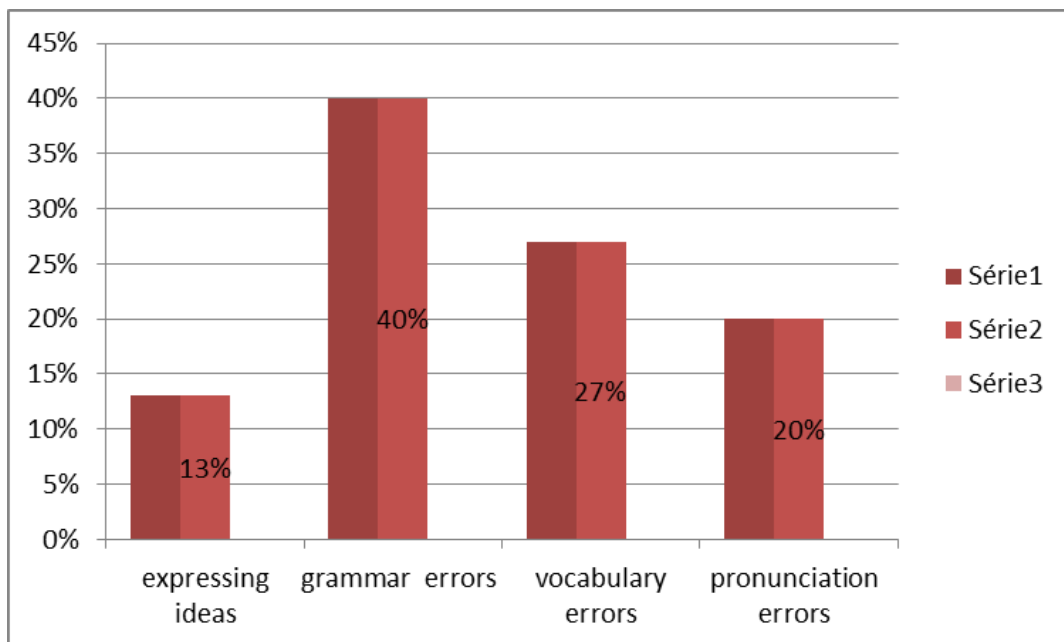


Figure 2.5: Vocabulary Rate

CHAPTER TWO: Methodology and Practical work

The figure 5 shows that 13% was for expressing ideas, grammar errors 40% and 27% vocabulary errors, yet only 20% for pronunciation errors.

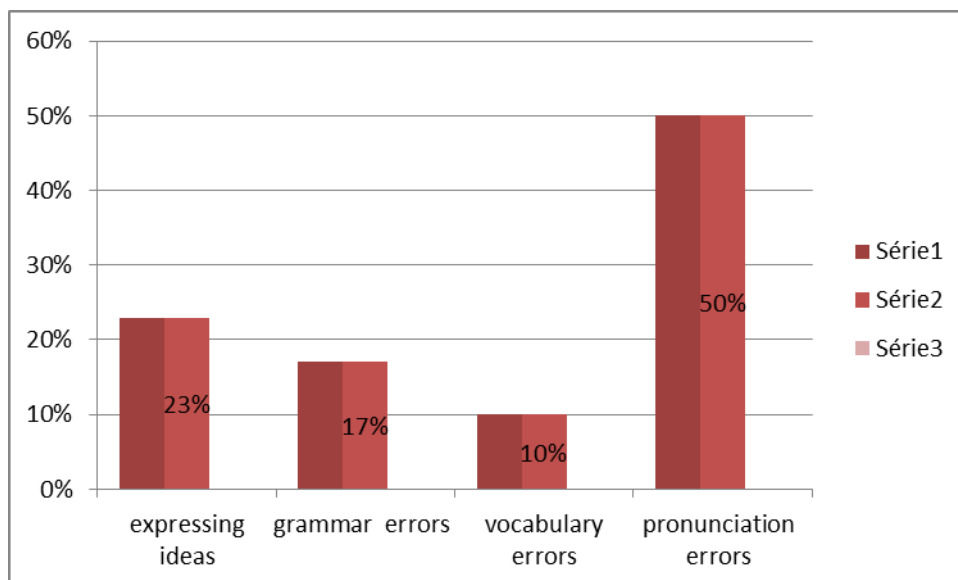


Figure 2.6 : Pronunciations Rate

The figure 6 indicates that 23% for expressing ideas, 17% for grammar errors. Whereas only 10% for vocabulary errors and 50% for pronunciation errors.

From the figures above, if we categorize the findings in terms of the most challenging for students, we notice that expressing ideas 43% comes in the first place. This was chosen by learners as the most weakness they suffer with while communicating in the target language. The second error that the students struggle from is vocabulary 40%. Grammar errors 50% seems to be the third weakness. Finally, pronunciation errors are the fourth weakness 50% that learners struggle with in their speaking skill.

Q4: What is the main reason behind your errors in speaking?

CHAPTER TWO: Methodology and Practical work

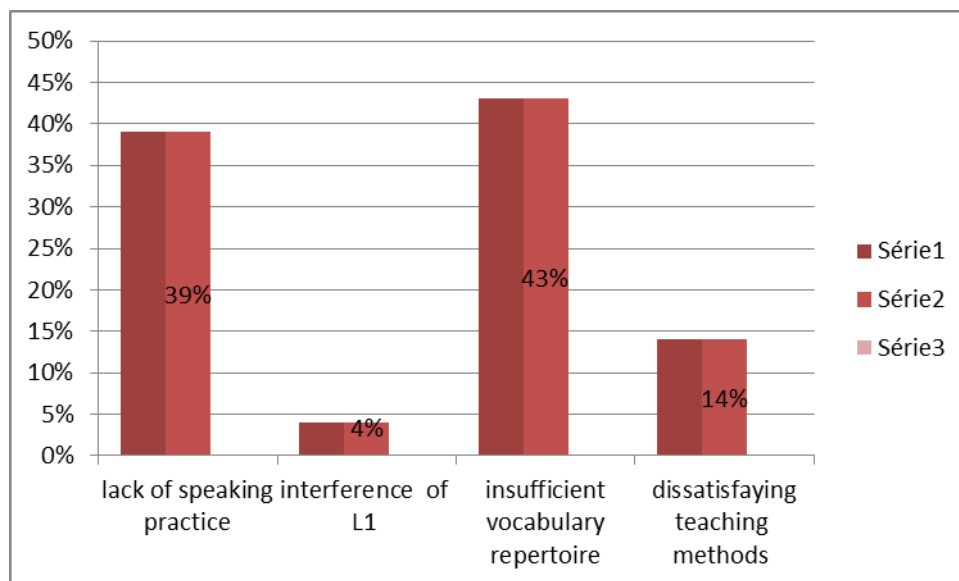


Figure 2.7: Reasons of Learners' Errors in Speaking Skill

To examine about the main reason behind committing errors while speaking in the target language, question four was addressed. The results showed that a total of (43%) of the participants agreed that errors which occur in their speaking are highly related to the insufficient vocabulary repertoire; besides, (39%) of the answers reported that lack of practice was one of the reasons that contributed to making errors. Dissatisfying teaching methods was also among the causes of errors as indicated by (14%) of the participants. It was also found that (3%) said that they commit errors in the target language because of the interference of their mother tongue. The researchers also found others reasons which were indicated by the participants such as stress, lack of self-confidence and lack of variety in speaking topics to enhance vocabulary.

CHAPTER TWO: Methodology and Practical work

Q5: Do you like your teacher to correct your oral errors?

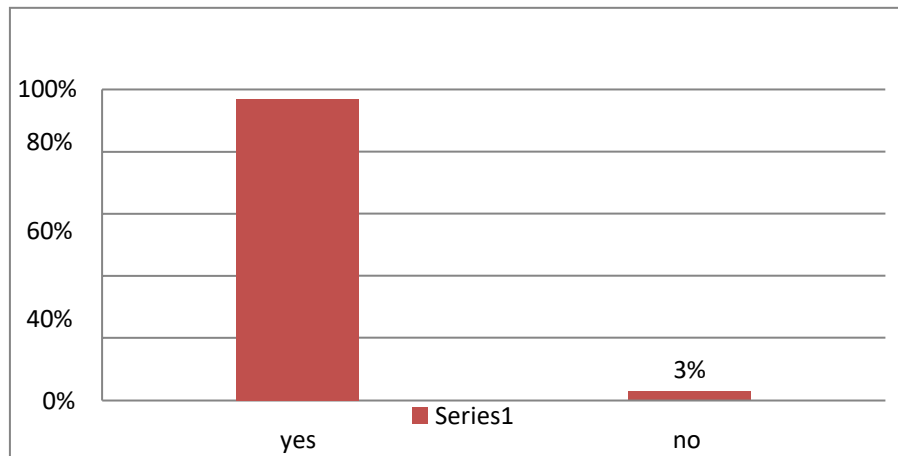


Figure 2.8 : Students' Attitude Toward their Teacher Oral Correction

With regard to whether or not the participants like to be corrected by their teachers, a great number (97%) said yes, while only (3%) said no.

Q6: Do you think oral corrective feedback is important part in speaking skills process?

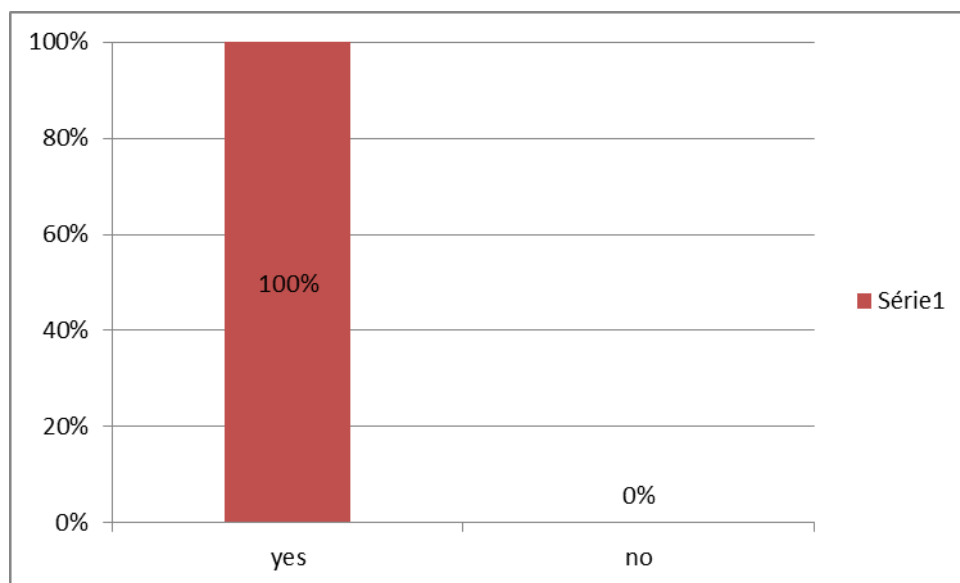


Figure 2.9 : Students' Opinions Toward the Importance of OCF in Learning

CHAPTER TWO: Methodology and Practical work

The question 6 was meant to identify students' attitudes toward the importance of oral corrective feedback and as being an important part of speaking skill. The results showed that all the students (100%) confirmed that oral corrective feedback is important in the speaking skill because it helps them to know their error that they may not be aware of, learn from them. Through the correction they will be able to correct their mistakes and avoid them in the future

.Q7: When being corrected by the teacher, do you:

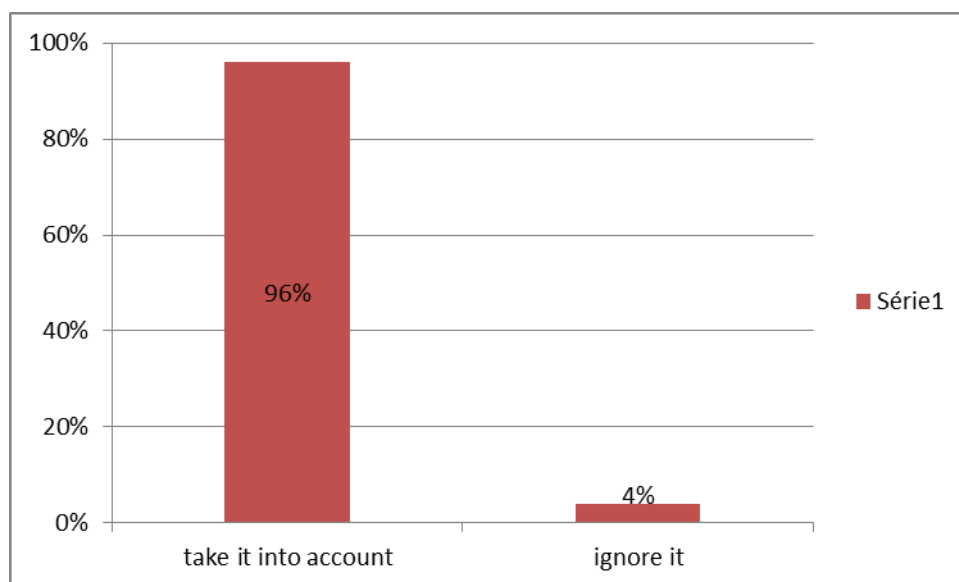


Figure 2.10: Students Reflection Toward their Teacher Correction

To examine the way learners feel about being corrected by their teachers, a total of (96%) claims that they take it into account, by contrast only (4%) of them stated that they ignore the correction given to them .

Q8: Does your teacher provide time for self-correction / peer correction?

CHAPTER TWO: Methodology and Practical work

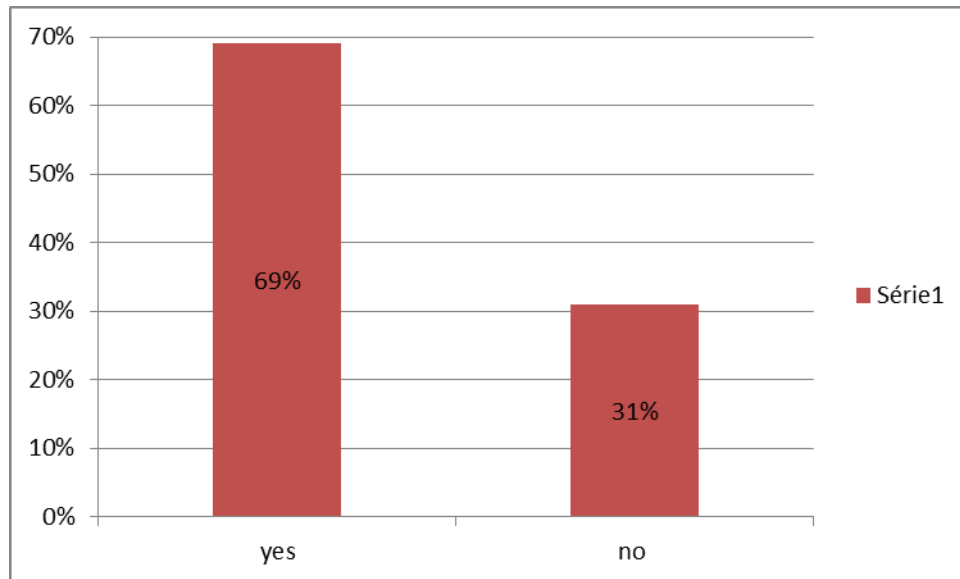


Figure 2.11: Self-correction and Peer correction

The figure shows that most of the participants (69%) agreed that their teachers give space for self-correction and peer correction; however, (31%) said that their teachers don't allow for self-correction and peer correction.

Q9 : When do you like to be corrected ?

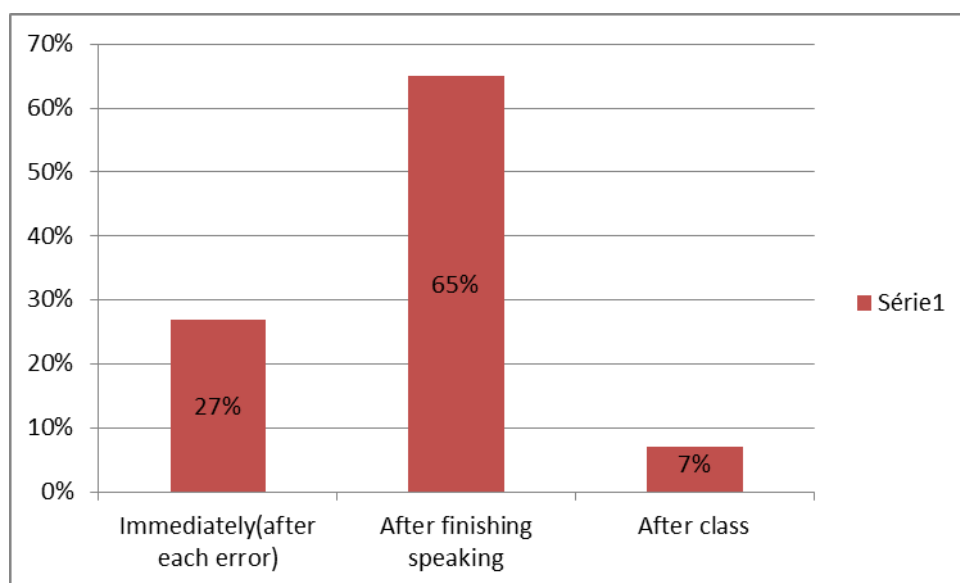


Figure 2.12: Students' Preferences for OCF Timing

CHAPTER TWO: Methodology and Practical work

Concerning the moment at which students prefer to be corrected when committing errors in speaking. As indicated in table (5) below, (65%)of the participants expressed their preferences for being corrected after they finish speaking, whereas (27%) liked to be corrected immediately after each error, few of them (8%) preferred being corrected after class .Therefore, we deduce from the above results that a great majority preferred delayed oral corrective feedback over immediate

Q10 : How often do you like to be corrected ?

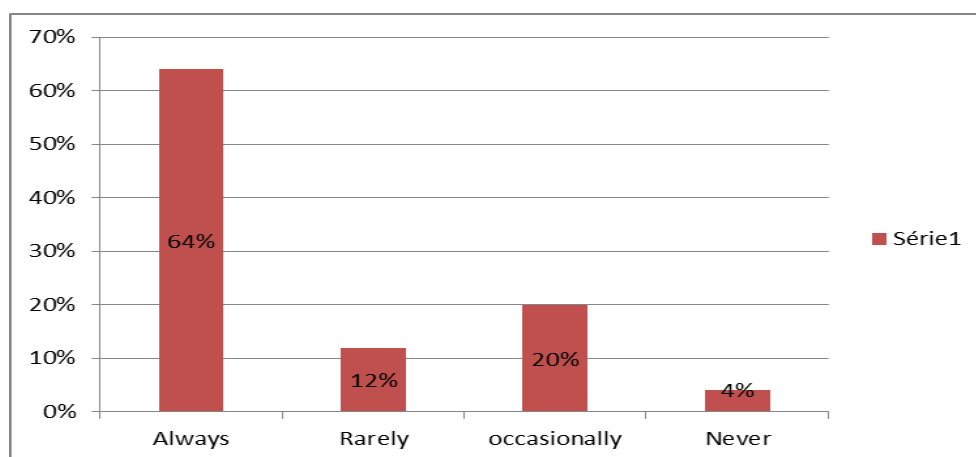


Figure 2.13: Students Preferred Frequency of Error Correction

Question 10 was address to investigate students preferred frequency of error correction. The results indicated that the majority (64%) preferred to be always corrected on their spoken errors, (20%) favored being occasionally corrected. Similarly, (12%) of the participants wanted to be rarely corrected .On the other hand, only (4%) of them who disagreed of the repeated correction.

Q11 : Do you prefer :

CHAPTER TWO: Methodology and Practical work

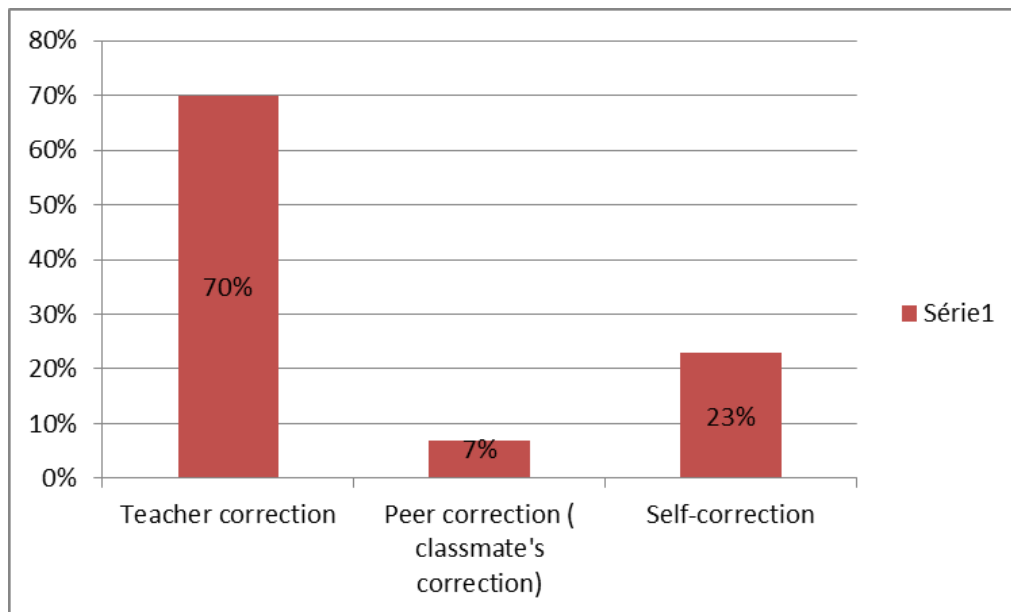


Figure 2.14: Student's Beliefs Concerning Error Correction Providers

When the participant were asked about who they think can be better in correcting their spoken errors / about the person who they think can be more suitable to be responsible of correcting their spoken errors, a great majority of learners (70%) preferred teacher correction, in addition (23%) of them preferred to correct their own errors / assumed responsibility for correcting their own errors. yet only (7%) agreed for peer correction / was given for peer correction.

Q12 : Do you stop participating because of your teacher feedback?

CHAPTER TWO: Methodology and Practical work

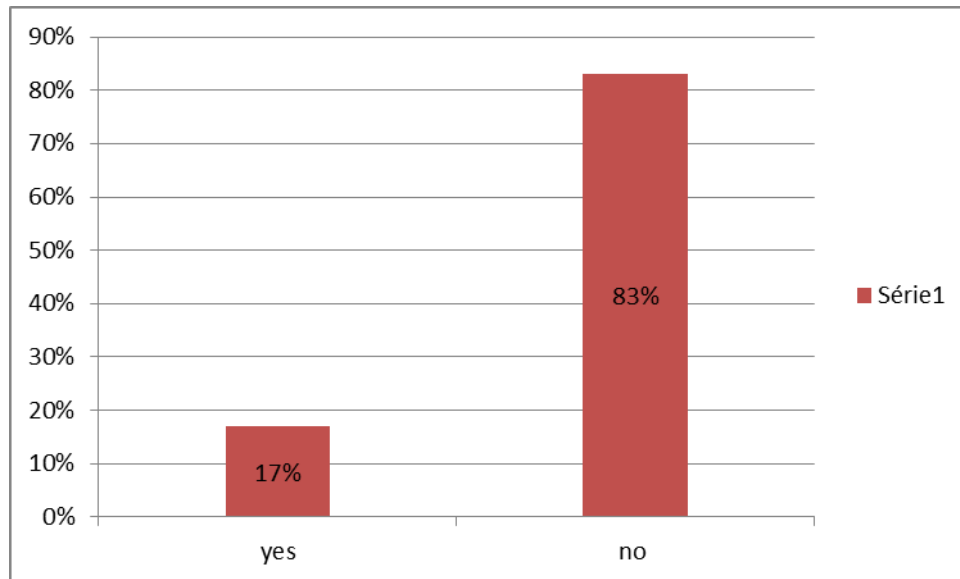


Figure 2.15 : Students Stop Participating Due to Teachers OCF

To find out to what extent correcting students errors affect their classroom participation, a total of (83%) reported that being frequently corrected does not affect their classroom participation, while only few of them (17%) claimed that teacher feedback influences their participation admitting that they feel with lack of confidence and blaming the teacher method while correcting the errors as it is shown in the extract below :

Extract (1): “sometimes the problem is on his way of correction “

Q13: How does your teacher correct you:

CHAPTER TWO: Methodology and Practical work

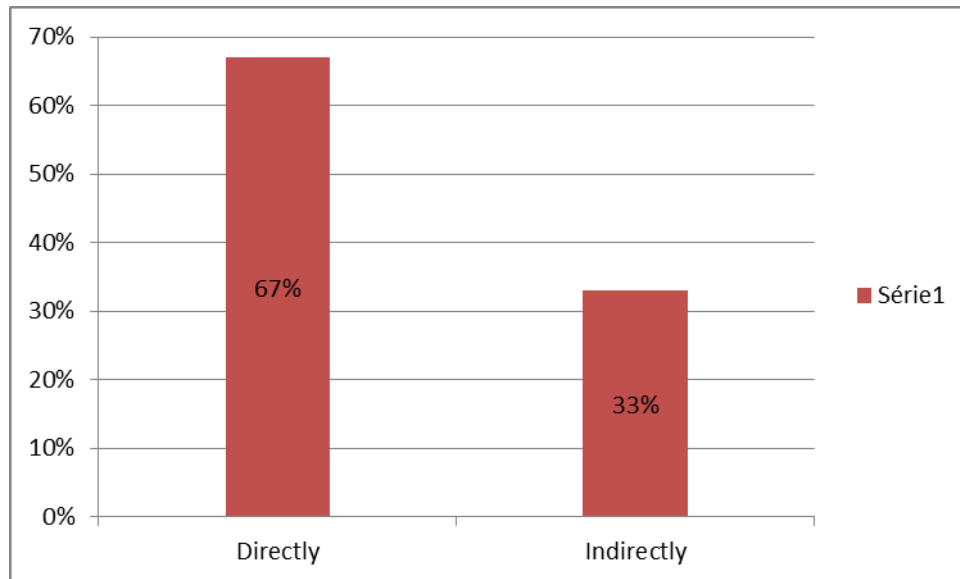


Figure 2.16: Direct Correction vs Indirect Correction

When the participant were asked about whether their teacher provide them with direct correction or indirect corrections, the results indicated that (67%) of them said that their teacher correct their errors directly; however, (33%) said that their teacher correct their error using indirect ways.

Q14 : Which type of correction you prefer :

CHAPTER TWO: Methodology and Practical work

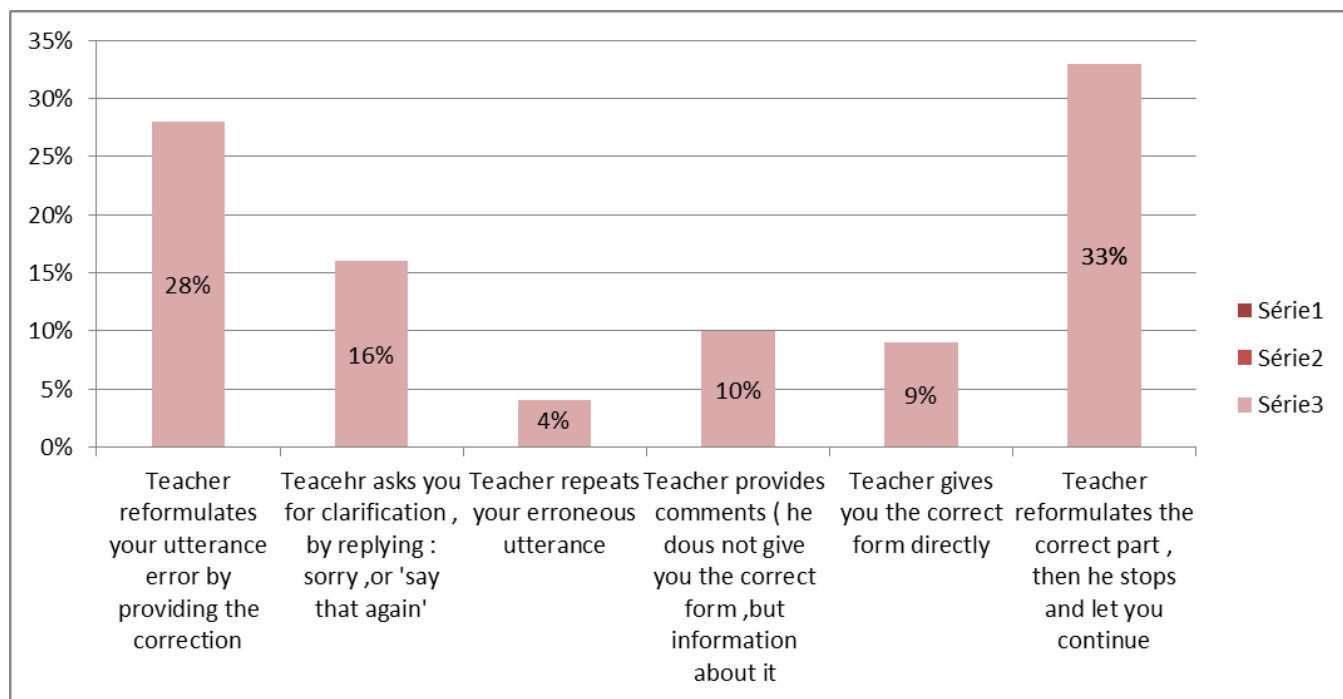


Figure 2.17 : Students Preferences for OCF Types

To investigate students' attitudes toward their preferred strategy while receiving feedback from their teachers on their spoken errors /while giving feedback on their spoken errors, the results showed that elicitation feedback received the highest score (33%), followed by integrated recast with rate of (28%) .Whereas (16%) preferred clarification ; similarly, a rate of (10%) preferred metalinguistic. It was also found that few of them (9%) reported that they were in favor with direct feedback .Only (4%) of them were in favor with repetition feedback. Therefore we deduce from the above results that a total of (52%) preferred direct correction while (48%) were in favor of indirect correction.

2. 5 Teacher Interview Analysis

The majority of EFL teachers who took part in this research confirmed that speaking skill should not be ignored; it is the main skill that should be emphasized in every EFL situation. All of them believed that speaking skills is significant. The two extracts below are two examples:

CHAPTER TWO: Methodology and Practical work

Extract 2: the speaking skill is the most important skill among all the others. It allows learners to express themselves in different situations.

Extract 3: it is high of importance in sense that it boosts self-confidence, it forms connections and it allows students to practice the language and improve it.

Teachers were asked to discuss about the importance of correcting students errors while speaking. All of teachers completely highlighted the need for oral correction for foreign language students. They gave much value to error correction and consider it as a necessary part of their job. They claimed that oral corrective feedback is extremely helpful for students as it assists them in getting aware of their future mistakes. In addition, it helps learners to improve their level in speaking skills as it is noticed in the extract below:

Extract 4: oral corrective feedback is necessary for students who make errors. It helps them to improve their pronunciation and grammar.

Extract 5 : it is crucial in a way that it enables the students to compare his answers skills of knowledge with the degree required and the one of his peer. It encourages competition between motivated and active learners. It helps teacher to do formative assessment.

When encountering with learners errors, teachers may choose the timing in which they correct. As the results showed, two teachers among five immediate corrections seem to be their favorite.

Extract 6: immediate correction helps learner to memorize the correction

In contrast, the results showed that the remaining teachers (3) agreed with using delayed correction in which they provide correction after students finish speaking in order not to interrupt him /her.

Extract 7 : when students finish his talk, I generally do not interrupt him if the mistake is minor, however if the error is major. I would correct him/her in a way or another as I fear other students take it correction and collect errors instead of valuable information

Extract 8: correction is given by the end of their presentation.

CHAPTER TWO: Methodology and Practical work

From the records, three teachers out of five reported that they take students' errors into consideration and correct them, however one teacher claimed that correction of errors occur based on the lesson objectives, yet the last teacher claimed that he ignores his students errors in order not to discourage them .

Extract 9 : I correct when this doesn't interrupt or influence the flow of speaking if I had to I would correct the student errors at the end, sometimes by nodding or giving signs .

With regard to the most repeated errors that EFL learners produce while speaking, teachers classified grammatical and phonological errors at first. All teachers believed that their students construct wrong words and produce incomplete sentence.

From the records, almost all of them specifically four teachers gave priority to the grammatical and phonological errors considering them as the major errors to be corrected and the reason behind this is that they want their learners to be correct and precise while speaking. However the other teachers gave more importance to lexical errors. It means that the teacher cares about the content. Thus, there are those who emphasis on form while other teachers attempt to correct ideas expressed by their learner.

Another question was raised to determine the frequency of using OCF. From the records, we notice that teachers have different point of views .T4 and T2 said that 'sometimes' they correct their students 'errors, whereas T1 and T3 stated that they 'frequently' correct their errors ,while T5 said 'when necessary'

As regard the strategies' implemented to correct spoken errors made by students, most of the types were used by the teachers both explicit and implicit ,however each one them choose his /her own strategy .T1 claimed that he preferred recast, clarification, metalinguistic and direct correction ; similarly, T5 was in favor of recast, metalinguistic and elicitation feedback. T2 favored metalinguistic and recast feedback; T4 reported that he preferred clarification, metalinguistic, elicitation and direct correction. Yet only T3 favored repetition feedback and using facial expressions.

Furthermore, according to the teachers answers, four teachers said that they encourage both teacher correction, self-correction and peer correction. Whereas only one teacher said that he opens space only for teacher correction.

CHAPTER TWO: Methodology and Practical work

Extract 10 : All of them are necessary since learning is complex and needs many interactions from different parts.

From the teachers response, three teachers claimed that their students have a positive attitude while correcting their spoken errors, one of the teachers claimed that he cared about his students feelings and their level as well, yet the last teacher stated that learners behave differently as a mixture of feelings, as it can be noticed from the extract below :

Extract 11: They react differently, feeling embracement, stressfulness, and feeling of discomfort, indifference and calmness.

On the other hand, in another question when the teachers were asked about the way their students react when their classmates correct them, their answers were different from one another. When peer correction happens, T1 and T5 agreed on the same answer claiming that some of the learners accept it but others refuse it. Whereas T2 reported that peer correction occurs rarely in his classroom, T3 said that learners react differently having different emotions, acceptance, joy, anger, fear, discomfort and upset and feeling humiliated. In addition to that T4 claimed that the student's reaction depends on the way others correct them.

Conclusion

This chapter dealt with an analysis of the questionnaire and the interview findings. The related data were about the EFL students and teachers attitude toward Oral corrective feedback; therefore, after examining the study results, we will now switch our focus to the discussion and comment section of the results regarding the literature review.

CHAPTER THREE

Discussion of

Findings

&

Recommendations

CHAPTER THREE: Discussion of Findings and Recommendations

Introduction

The last part of our research work is concerned with the discussion of the major findings, limitation and recommendations. It discusses results obtained from the analysis above. There were several interesting points that were obtained from this study, some of them are clearly confirmed in the literature review, while others differ in many aspects in the findings. The chapter will be divided into four sections. The first one deals with the discussion of the main results of students' questionnaire, the second one deals with the discussion of teachers' interview .the third one tackles the comparison between students and teachers attitude toward oral corrective feedback .The final one attempts to provide some recommendations.

3.1 Discussion

3.1.1 Discussion of Students' Questionnaire

All students claimed that the speaking skill is very important in language learning, that is because it provides them with several distinct advantages such as the capacity to express their thoughts, opinions and feelings and it helps them to receive a large amount of the new vocabulary through oral activities. Chastain (1988) views speaking "as one important element in developing each language skill and conveying culture knowledge "(p.271).

The students revealed that lack of vocabulary repertoire is the major reason behind committing errors, this is maybe because they do not learn beyond what school teach them; in addition, such a limited vocabulary occurs because of the poor reading and the complexity of word knowledge, and adding to the complexity, is the fact that different kinds of word place different demands on learners.

Furthermore, all the students preferred to be corrected on their speaking errors which means that they do not face any problems while being corrected by their teacher ,instead they see it as something positive and motivating. This is in line with Zhu (2010), Cathcart and Olsen (1976) work in which they claimed that the majority of their participants preferred to be corrected in every error because they thought that it would help them to learn language more efficiently.

CHAPTER THREE: Discussion of Findings and Recommendations

The participants were very positive about the significance of oral corrective feedback, they believed that oral corrective feedback is an important part in their language learning journey. They found it helpful in achieving good learning outcomes, their answers proved that corrective feedback is an effective teaching approach that should be practiced in the classroom. Moreover they consider feedback as an alarm to awaken their sensitivity to improve their future mistakes. These findings go along with Ellis and Shintani, (2013) and Lyster et al (2013) and Hamouda(2011) work who claimed that CF is a helpful strategy for learners and it promotes language learning. On the other hand, the claim made by the current study contradicts with Krashen (1982) who reported that CF may prevent L2 development because it is believed to decrease learners' confidence; in addition to Truscott (1999) who came align with Krashen(1982) view arguing that CF can be harmful to language acquisition.

With regard to the timing of OCF, the students supported delayed corrective feedback this maybe due to the fact that delayed CF helps avoid interrupting students during fluency practice when they are more focused on self-expression than accuracy ; in addition, it seems that delayed correction encourages learners to anticipate the answer which may increase their level of attention to it when they receive it. This is similar to Brown (2007) and Harmer (2007) who argued that delayed feedback is more adequate for communication activities. However, Shute (2007) stated that immediate OCF is helpful for the acquisition of set of skills.

It was also showed that the majority of students favored correction all the time which may indicate that it helps them recognize their fossilized errors, knowing the location of their errors and develop thinking skills as well. Moreover, they fear that the wrong form develops and becomes habit and part of their interlanguage. Additionally, most of the participant preferred to be corrected by their teacher only. This denotes that their classmates may fail to correct them as a result they prefer their teachers' correction because they are more experienced and they consider their teacher as the only one who is in charge of correcting their errors and whom they trust more .This finding is consistent with the results of different studies (Schulz 1996, Ur 2012 and Lee 2005) which indicated that the majority of learners liked to be corrected by their teacher .

When it comes to which technique students prefer while receiving feedback the results indicated that the students were strongly in favor with explicit feedback in which elicitation

CHAPTER THREE: Discussion of Findings and Recommendations

was the most positively perceived feedback type by the participants, since they believe that elicitation clearly shows their errors that they made in their utterances without feeling confused and it provides opportunities for them to correct themselves which means it encourages self-correction, it is worth mentioning that the results of this study is consistent with X.v. Ha et al (2021) study since they reported that elicitation received more praise from their learners; however this finding is contradictory to that of (Lyster and Ranta, 1997) study which reveals students' tendencies and preferences to recasts.

3.1.2 Discussion of Teachers' Interview

From the analysis of the teachers' interview, the researcher report that the teachers estimated that oral corrective feedback should be provided during their teaching process, claiming that it is an important pillar that supports students to achieve a satisfactory mastery of the English language. In this respect, Mendez (2010) claimed that "corrective feedback helps learners to gain fluency and improve their speaking skill" (p.248).

Furthermore, teachers supported to give delayed correction. They believe that giving delayed correction provides students with the chance to assess themselves and it encourages them to speak and express themselves freely without causing any interruption. This finding is supported by Brown (2009) and X.V. Ha et al (2021).

Pronunciation and grammar errors were focused on by the teachers when providing oral corrective feedback since they are interested in their student's pronunciation for better communication and consider grammar as the core while learning any language.

Moreover, when it comes to the frequency of correcting students' errors, there were disagreements among the teachers half of them do it sometimes whereas the other teachers overuse it, this is maybe because overcorrecting students each time will make them aware of their errors and avoid it in the future.

Teachers preferred to use an eclectic way in correcting students errors in order to tailor the different needs of their students; however, teachers showed more positive attitude towards the use of explicit strategies over implicit ones. Most of the teachers preferred metalinguistic feedback in which they provide comments about the nature of the errors that the students have made. They believe that metalinguistic strategy can provide the learners with a variety of hints concerning the possible reformulations of the form and it directly provides them with the opportunity to identify their erroneous utterances. Again the results goes in opposition

CHAPTER THREE: Discussion of Findings and Recommendations

with (Lyster and Ranta ,1997) which put forward that recast as an implicit strategy was the most preferred corrective feedback over other explicit strategies.

Teachers reported that they open space for both teacher correction, peer correction and self-correction since they believe that self-correction helps student to reflect on and evaluate the quality of their work and their learning , in addition peer correction attempt to increase collaboration work among them and it provides opportunity for them to take responsibility and train them to learn independence.

3.1.3. The Comparison between Students and Teachers' Attitudes

The most prominent findings will be compared in this part. Firstly, comparatively speaking, both teachers and students have a positive attitude towards oral corrective feedback. As mentioned before the findings that students were positive about oral corrective feedback is aligned with the previous researchers Lyter et al (2013) , Zhung and Rahimi (2014) ; however ,with teachers being positive about oral corrective feedback is different from some previous studies (Brown ,2009; Shulz,1996).

Secondly, regarding feedback time, there was some analogous between the teachers and students opinion in that they both prefer explicit feedback in general , yet students liked elicitation feedback in specific and teachers liked metalinguistic feedback in particular .Another noteworthy finding in this study is the similarity between students and teachers preferences for feedback timing. Both of them preferred delayed feedback. Finally, contradictory findings were found concerning the provider of correction between students and teachers revealing that teachers supported teacher correction, peer correction, and self-correction; whereas, students preferred only the teacher correction.

3.2 Recommendations

Based on the findings obtained from teachers and students research tools, this study puts forward some suggestions below that would help and guide teachers review their implication while providing OCF in the classroom :

- Students can use portfolios to reflect on what they have been learned and on their errors, through it, they can monitor their progress toward reaching identified outcomes. It is believed that portfolio is a good and helpful tool for students as they

CHAPTER THREE: Discussion of Findings and Recommendations

self-assess their errors and may set goals to improve and it also demonstrates learning and growth over an extended period of time.

- Teachers need to be trained to give CF appropriately because such a special training of the teachers on CF can play a vital role in enhancing students' oral production.
- Teachers should provide extra sessions 30 minutes at least weekly or set individual or group mini-meeting with students by bringing different topics to practice their oral skills, therefore through these meetings the teacher can find the weak points of the students and can record each student's errors and tell them after the session.
- EFL teachers in middle school and high school should be more aware of the oral corrective feedback and start to use it more frequently so that the students get improved in their speaking skills because oral corrective feedback can be useful tool that could easily be implemented in high school and middle schools and could lead to an enhancement of the grammar and pronunciation accuracy of students
- Teachers should be careful while providing oral corrective feedback, reflect on the type of feedback that they give to their students and take into account their students feelings and personalities so that they make the feedback more comprehensible..
- Teachers should try to focus more on activities that are intended to develop fluency where the primary focus is on communicating meaning to another person but not neglecting the accurate production of language forms which is accuracy.
- Teachers should determine in advance of the activity and try to divide their learners into two groups one will focus on examples of accurate or appropriate language use while the other group will focus on the content. This will facilitate the giving of positive delayed feedback, and different strategies should be adopted in different lessons.
- Teachers should be prepared to adopt and adjust a variety of strategies to avoid generating additional anxiety or, at least, minimize its impact
- Teachers should ascertain their student's attitude toward the time and feedback type so that they can feed the needs of their students.
- Teachers can facilitate student efforts to become self-regulating and mindful learners through feedback that employs peer grading, reflection activities, and self-evaluation

CHAPTER THREE: Discussion of Findings and Recommendations

3.3 Limitations of the Study

This research has some limitations .First, the researcher has struggled to find a great number of third year students because of the timetable ; second, the limited time allotted to complete this work and finally, in order to increase the reliability and validity of the research, more teachers were needed but it was difficult to find teachers and interview them .

Conclusion

The chapter interpreted the findings of this study in relation to previous studies in which some facts were revealed concerning students and teacher attitude toward error correction. Corrective feedback is deemed to be the most powerful tool available for improving student's oral performance. Teachers can deliver corrective feedback by using a variety of feedback types and choosing the perfect time that fits the students.

General conclusion

Errors are normal part of any language learning process, they are signs that students are learning, yet students need to be corrected and receive the suitable type of corrective feedback because through receiving corrective feedback, students will get informed of their progress and the need for adjustment.

This research was an attempt to weigh the extent to which oral corrective feedback leads to the enhancement of students' oral production and to what extent it is used by EFL teachers in the classroom. This survey study was conducted through a binary methodology to test and answer this research's hypotheses and questions. The primary purpose of this research was to determine the attitudes of third-year LMD students and the English teachers at the English department at Abdel Hamid Ben Badis, University of Mostaganem toward oral corrective feedback. Another core purpose was to raise teachers' and students' awareness of the complex nature of corrective feedback.

Chapter one was devoted to the theoretical background of the research. An overview of errors definition, types and the causes behind committing errors and its importance in foreign language learning. Along with that, the chapter shed light on the definition of corrective feedback in general and oral corrective feedback in specific, consider it as an important approach for improving student performance, and mentioning the types of OCF, its time and the provider of OCF. To wind up the discussion, the chapter provided some researchers perspectives towards the oral corrective feedback.

Chapter two revealed the methodology for conducting this research study. The type of research and sampling method were reported along with the sample selected to participate in the research. Thereafter, the type of research and methodology weresignificantly described along with the binary data collection instruments, namely questionnaire and interview. Then, the data gathered were thoroughly analyzed and presented in graphs.

The last chapter outlined the summary of the data collected from each instrument: questionnaire and interview. Accordingly, the different data obtained were interpreted and discussed. Furthermore, the chapter discussed the limitations that hindered the process of gathering data, limited access to respondents, insufficient sample size (teachers), and time

constraints. Moreover, the chapter elucidated some recommendations for a more effective feedback.

The results of this study ostended that oral corrective feedback is extremely important in the EFL classrooms, as it bolsters students' self-esteem that can enhance their speaking skill. As the findings revealed, both students and teachers welcomed errors and see them as a natural and positive part of developing and exercising new skills. The students need oral corrective feedback regularly which could enable them to achieve mastery of speaking skill. in addition, students were eager to avoid errors that appear in their speech, and teachers repeatedly stress the fact that using oral corrective feedback is part of all their pedagogical activities, therefore the whole class should be included as audience .Thus both teachers and students show positive attitude towards oral corrective feedback. By the same token, the findings reveals that students and teachers preferred delayed feedback to be more effective, as it gives students the time and space they need, in other words, it allows students to space their learning and to avoid interruption or break the communication flow. It also explains students and teachers' preferences of the indirect feedback, in a way elicitation feedback was the favored type chosen by students however teachers preferred metalinguistic feedback.

Although students and teachers were familiar with various alternatives in terms of time and type of oral corrective feedback, they showed strong tendencies towards certain types. The obtained results answered the research question and validated the proposed hypotheses as both participants abide strictly that OCF is vital, required and an integral part of the learning process as a formative device just like pen and paper, it is a supportive means for the student's development in general and particularly in speaking.

References

References

- Bartram, M&, Walton, R.(1991). *Correction a positive approach to language mistakes*.Hove : language teaching publication.
- Basturkmen, H., Loewen, S., & Ellis, R. (2004). Teachers' stated beliefs about incidental focus on form and their classroom practices. *Applied Linguistics*, 25(2), 243–272
- Bouzar, S.(2020). Teachers oral error correction in Algerian EFL classromn. *Education and linguist research*, 6(2), 15-29 .
- Brookhart, S.M. (2008).*How to give effective feedback to your students*. Association for supervision and curriculum department .Virginia : Alexandra .
- Broughton, G.,&Brumfit, CH .,&Pincas, A.,& Wilder, R.D.(2003). *Teaching English as foreign language*. New york: Rutledge.
- Broughton,G.,&Brumfit, Ch., &Flavell, R., & Hill, P.,&Pincas ,A.(1980). *Teaching English as foreign language (2nded)*. New York:Routledge.
- Brown, H.D .(2007) (5thed). *Teaching by principles*. White plains : Pearson education.
- Brown, H.D.(2000) .principles of language learning and teaching. San Francisco State University.
- Brown, A.V.(2009). Students' and teachers' perceptions of effective foreign language teaching: a comparison of ideals. *The modern language journal*, 93 (1), 46–60.
- Brown, H.D .(2001). *Teaching by principles: an interactive approach to language pedagogy(2nded)*. San Francisco :Longman

Burt, H.D.(1975) .Error analysis in the adult EFL classroom.*TESOL Quartely*, 9(1), 53-63.

Calsiyo, I.S .(2015). Corrective feedback in classroom oral errors among Kalinga-Apayao State College Students .*International journal of social science and humanities research*, 3(1), 394_400.

Cathcart, Ruth L., & Judy E. Winn-Bell Olsen.(1976). Teachers' and students' preferences for correction of classroom conversation errors. In F, John & H, Ruth (eds), 41-53 .TESOI

Chastain, K.(1988). *Developing second language skills : theory and practice (3rded)*. .Orlando: Harcourt brace jovanvich .

Chaudron, C.(1988). *Second language classroom : research on teaching and learning*. New York: Cambridge University Press.

Chaudron, C. (1977). A description model of discourse in the corrective treatment of learners' errors.*Language learning*,27(1) ,29-46.

Choi, S .Y, & Li, S .(2012). Corrective Feedback and Learner Uptake in a Child ESOL Classroom .*RELC Journal*, 43(3), 331-351

Corder, S.P. (1981). *Error analysis and interlanguage*.London :Oxford university press.

Corder, S.P.(1974). Errors analysis .in J.Allen ,& S.P.Corder (eds), *the Edinburgh course in applied linguistic* .Oxford: Oxford university press .

Davis, A.(2003). Teachers' and students' beliefs regarding aspects of language learning.*Eval. Res. Educ*, 17 (4), 207–222.

Edge, J.(1989). *Mistakes and correction* .Harlow : Longman .

Edge, j.(1989). *Mistakes and correction*. Longman keys to language teaching: Longman Pearson

Ellis, R .(1993). Second language acquisition and the structural syllabus ,*TESOL QUARTERLY*, 7(1), 91- 113.

Ellis, R.(2009). Corrective feedback and teacher development.*UC Berkeley L2 Journal*,1, 3-18 retrieved from

Ellis, R .(2003). Researching the effects of form focused instruction on l2 acquisition. In K. Bardovi-Harlig, &Z. Dörnyei, (Eds.) ,*themes in SLA Research: AILA Review*,18-41, Amsterdam: John Benjamins.

Ellis, R. &Shintani, N. (2013).*Exploring Language Pedagogy through Second Language Acquisition Research*. Abingdon Oxon.: Rutledge.

Ellis, R. (2008). *The study of second language acquisition (2nded)*.Oxford university press.

Fang, X., &Xue-mei, J.(2007). Error analysis and the EFL classroom teaching.*US-China Education*, 4 (9), 10-14. Retrieved from <file:///C:/Users/ASUS/Downloads/ED502653.pdf>

Ferris, D .(1999).The case of grammar correction in l2 writing class : a response to Truscott 1996. *Journal of second language writing*, 8 (1), 1-10.

Forbes, S, Poparad, M.A, & McBride, M. (2004). To Err Is Human; To Self-Correct Is to Learn. *The journal of the International Literacy Association and Wiley*,,57 (6), 566-572.

Fungula, B.N.(1992). Oral Corrective Feedback in theChinese EFL Classroom Methods employed by teachers to give feedback to their students. *Karlstad's university* retrieved from <file:///C:/Users/ASUS/Downloads/FULLTEXT01.pdf>

Gass, S.M., & Slinker, L. (2008). *Second language acquisition: an introductory course* (3rded). New York: Routledge .

Giri, A. (2010). Errors in the use of English grammar. *Journal of Nelta*, 15(1-2), 54–63. Retrieved from [file:///C:/Users/ASUS/Downloads/3821%20\(3\).pdf](file:///C:/Users/ASUS/Downloads/3821%20(3).pdf)

Gómez Argüelles, L., Hernández Méndez, E., & Perales Escudero, M. D. (2019). EFL teachers' attitudes towards oral corrective feedback: A case study. *Profile: Issues in Teachers' Professional Development*, 21(1), 107-120. Retrieved from [file:///C:/Users/ASUS/Downloads/EFL_Teachers_Attitudes_Towards_Oral_Corrective_Fe%20\(1\).pdf](file:///C:/Users/ASUS/Downloads/EFL_Teachers_Attitudes_Towards_Oral_Corrective_Fe%20(1).pdf)

Ha, V.X. & Nguyen, L.T and Hung, B.P. (2021). Oral corrective feedback in English as a foreign language classroom: A teaching and learning perspective. *Heliyon press journal* , 1-8 Retrieved from [file:///C:/Users/ASUS/Downloads/1-s2.0-S2405844021016534-main%20\(1\).pdf](file:///C:/Users/ASUS/Downloads/1-s2.0-S2405844021016534-main%20(1).pdf)

Hamouda, A. (2011), "A study of students and teachers' preferences and attitudes towards correction of classroom written errors in Saudi EFL context. *English Language Teaching*, 4 (3), 128-141.

Harmer, J. (1983). *The practice of English language teaching* .London :Longman

Harmer, J. (2007). *The practice of English language teaching (4thed)* .England : Pearson education limited .

Harmer, J. (1998). *How to teach English*. Addison Wesley: Longman.

Hendrichson, J. (1978). Error correction in foreign language teaching: recent theory, research, and practice. *The modern language journal*, 62(8), 387-398.

Jabeen, A., & Kazemian, B., & Shahbaz, M. (2015). The Role of Error Analysis in Teaching and Learning of Second and Foreign Language. *Education and linguistic*

research, 1(2), 52-62 retrieved from <file:///C:/Users/ASUS/Downloads/8189-67565-1-PB.pdf>

Jams, C.(1998). *Errors in language learning and use: Exploring error analysis*. London :Longman

Jean, G.,&Simrad, S. D.(2011).Grammar teaching and learning in L2: necessary, but boring? .*Foreign Lang. Ann*, 44 (3), 467–494

Junqueira, L., & Kim, Y. (2013).Exploring the relationship between training, beliefs, and teachers' corrective feedback practices: A case study of a novice and an experienced ESL teacher. *Canadian Modern Language Review*, 69(2), 181–206.

Kamiya, N. (2014). The relationship between stated beliefs and classroom practices of oral corrective feedback. *Innovation in Language Learning and Teaching*, 10(3), 206–219.

Keshavarz, M.H.(2012). *Contrastive analysis and errors analysis : errors analysis new edition* .Rahnama press.

Keshavarz, M.H.(1999). *Contrastive analysis and error analysis* (6thed). Tehran: Rahnama press.

Kim, S. (2001). An Error analysis of college students' writing: Is that really Konglish? .*Studies in Modern Grammar*, 25, 159-174.

Krashen, S.D. (1982). *Principles and practices in second language acquisition*.California :Pergamon press.

Lado, R. (1957) .*Linguistic across cultures : applied linguistics for teachers* .Ann arbor : university of Michigan press

Lee, E.J. (2013).Corrective feedback preferences and learner repair among advanced ESL students. *System journal*, 4, (1), 217-230

Lennon, P.(1991). Error: some problems of definitions and identifications. *Applied linguistics*, 12(2) ,180-195.

Lightbown, P ., &Spada, N.(1990). Focus on form and corrective feedback in communicative language teaching : effect on second language learning. *Studies in second language acquisition*, (1), 429-448.

Loewen, S.,& Li, S., &Fei, F.,& Thompson, A.,&Nakatsukasa, K.,&Ahn, S.,& Chen, X.(2009).Second language learners' beliefs about grammar instruction and error correction.*Modern language journal*, 93 (1), 91–104.

Lyster, R.,&Ranta, I .(1997). Corrective feedback and learner uptake : negotiation of form in communicative classroom. *Studies in second language acquisition*, 19(1), 37-66Retrieved from [file:///C:/Users/ASUS/Downloads/Corrective feedback and learne](file:///C:/Users/ASUS/Downloads/Corrective%20feedback%20and%20learne).

Lyster, R.(2001). Negotiation of form, recast and explicit correction in relation to errors types and learner repair in immersion classroom. *The journal of research in language study*, 5(1) ,265-301.

Lyster, R.,& Saito, K. & Sato, M. (2013). Oral corrective feedback in second language classrooms.*Language Teaching*, 46(1): 1– 40.

Mackey, A., &Gass, S., &Mcdonough, K.(2000). How do learners perceive interactional feedback?.*Studies in second language acquisition*, 22 (44), 471-497.

Mendez, E.H;& Cruz, R,&Loyo, G. M. (2010). Oral Corrective Feedback by EFL teachers at Universidad de Quintana

Ölmezer-Öztürk, E., &Öztürk, G. (2016). Types and timing of oral corrective feedback in EFL classrooms: Voices from students. *Novitas ROYAL (Research on Youth and Language)*, 10(2), 113-133.

Ortega, I. (2009). *Understanding second language acquisition* .London : Rutledge.

Pawlak, M .(2014). *Error Correction in the Foreign Language Classro* :*Reconsidering the Issues*.London. Springer

Richard, J.C.(1974). *Error analysis: perspective on second language acquisition*. London : Longman .

Rollinson, P. (2005). Using Peer Feedback in the ESL Writing Class.*ELT Journal*, 59 (1), 23-30. Retrieved from <file:///C:/Users/ASUS/Downloads/peerpali.pdf>

Schulz, R.A.(1996). *Focus on form in the foreign language classroom: students' and teachers' views on error correction and the role of grammar*. *Foreign Lang. Ann*, 29(3), 343–364.

Sheen, Y.(2011). *Corrective feedback : individual differences and second language learning*. Spring Washington : department of language and foreign studies.

Shute, V.J.(2007). Focus on formative feedback. *EST, research raport*, 7,1-47 Retrieved from https://myweb.fsu.edu/vshute/pdf/shute%202007_f.pdf

Slimani.A.(1992). Evaluation of classroom interaction. In J.C.Aldersen& A.Beretta (eds). *Evaluating second language acquisition*, 197-221. Cambridge: Cambridge university press.

Sultana, A.(2009). Peer correction in ESL classroom .*BRAC University Journal*,1, 11-19.

Suzuki.M.(2004). Corrective feedback and learner uptake in adult EFL classroom.*Colombia university working papers in TESOL and applied linguistic*, 4(2), 1-21.

Tajareh, j .M. (2015) .*An overview of contrastive analysis hypothesis*. Retrieved from [file:///C:/Users/ASUS/Downloads/An%20Overview%20of%20Contrastive%20Analysis%20Hypothesis\[%23564404\]-713830%20\(1\).pdf](file:///C:/Users/ASUS/Downloads/An%20Overview%20of%20Contrastive%20Analysis%20Hypothesis[%23564404]-713830%20(1).pdf)

Truscott, J. (1996). The case against grammar correction in L2 writing classes. *Language learning*, 46 (2), 327-369 retrieved from file:///C:/Users/ASUS/Downloads/2009S_TEW_Truscott_original_article.pdf

Truscott, J. (1999). What's wrong with oral grammar correction. *The Canadian Modern Language Review*, 55(4), 437- 456

Ur, P. (2012) .*A course and language training : practice and theory* (2nded). Cambridge ; New York : Cambridge University Press.

Ur, P.(1996). *A course in language and theory practice and theory*. London: Cambridge university press.

Vanpatten, B. (1992). Second language acquisitions Research and Foreign Language Teaching, Part 2.*ADFL bulletin*, 23 (1), 23-27.

Wardhaugh, R. (1970). The contrastive analysis hypothesis.*TESOL Quarterly*, 4,. (2), 123-130. Retrieved from <file:///C:/Users/ASUS/Downloads/3586182.pdf>

Zhang, L.J., Rahimi, M. (2014) .EFL learners' anxiety level and their beliefs about corrective feedback in oral communication classes. *System journal*, 42, 429–439.

Zhu, H.(2010). An analysis of college students attitude toward error correction in EFL context. *Published by Canadian Center of Science and Education*, 3(4), 127_131

Zhu, Y., Wang, B. (2019). Investigating English language learners' beliefs about oral corrective feedback at Chinese universities: a large-scale survey.*Lang. Aware*, 28 (2), 1–29.

Zoghi, A., & Nikoopour, j.(2014). The interface of error types, teachers feedback and students' uptake. *International journal of applied linguistic and English literature*, 3(1), 54-62.

Appendices

Appendices

Appendix (01) : Students' Questionnaire

Dear students, you are kindly requested to answer the questions below. please tick the choice that represents your answer .I would be very grateful if you provide me with honest answers. Thanks for your collaboration.

Personal information :

Male

Female

Detailed information :

1 : How do you find speaking skill in language learning ?

a) Very Important

b) Important

c) Not important

2 :How would you describe your speaking performance ?

a) Excellent

b) Good

c) Poor

3: Which one of these the most you struggle with in your speaking skill ? Classify them from the most to the least challenging (put 1,2,3,4)

a) Expressing ideas

b) Grammar errors

c) Vocabulary errors

d) Pronunciation errors

4 : What is the main reason of your errors in speaking ?

- a) Lack of speaking practice b) interference of L1 c) insufficient vocabulary repertoire
- d) Dissatisfying teaching methods

Others :

5 : You like your teacher to correct your oral errors ?

- a) Yes b) No

“Oral corrective feedback: is the teacher's correction of student spoken errors”

6 :Do you think oral corrective feedback is important part in speaking skills process ?

If yes ,why ?

If no, why?

7 :When being corrected by the teacher, do you ?

- a) Take it into account b)Ignore it

8 :Does your teacher provide time for self-correction / peer-correction ?

- a) Yes b) No

9 :When do you like to be corrected ?

- a) Immediately (after each error) b) After finishing speaking c) After class

Appendix (02) :Teachers' Interview

Dear teacher,

This interview is a part of research work. It is designed to investigate and gather information about your attitude towards the oral corrective feedback. Your contribution and honesty are highly appreciated.

Please accept my gratitude and respect in advance for your collaboration.

Question 1 : As an EFL teacher, how much do you think that the speaking skill is important ?

Question 2 : To what extent is oral corrective feedback important for students ? why?

Question 3 : When do you correct their oral errors ? .

Question 4 : Do you correct their errors/mistakes or do you ignore them ?

Question 5 : What are the most repeated types of errors that your students make while using the target language ?

Question 6: Which errors do you emphasize on and do you correct ?

Question 7 : How often do you correct them ?

Question 8: How do you correct them ?

Implicit :

- You reformulate student utterance error by providing the correction
- You ask student for clarification, by replying: Sorry?, or 'Say that again'
- You repeat student erroneous utterance

Explicit :

- You provide comments (you do not give the correct form, but information about it)
eg ‘:you need the past simple’
- You give the student the correct form directly
- You reformulate the correct part, then you stop and let the student continue

Question 9 : Do you encourage self-correction or peer correction or teacher correction ?

Question 10 : How does your student react when you correct them ?

Question 11 : How does your student react when his classmates correct him ?