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The Role of Teacher's Error Correction in Enhancing EFL Students' Spoken Performance

Case Study: Second Year EFL Students at Biskra University

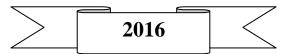Dissertation Submitted to the Department of Foreign Languages as Partial Fulfillment

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Dedication

In the Name of Allah the Most Gracious, the Most Merciful

Praise be to Allah alone, for His myriad graces that are countless, by His willing this work was completed

I dedicate this humble work to:

To my beloved mother Halima and my beloved father Kamel

To my dear sisters Amani, Khadidja, Alaa, and my dear brothers Youssef and Abderrahman

To my uncle Amdjed and all members of my family

To my Fiancé Youssef

Those who helped me continue this research because of their endless affection, support, love, and encouragement.

To my dear friends and colleagues: Rofaida, Khawla, Besma, Saida, Hadda, Akila, Kawther, Zahia, Fayrouz, Hayet, Mouna, Meriem, Hadjer, Chahrazed, Ahlem, Amel, Haneen, and Albab

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Abstract

The essence of the present study is the emphasis on the importance of teacher's error correction in EFL classes at Mohammed Kheidher Biskra University, and how it contributes in enhancing EFL students' spoken performance. This latter is affected by different factors namely; linguistic, psychological, and contextual or environmental factors. These factors usually impede students' speaking kill, and cause them to commit errors which requires the teacher's constant correction. Considering the different procedures such as: types of corrective feedback, the appropriate time and provider of it, with regard to the different students' preferences for attaining effective learning. The present study takes the form of a descriptive study which is based on quantitative methods of data collection, for closely understanding and describing the nature of the subject-matter under investigation. It is based on two different hypotheses; the first hypothesis states that teacher's error correction may have a significant role in enhancing EFL students' spoken performance. The second one states that EFL students are expected to be satisfied about teacher's correction. To uphold the study with valuable and reliable data, two questionnaires were established and submitted; one for the second year EFL students and the other was for the teachers of oral expression at Biskra University. The results obtained from the analysis of these questionnaires revealed that EFL students are interested in developing their speaking skill, they also recognize the importance of error correction especially teacher's correction. It also revealed that students have different preferences for error correction and feedback provision, which are mainly reflected in their uptake. Therefore; it is important that the teacher takes these preferences into account when deciding to correct his/her students' spoken errors, which, in turn, encourage students to work on promoting their speaking skill.

List of Acronyms and Abbreviations

EFL: English as a foreign language

FL: Foreign language

L1: First language

L2: Second language

TL: Target language

CLT: Communicative language teaching

LAD: Language acquisition device

CF: Corrective Feedback

EC: Error correction

Q: Question

%: Percentage

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General Introduction

Speaking skill is the backbone for communication, speaking in EFL classes is considered much challenging. EFL students view speaking accurately and fluently in English a hard task to be accomplished, because it is simply affected by different internal and external factors. Therefore, the so-called "error" usually occurs which hinders their performance. So that, the teacher's correction must be present; where s/he corrects their errors and provides feedback on them, so as to enhance their performance. A corrective feedback (CF) on oral performance may vary from one student to another, which means that students have different preferences for error correction (EC) and CF provision. In this study we shall demonstrate the teacher's role to enhance students' performance using CF for attaining an effective learning.

1. Statement of the Problem

Error correction is a key element in the teaching-learning process. In most EFL classes at Biskra University, EC is not given much importance, especially concerning the spoken tasks, which requires immediate delivery of speech. This may be due to teachers' lack of awareness about its role in the effectiveness of learning. Even if EFL teachers are adopting EC in their classes, however; they may ignore the different students' preferences about it, which affect their spoken performance to a large extent. Teachers have to follow certain procedures when correcting their students' errors like the appropriate time, type of CF, and the one who provides it, these would make feedback more effective. Thus, the role and the effectiveness of EC and CF, however, not only depend on the teacher but also on the student. Most second year EFL students at Mohammed Kheidher University of Biskra face problems when they speak, due to the frequent spoken errors they commit which make them feel frustrated about their performance, hence, the teacher's correction should

take place in a clever manner for encouraging students to speak and promoting their spoken performance.

2. Significance of the Study

This study is intended to closely demonstrate the problem which most EFL students are facing when they speak at Biskra University. Most EFL students lack the confidence in their ability to speak especially if they commit many errors. This leads them to the feel of frustration, and stops their desire to develop their speaking skill because of their spoken performance hindrance that errors make each time. Hence, this study also intends to spot the light on the role of error correction inside EFL classes, and how teacher's correction encourages students to speak in the correct way and perform better, if the teacher uses the procedures of correction appropriately.

3. Aim of the Study

The aim of the current study focuses on exploring the role of teacher's error correction, and the significance of undertaking it carefully in EFL classrooms. It also targets at developing teachers' and students' awareness about the role of error correction inside the classroom. In addition, how can the teacher's correction encourage students to perform better and enhance their spoken performance through a number of correction's procedures such as: the appropriate time at which CF should take place, the type of feedback that should be used and the one who will provide the CF.

4. Research Questions

In this study, we are going to investigate the following research questions:

a) To what extent is teacher's error correction effective in learning?

b) How do EFL students feel about teacher's correction?

5. Research Hypotheses

We will investigate the following hypotheses in our study:

a) Teacher's error correction may have a significant role in enhancing EFL students' spoken performance.

b) EFL students are expected to be satisfied about teacher's correction.

6. Research Methodology

We are going to conduct a descriptive study which is based on qualitative methods of data collection, in order to investigate the hypotheses we have already suggested. Therefore; we choose to administer two questionnaires for both the EFL students, and the teachers of oral expression in Mohammed Kheidher University of Biskra. Therefore, we randomly select our sample of EFL students of the second year, besides teachers of oral expression as a sample to our study, in order to have an insight on the students' speaking skill, and the factors which hinders their performance, and cause them to commit errors. As well as describing the different responses and preferences of students and teachers for CF given by teachers as a reaction to their errors.

6.1. Participants

We choose fifty second year EFL students at Biskra University as a sample to our research from the whole population (450 students) because second year students are supposed to have an intermediate level, and a sufficient experience concerning speaking skill problems and making errors. We choose fifty EFL students of the second year in a random selection to answer the questionnaire. In addition, we choose five teachers of oral

expression to contribute in the validity and completion of our research work, through considering their opinions and comparing them to students' answers.

6.2. Data Gathering Tools

In order to obtain valid data and objective opinions related to the subject matter under investigation, we choose to administer two different questionnaires as a data collection tools. One for EFL students of the second year, and the other is for teachers of oral expression Biskra University. Questionnaire is considered as an effective and easy data collection tool, which helps us to closely identify the students' main problems that they are facing mainly with speaking skill. It provides us with the different students' attitudes towards EC as well as their preferences to the different types of CF. It also presents the teacher's opinions and perceptions about students' errors and their correction. Analyzing the data and interpreting the results obtained from the questionnaires will help us to answer the research questions, and whether to confirm or reject the suggested hypotheses. Thus, giving our research results the credibility and reliability.

7. Structure of the Research

This descriptive study we are undertaken is planned to investigate the role of teacher's correction in enhancing the spoken performance of students in EFL classes. The research is divided into two main parts. The first is the theoretical part which in turn, is divided into two chapters, in each chapter we attempt to describe and provide information about one of the two variables. In the first chapter, which is entitled the speaking skill, we tackle the speaking skill on general and its aspects, as well as enclosing the factors which affect students' spoken performance. Whereas, in the second chapter we deal with the teacher's error correction and corrective feedback, where we spot the light on "error"

which is a prevalent issue in EFL classrooms. This chapter presents a general overview on error, error correction and feedback. In addition to the role of teacher for making the correction more effective. Whilst, the practical part consists of one chapter in which we interpret the numerical data and analyze them, to draw a conclusion from the findings to whether confirm or reject the research hypotheses.

8. Limitations and Delimitations of the Study

Through conducting this research, there have been a number of challenges. One of the major challenges we have faced is the time constraints; it did not allow us to undertake another research tool. Another limitation is the nature of our topic, because even if we intend to undertake an observation as another recommended research tool, however; it will be difficult to observe, for example, the types of correction used by the teacher to correct the different students' errors, since that the types of correction could be verbal and non-verbal, this latter is non-overt, so it would affect the findings. The third challenge is the unfamiliarity with the APA style of citation, since it is the first experience to conduct an academic research, but with the assistance and guidance of our supervisor, we could cope with that. The results of this research are mainly concerned with a number of EFL students from the second year since they are our sample.

Chapter One: Students' Speaking Skill

Introduction

Learning English as a foreign language requires enclosing both productive skills and receptive skills. However, mastery of speaking skill is much more sophisticated than the other skills. People who master this skill are able to express their ideas, to interact with people, and thus, to communicate effectively. Therefore; it is now the major concern of EFL researchers and curricula designers. Even teachers put an emphasis on it, so as to develop students' speaking skill. The present chapter then is mainly devoted to the speaking skill. We are going to investigate general issues about speaking skill such as: definition of speaking, aspects of speaking, as well as the types of speaking performance, in addition to the factors which affect them.

1.1. Definition of Speaking

Speaking is a productive skill; it is deemed an important and crucial element for communicating in any language. Thus, the ultimate goal behind learning a certain language is to communicate through mainly the mastery of speaking skill. Despite the importance of the other three skills; listening, writing, and reading. However, the proficiency of speaking skill is considered to be an indicator to individuals' language proficiency. In fact, speaking proficiency requires enclosing a profound knowledge of the different language functions, which may vary according to the context. These functions are not actually important in the written language because it has a different nature, and vice versa. Though, the speaking skill is much more complicated in real-life situation despite the significance that is given to it in the linguistic theory (Hughes, 2002:16).

Referring to other sources in literature, speaking has had a number of different definitions and perspectives of various researchers. Chaney (1998, cited in Thresia, n.d: 5) suggests that: "speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols in a variety of context". Accordingly; speaking includes both talking, and communicating through the use of body language and/or the different body movements in different situations.

Moreover, speaking is defined in Oxford Online Dicionary (2016) as "the action of conveying information or expressing one's feelings in speech". That is, it is the verbal act which permits to transmit the knowledge, and communicate the ideas and emotions when interacting with people in the spoken language. Thornbury (2005:1-6) states that speaking is not only about the knowledge of the linguistic system of the language like accuracy (grammar, pronunciation, and vocabulary), or how much someone is accurate, even fluency in speaking plays a major role in that, due to the speaking naturalness, that is to say, it takes place in real-situations and in limited periods of time which requires one's speaking without making frequent breaks. She also sets two main purposes for speaking; transactional function, which is for transmitting knowledge and simplifying trading processes. While the interpersonal function, is mainly for communicating and keeping good relationships among members such as: friends, family and other people. (*ibid*: 12)

Luoma (2004, cited in Belegdair, 2015:20) on the other hand, points out: "To speak in a foreign language, learners must master the sound system of the language". Accordingly, pronunciation has a significant role in developing the speaking skill. So that, it is important that the teacher involves FL students in various spoken tasks, including activities that focus on accuracy as well as fluency, in order to enable them to communicate effectively inside and outside the classroom context.

1.2. Aspects of Speaking

The main target of FL learning is undoubtedly, to reach a level of considerable language proficiency. That is to say; communicating accurately and fluently in real-life situations. Many earlier methods of teaching were focusing merely on teaching the language system i.e. accuracy such as: grammar, pronunciation, and vocabulary, neglecting the role of communication which is the most essential purpose behind learning FL. Therefore; reaching the level of language proficiency depends on two main aspects, those are: accuracy and fluency. These latter are important aspects which direct meaningful communication. Therefore, teachers need to balance between them so as to create the main ground for EFL communication.

1.2.1. Accuracy

A significant aspect of language that should be mastered is accuracy. Accuracy is one's competence to construct fully correct linguistic structures (Srivastava, 2014: 55). That is to say, it is the ability to produce correct grammar, pronunciation, and choose appropriate vocabulary. However, it is more complicated to implement the full correct forms when referring to the spoken form of the language, due to the naturalness of speaking that may occur any time where unexpected topics may be discussed.

1.2.1.1. Grammar

Students must know the grammar rules such as grammatical word classes (nouns, verbs, prepositions…so on) word order, and the main elements from which a sentence is composed like morphemes, words, phrases and other sentence components, however; when we speak about grammar, most people may think that it only concerns the written form of the language so that a distinction between written grammar and spoken grammar

must be made, Thornbury (2005:21) highlighted two features in the spoken grammar which do not exist in the written grammar. Firstly, the frequency of question tags. Secondly, the occurrence of performance effects such as: hesitations, repeats, false starts, incompletion, and so on.

1.2.1.2. Pronunciation

It is the act of uttering words with their correct sounds when speaking, this includes: stress patterns, intonations of the language and so on (Florez, 1999: 2). Therefore, it is important that the EFL students master the sound system of English for an effective communication.

1.2.1.3. Vocabulary

Students should have the knowledge of various lexis and their categories such as: nouns, verbs, preposition and others, in addition to their meanings, as well as how and when to use them together appropriately in different contexts.

1.2.2. Fluency

One of the main and most important purposes that EFL teachers usually seek to achieve is to make learners able to speak fluently. Fluency means speaking without making frequent pauses or hindrance in communication, so to say someone is fluent means that s/he is able to express her/his thoughts readily in spoken language (Srivastava, 2014: 55). Respectively, fluency is more concerned with the content or the formulation of meaning in a correct way without making efforts to extract ideas from the producer's mind; this assists one's flow of speech and makes it meaningful.

1.2.3. Balancing Accuracy and Fluency in English Classrooms

Most EFL teachers before were focusing on teaching accuracy of language rather than fluency, but with the emergence of CLT method, teachers become interested in fluency (Harmer, 2007: 69-70). Yet, balancing between the two aspects is a bit challenging task for them, since students have different levels of proficiency. However, both of them are interrelated and cannot be separated. Shen (2013: 4) states:

> We need to make the language situations and language material as realistic as possible or make English teaching partly communicatively oriented so as to help students acquaint themselves with appropriate language usage instead of just teaching grammar and drilling grammar patterns as we used to.

Accordingly, focusing on both methods of grammar translation and CLT is important. That is to say a balance between accuracy and fluency should take a place. Ur (2013) at a video-conference organized by the British Council suggests "reaching a balance between communicative grammar and theoretical grammar was to set exercises that got students to concentrate on meaning as well as form." That is to say, the teacher has to plan for classroom activities which make students pay attention to both aspects rather than only one. In view of that, Richards (2006:14) differs between activities which focus on fluency and those which focus on accuracy.

1.2.3.1. Activities Focusing on Fluency

They include the activities which make sense of the natural use of language, focus on communication, unexpected production of language, meaningful interaction, and the appropriate use of language in the appropriate context. For instance suggesting free topics for students to discuss it with their classmates, where they can interact together.

1.2.3.2. Activities Focusing on Accuracy

They include activities which focus on classroom use of language, do not need communication, focus on the form of language, practicing language without a particular context. for example: giving students activity in which different sentences are given with gabs, these gabs are followed by the verb in the infinitive form which require putting verbs in the appropriate tenses.

1.3. Types of Classroom Speaking Performance

Brown (2004: 271-4) listed six types of oral production that students are expected to accomplish in the classroom:

1.3.1 Imitative Speaking

In this type students are supposed to imitate native speakers, and determine a particular vowel sound through what they hear. They try to pronounce words the same way they hear. "Drilling" is also an effective way of teaching where students repeat what they hear from their teachers like words, phrases, or any kind of utterance. This gives students the chance to listen and repeat certain strings of languages, focusing on the form rather than meaning.

1.3.2. Intensive Speaking

In contrast to imitative speaking, intensive speaking "goes over" certain forms of language. It might be self-initiated or practiced in pairs. Intensive speaking encompasses any speaking performance that is designed to practice some phonological or grammatical aspect of language.

1.3.3. Responsive Speaking

Responsive practice includes short replies or comments of the student to the teacher in the classroom. For example when the teacher asks questions about the lesson, the short answers given by students are considered responsive such as yes/no answers. But they do not exceed the level of mere short responses, that is to say; they do not extend to dialogue form. Nevertheless, this kind of speech could be meaningful and authentic.

1.3.4. Transactional Speaking (Dialogue)

Students in this type have the chance to negotiate and interact in a continued stretch of speech rather than just giving short responses, such as: conversations, debates, interview, and other such responses for interactional purposes and exchanging information.

1.3.5. Interpersonal Speaking (Dialogue)

It is also another kind of conversation (like transactional) which is carried out for the purpose of maintaining social relationships rather than just exchanging information. Students can barely make interpersonal dialogues since they include unfamiliar and informal forms of language like colloquial language, slang, or casual register. But students are able to overcome this kind of problems through habituation.

1.3.6. Extensive Speaking (Monologue)

Students at intermediate to advanced levels are asked to give extended monologue activities, but with formal register. Those activities are in the form of oral reports, summaries, and even short speeches.

1.4. Factors Affecting Student's Speaking

There are mainly three types of factors that affect students' spoken performance these are as follows:

1.4.1. Linguistic Factors

Linguistic knowledge promotes learners' correct performance of speaking. It includes the knowledge of FL grammar rules, phonology, syntax, semantics, and intonation and so on. Harmer (2001:15) states:"when we know the grammatical rules of a language subconsciously, we are in a position to create an infinite number of sentences". Therefore; lacking this knowledge or poorly performing it may prohibit speaking progress. This causes speaking problems, which may arise due to the lack of vocabulary, making grammar mistakes, and pronunciation mistakes.

1.4.1.1. Lack of Vocabulary

Speaking skill necessitates the appropriate selection of words for the sake of communicating through the use of different words and expressions needed for a particular speaking situation, Smith (2011, cited in Juhana 2012: 65) states that: " Lack of vocabulary knowledge could lead to students' difficulties in language reception and production and becomes an obstacle for them to express their ideas in English." Therefore, EFL students should have an exhaustive knowledge of different terms; this latter enables them to express what they want to say accurately. In contrast, lacking this knowledge may cause them to face concrete problems as a result of their restricted amount of words, which in turn, will greatly affect their spoken performance and in many times, block the flow of conversation.

1.4.1.2. Grammar Mistakes

Grammar knowledge is also a key element for learning a FL, Thornbury (1999: 3) claims that "the ability both to recognize and to produce well-formed sentences is an essential part of learning a second language". That is to say, knowing and understanding grammar is much needed. However, EFL students usually face obstacles in the sense that they make numerous grammatical errors when producing utterances. Haryanto (2007, Cited in Juhana, 2012:66) adds that L1 sometimes hinders students in their way to learn the TL. Students usually transmit words and even expressions especially through direct translation from the L1 into the TL, with keeping the same word order which causes overlapping between L1 and TL.

This means Students who make many grammatical errors, usually fail to convey their ideas explicitly. Thus, making grammatical mistakes is one of the major obstacles which obstruct students from speaking accurately in English.

1.4.1.3. Pronunciation Mistakes

Correct pronunciation assists the listener to understand the message conveyed by the speaker and vice versa. Hancock (2003: 10) states that there are probably some sounds in English which do not exist in the learner's L1. Yet, there are many others which are similar but not exactly the same. This cannot easily be distinguished, for example the words: hit-heat, so-show, sung-sun, and many other similar forms.

Therefore, it is very important for the student to practice English pronunciation very well, in order to recognize the various rules of sounds such as: stress, rhythm, intonation as well as producing sounds (consonants and vowels) correctly. Moreover, pronunciation mistakes could be the result of the limited exposure to authentic speech of native speakers, and the lack of experience, like the rare use English outside the classroom.

These construct a difficulty for students, and very often, inhibit them from participating in speaking activities inside the classroom.

1.4.2. Psychological Factors

The most influential part on language learning is the psychological side of the student; it directs both success and failure in FL learning. The psychological factors could also be referred to as the affective factors, according to Hurd (2008: 1, cited in Belegdair, 2015: 6): "affect is about emotions, moods, attitudes, anxiety, and tolerance of ambiguity". Accordingly, one's affective side is related to how s/he feels about something with regards to her/his psychological position. Due to the importance of mastering speaking in FL learning, EFL students usually feel that they are under-pressure, the main reason why the affective factors start working, and thus, prohibit them from speaking effectively. Students may experience various psychological factors including: lack of confidence, fear of making mistakes, anxiety, shyness, and other factors.

1.4.2.1. Lack of Confidence

Many EFL students lack confidence in their abilities to speak in front of their classmates. Those students usually have low self-esteem, that is to say, they under-estimate their capabilities, although they may have more than just the abilities they show. Therefore, they rarely participate, even if they are selected by their teachers to speak, they prefer to say few words to avoid teacher's criticism, or being laughed at by their colleagues.

1.4.2.2. Fear of Making Mistakes

Students also are often inhibited to speak because they are afraid of making mistakes. Ur (2002, cited in Loubazid, 2012:12) points out: "Learners are often inhibited about trying to say things in a foreign language in the classroom, worried about making

mistakes, fearful of criticism or loosing face, or simply shy of the attention that their speech attracts." As a result, fear of making mistakes could be a major reason for students' non-participation in classroom speaking activities.

1.4.2.3. Anxiety

Anxiety is a kind of negative emotion which inhibits students from speaking the FL; it also stands as an obstacle towards their success to learn the language. Anxiety is prevalent among FL students. Those who suffer from anxiety do not learn, neither communicate effectively the classroom, Richmond, Wrench, & Gorham (2009:55) agree that the anxious students don't learn, interact, participate neither perform well in the classroom setting. Anxiety affects not only the student's production of the output, but even the student's perception of the input. It is a part of the affective variables which is in portrayed Krashen's "Affective Filter" hypotheses. He believes that the "affective filter" which is presumed firstly by Dulay and Burt (1977), works as a barrier which impedes the input to reach the acquisition part of the brain (Krashen, 1982: 32). The following figure summarizes the effect of the affective filter on the language acquisition:

Figure1.1: Operation of the affective filter adopted from (Krashen, 1982:32)

It is clear from the figure how the filter stands in front of the input and impede it from reaching the LAD. Therefore, anxiety is one of the most central reasons which cause the student's hindrance of performance inside the classroom.

1.4.2.4. Shyness

Shyness is another influential psychological factor; it affects the student's performance particularly in speaking activities. Usually shyness is related to the students' lack of confidence and fear of making mistakes as well as the expectation of being laughed at by other classmates due to their weak performance. Shyness is a kind of feelings that many students suffer from, at the time when they are asked to speak in FL (Juhana, 2012:101). In line with this, Baldwin (2011, cited in *ibid*) further explains that speaking in front of people is one of the more common fears that students encounter, which increases their feeling of shyness and makes their mind go blank which causes them to forget what to say. For this reason, shy students feel uncomfortable when speaking. This makes their performance sound unproductive and thus; leads them to low participation or none.

1.4.2.5. Lack of Motivation

To be motivated means to be stimulated to do something. When someone feels encouraged and triggered on the way to accomplish or perform an action, we shall say that this person is motivated. In contrast, unmotivated person is someone who does not feel that something is pushing or driving him to carry out an action (Ryan & Deci, 2000:54). Motivation in learning is very essential, Davies and Pearse (2000, cited in Loubazid, 2012:14) recommend: "Try to create a relaxed atmosphere in your classes so that most learners are not frightened of speaking in front of the class." Thus, teachers must create a motivating atmosphere in their classrooms, for giving students opportunities to share their thoughts and participate without being afraid to speak in front of students. Otherwise, students will lose their interest and enthusiasm toward learning the FL which affects their achievements.

1.4.3. Contextual Factors

These are the environmental factors such as: individual, social, societal factors that affect student's achievements, in particular, their spoken performance in FL. According to Walqui (2000: 2-6), there are three types of contextual factors, these are: The language, the learner, and the learning process.

1.4.3.1. The Language

This type involves the relationship between the learner's L1 and L2 which affects their FL learning (English in our case). The first is about language distance, it means how close or distant are student's L1 and FL. the speed and the difficulty to learn the foreign language depends on how different or similar they are. Walqui demonstrates the more close language systems of L1 and FL, the faster it is learning the FL. a French student for example may be faster to recognize the letter forms of English than an Arabic student. Since that French and English have the same writing system of English; while, Arabic is different from it. Secondly, the more knowledge students have in L1, the easier FL learning will be. Thus, the success in FL learning is significantly related to the success in the learner's L1.

Thirdly, students who have a prior knowledge about FL, or experiences through which they dealt with the FL, may possess skills such as conversational fluency acquired from contacting with English speakers and formal knowledge such as grammar knowledge. Thus, they also need to know more about FL dialects. Finally, students must realize that to learn FL does not mean to displace their L1, but rather to add a new language or dialect to one's repertoire and expand new ways of communicating.

1.4.3.2. The Learner

This includes factors like peer pressure, the presence of role models, and the level of home support. Peer group pressure is an influential factor on student's learning of the FL; it usually frustrates the student's want to achieve fluency, because it is considered a strange language for the student especially that the peer group-work consists of members or students who are non-native speakers. That is to say; all of them have the same mother tongue. This is generally regarded to be one of the obstacles which prevent students to move on towards speaking English. However, Students can overcome these obstacles, through reading about challenges experienced by others.

Another environmental factor is related to home support. It is believed that students, who encounter less support and encouragement by their parents to learn FL, may be less progressive toward FL proficiency. In contrast, students whose parents appreciate that and support them, through encouraging them to speak FL, or using both L1 and FL at home from time to time, are more successful in their L2 learning.

1.4.3.3. Learning Process

This includes learning styles, motivation, and classroom interaction. It is important that the teacher considers the different learning styles of students because they have a variety of styles which differ from one student to another. Some are visual learners, while others are auditory, and so on. Some teachers may not really take these differences into consideration; this creates problems in students' understanding of the input. Secondly, an unmotivated atmosphere may discourage students' desire to learn as we have seen before.

Finally, language learning could be the result of meaningful interaction in FL. giving each student the right to speak may improve their speaking skills to a large extent.

In contrast, students who do not have this opportunity might be frustrated or do not like to participate in speaking activities on general.

Conclusion

By the end of this chapter, we realize that the speaking skill is one of the most essential skills for FL teaching and learning. Therefore, the teacher should involve students in communicative activities that balance between fluency and accuracy, in order to develop their speaking skill. We also deduce that EFL students' spoken performance may be affected by different factors, which hinder their speaking, and cause them to ill-perform the various communicative tasks inside or outside the classroom context. To draw a conclusion, that the teacher has a significant and central role in boosting students' speaking skill. Through encouraging, and involving them in different speaking activities, as well as making them feel at ease when participating without being ashamed because of their weak performance.

Chapter Two: Teacher's Error Correction and Corrective Feedback

Introduction

Within the process of learning a foreign language (FL), students are learning new patterns and rules other than those of their L1, which stand as a barrier towards their FL learning. Thus, students commit a variety of errors; these errors hinder their spoken performance. For this reason, teacher's correction must take place along with providing the appropriate corrective feedback, so as to assist students to recognize the correct form, and enhance their performance gradually. Therefore, in this chapter we attempt to give a clear insight, whereby we discuss issues related to EFL students' spoken errors and their correction. We firstly identify the nature of error. Then, we provide the different categorizations from the literature, as well as giving reasons why most students make errors. After that, we deal with error correction and corrective feedback. Then, we move into the different elements related to the provision of corrective feedback.

2.1. The Nature of Error

The term "error" has been used and defined in a variety of ways in the field of FL and L2 teaching and learning. Yet, there seems no agreement on one single definition. A broad definition says: "a deviation from accuracy or correctness; a mistake, as in action or speech" (Dictionary.com, 2016). That is to say, error is when a form or information that is not used in its proper usual manner when someone is speaking or doing a particular activity. In the field of SLA, the criteria of whether an utterance or a form of language is incorrect is based primarily on the differences between native and non-native speakers' speech production, such as learners of English language, where such phenomenon is common. Accordingly; errors are those linguistic structures such as words and sentences,

which are probably not said or formed by the non-native speakers similarly like native speakers do, in the same situation and under the same circumstances where the speech occurs (Lennon, 1991:182, cited in Pawlak, 2014:3).

Many researchers in the literature have attempted to give a definition to the concept of "error", however; it has different designations. Crystal (1980, cited in Lee 1990: 55) points out that errors are spoken or written mistakes or slips of the tongue which are not produced intentionally and come as a result of deficiency in the brain performance. While Crystal's definition combines the meaning of both mistake and error, Brown (2000: 217) distinguishes between the two terms later on. He identifies mistake as an act which occurs unconsciously as a result of lack of using the structures of the language in the appropriate manner, while error is seen as the learner's speech production which takes a sidetrack from the original model of the native speakers, which the students are attempting to master. This is what demonstrates the students' level of proficiency.

Although error was seen previously as something to be evitable, however, it has been recently considered as evidence to the student's level of development. Corder (1967, cited in Park, 2010: 6) demonstrates this view. He uses "error" to refer to the systematic errors of the learner's latent knowledge of the language, whereby these errors indicate the learner's current development level of the TL.

From a different perspective, Edge (1989: 9-10) sees all the deviations as they are derived from the norm mistakes which encompass slips, errors, and attempts. He provides a distinction between the three terms. Firstly, he suggests that slips are those little mistakes that the students make when they say or write a linguistic form, and it arises as a result of lack of care; these kinds of mistakes can be corrected by students themselves. Secondly, errors are those mistakes that cannot be self-corrected without teacher's intervention, although they are comprehensible and they are familiar to the students. Finally, attempts

are those mistakes which barely can be understood and corrected, either because students do not reach the level to be able to converge their desired meaning, or because the message they are trying to convey is not plain.

These distinctions are strongly valuable for the teacher to determine what is the nature of certain deviations either they are errors, mistakes, slips, or attempts so that, they can make the decision about how to correct them, although it is difficult to recognize to which type the deviation belongs.

2.2. Categories of Errors

There are numerous classifications of errors. Researchers have attempted to categorize errors in different ways, however; in our study we shall spot the light on errors in terms of their magnitude and frequency, as well as the extent the teacher should correct them.

2.2.1. Global Errors

Refer to those errors which cause the listener or reader's misinterpretation of the speaker or the writer's message, that is to say; those errors which noticeably obstruct the entire communication and have an effect on the whole structure of the sentence for Burt (1974:6), these errors include for instance: erroneous word-order, conjunctions that are misplaced or missed within the sentence, overgeneralisation and so on. The correction of this type of errors must be present each time they occur.

2.2.2. Local Errors

They are the errors which are concerned with only a single part of the sentence, it is a linguistic error which does not cause much communicative difficulties; even if the

structure is deemed awkward, however, this kind of errors does not disrupt the overall meaning or the interpretation of the message, thus; do not affect communication, among them errors which occur in noun and verb inflections, articles, auxiliaries and others, it is important to note that the correction of one global error in a sentence is much more necessary to make the speaker's intended message sounds clear, rather than the correction of several local errors in the same sentence, hence, a careful correction of errors which really affect the communication significantly is more valuable, for it is necessary in order to understand the message conveyed clearly, unlike local errors, which do not need permanent correction. (*ibid*: 7)

2.2.3. Frequent Errors

They are also called high-frequency errors; it was pointed out by Allwright (1975, cited in Shahin, 2011: 212) in his opinion, errors should be treated on the basis of their occurrence in the classroom interaction, therefore; errors of high frequency such as the omission of s with third singular pronouns in the present tense, plural, and possession markers should be focused on and given more awareness, and corrected each time they occur.

2.2.4. Infrequent Errors

Low-frequency errors, these are those errors which are not committed regularly like in frequent errors they are less apparent in everyday speech of students, this type of errors is not recommended to be corrected all the time, however, correction must be emphasized more on errors which promises to reappear again and again in students' speech.(*ibid*)

2.2.5. Lapse Errors

Hendrickson (1978, cited in *ibid*) joined another third type of errors. This type is lapse errors, where he compares it to blocking errors which block communication, and stigmatizing errors which has an impact on the listener without significantly block communication. However, lapse errors are those errors which most students make in their utterances, these errors are familiar in an individual speech, but; they hardly can hinder the communication between two interlocutors.

2.3. Reasons for Making Errors

Most EFL students commit errors in their way to develop their new language (the foreign language FL). In fact, as Adegbile and Alabi (2005: 33) acknowledge, it is a very natural part of language learning which demonstrates the progress in the student's interlanguage. However, there are different main reasons why these errors occur in FL students' language production.

2.3.1. First Language Interference

When L1 system that students already know interferes with the new system of the L2/FL, this causes students to make errors (Harmer, 2007: 137 -138). He supposes different levels where L1 can interfere with L2/FL these are: The level of sounds; where the sound system of the L1 and L2/FL are dissimilar. The level of grammar, like the different rules' systems. And the level of word usage, where almost the same words which exist in the student's L1 may exist in the FL as well, but with other meanings.

2.3.2. Developmental Errors

These are the errors which FL students commit due to the natural learning process which necessitates transmitting previous simple knowledge of L2 into more sophisticated one constantly when they are developing their interlanguage. It consists of overgeneralization, where FL learners "over-generalise" a new rule and misplace it in inappropriate situations for example: the student just learnt that we should add 'ed' to the regular verbs in the past simple and past participle, but he/she overgeneralises the rules even to irregular verbs such as to teach/teached, to take/taked …and so on. (*ibid*)

2.3.3. The Limited Knowledge of the Foreign Language

Students make errors because they are not capable yet to formulate accurate spoken language, hence, they are not able to express their thoughts. (Myles, 2004, cited in Adegbile & Alabi, 2005: 34-35)

Consequently, teachers' awareness of the different reasons which leads their students to commit errors is significant; this would assist the teacher to treat the error appropriately although not all the errors should be corrected.

2.4. Teacher's Error Correction and Corrective Feedback

Error correction (EC) is a vital element in language teaching and learning because most EFL students make errors during their speech production, which requires the teacher's correction. Chaudron (1977:31) points out that correction can have different meanings. He suggested that EC can simply be any response that the teacher shows to students' errors. The second meaning is "the successful correction"; a correction is successful when the teacher extracts the correct form from the student, after s/he makes an error. Finally, a

"true correction"; could be referred to as "change in the learner's interlanguage" which means that the correction assists the student to develop his/her language through the correction. Thus, the teacher's correction of student's error aims at altering the student's interlanguage and improves it (Long, 2007, cited in Taipale, 2012: 08). However, it is important that the teacher considers the students' feelings and realizations when s/he corrects their errors. Therefore, s/he must be smooth in her/his correction and conscious about the impact of his/her correction on the student (Doff: 188-192, cited in Bouroya 2012: 24). Accordingly, each student has a different perception and preference for EC.

Finally, the different reactions of the teacher to the learner's erroneous utterance are called corrective feedback (CF). Ellis, Loewen and Erlam (2006:340) identify CF as:

> Corrective feedback takes the form of teacher's responses to learner utterances that contain an error. The responses can consist of (a) an indication that an error has been committed, (b) provision of the correct target language form, or (c) metalinguistic information about the nature of the error, or any combination of these.

Therefore, the teacher's responses comprise three different phases which may come all together or each one separately. EC and CF are often used interchangeably. However, the provision of CF is more concerned with communication, which comes along with correcting errors and the discussion of the correct form, rather than an intention of involving a real learning process like in EC (Lyster & Ranta, 1997: 42). In terms of the students' reception, CF is the response that the students receive from their teacher as a reaction to their" linguistic errors" when they produce oral or written output (Ellis, 2011, cited in Maolid, 2013: 118). It is worth mentioning that the teacher may point out to the error using different types of CF in their classrooms; this is what we will deal with subsequently.

2.5. Types of Corrective Feedback

Lyster and Ranta (1997) study on the immersion classrooms in Canada reveals different types of correction used by teachers, these types were classified mainly into six types: explicit correction, recast, clarification request, metalinguistic clues, elicitation, and repetition.

2.5.1. Explicit Correction

Refers to explicit indication to the correct form, where the teacher clearly points out to the mistake that is committed by the student, or telling him that s/he was incorrect and provides correction. For instance: "it is" /"it is better to say"/ "we say (providing the correct form)"

2.5.2. Recast

Unlike explicit correction, recast is when the teacher indirectly indicates that the student's utterance was incorrect through reformulating the student's utterance /sentence in the correct form without pointing out to the error s/he has made. E.g. Student: I visit my grandmother yesterday (grammatical error). Teacher: I *visited* my grandmother yesterday.

2.5.3. Clarification Request

The teacher indicates that the utterance or the message conveyed by the student is not understood or it contains an error where a reformulation or repetition with the correct form is necessary in this case, clarification request includes phrases like: Sorry!, excuse me, pardon?... and so on.

2.5.4. Metalinguistic Clues

The teacher provides remarks, instructions, or questions related to the construction and formation of the student's utterance such as: hints or clues, without pointing out directly to the error and without giving the correct form explicitly. It is similar to elicitation except that the teacher explicitly asks questions about the form. E.g. Student: I visited grandmother yesterday. Teacher: how does the verb change when we talk about the past? /can you find what's wrong here?

2.5.5. Elicitation

It involves the techniques that the teacher use in order to elicit the correct form from the student. The teacher can use three different techniques; firstly, eliciting the completion of the student's utterance through starting the sentence then pausing to let the student to "fill the blank" i.e., to complete it with the correct form. Secondly, asking questions that provoke the students' answers; this helps to elicit the correct form indirectly (how do we call this in English). Thirdly, asking students to reformulate their utterances.

2.5.6. Repetition

It refers to the teacher's repetition of the student's error through modifying, or using rising intonation to highlight the error and draw the attention of the student to it. E.g. S: They must to go. T: must to?

2.5.7. Paralinguistic Feedback

This type was added by Ellis (2009: 9). It is a non-verbal feedback; it consists of signals, eye gaze, facial expressions, and different movements of the body that are used by

the teacher to indicate an error. According to him, it is a situation in which a teacher uses gestures to show that a student committed an error which requires fixing.

To sum up, these types of CF differ according to the degree of explicitness. Some types consist of overt correction in that; it is a direct indication that the student made erroneous utterance, and others use no clear indicators to point an error. (Zhao, 2009:48)

2.6. Students' Uptake/ Responses to Corrective Feedback

The teacher should take into account the impact of the different types of CF on the student's "uptake". It is the various responses that the student shows as reaction to the teacher's CF on her/his errors (Lyster & Ranta, 1997: 49). There are two types of uptake: utterances with repair and utterances that need repair. Utterances with repair are those which has been acknowledged and/ or corrected by the student after s/he has received the CF. Ellis et al (2001: 286, cited in Taipale, 2012: 11) called it "successful uptake" which means that the student perceives the corrective feedback and thus s/he is able to reformulate his/her erroneous utterances in the correct form. Whereas, when the student reacts to the feedback given, or perceives it but without being able to correct his/her error or may be just moving on without correcting it, this is what is known as utterances which need-repair (Lyster & Ranta, 1997: 50-51). Nevertheless, the student's uptake does not always occur in the classroom, sometimes the teacher does not give the students a chance to correct their errors. And other times, the student just does not grasp the correction (Taipale, 2012:10-11).

Simply put; Student's uptake is a sign to the student's perception or misperception of the teacher's feedback. Hence, it is essential that the teacher gives students the sufficient time to think about their errors, and try to reformulate them into the correct form.

2.7. Timing of Corrective Feedback

One of the controversial matters in FL classrooms that puzzled researchers and teachers is: when to provide CF? In fact, there have been many attempts to reach a pleasant result which fits both teachers and students. Providing CF on oral work is much more sophisticated than providing it on written work, but since we are dealing mainly with the oral CF, we will only discuss different options of oral correction timing.

2.7.1. Teacher's Feedback on Oral Work

Teachers should consider the differences between oral CF and written CF, as Pawlak (2014:117) states: "…things are more complicated than they might seem in the case of the treatment of oral errors because it is in fact possible to differentiate not between two but three options here, namely immediate correction, delayed correction and postponed correction.", in other words, feedback on oral work is actually very sensitive due to the fact that oral tasks occur directly and immediately, which requires the teacher's shrewdness, so that, the CF given on the student's error would not lose its purpose. Hence, it is essential that the teacher choose whether a particular spoken error needs to be corrected as soon as it occurs (immediate correction), or after the student finishes his/her speaking (delayed correction), or even at the end of the course (postponed correction). Respectively, Pawlek further adds that the nature of correction that the teacher may select is based on whether the current oral practice is fluency-oriented or accuracy-based. (*ibid*)

2.7.1.1. Feedback on Accuracy-Based Activities

The purpose behind giving feedback on non-communicative activities is to make sure that the forms of the language used in students' speech are correct. When a student misplaces a feature or a rule in a sentence like in the case of overgeneralization, it is

desirable that the teacher intervenes and points out to the error besides providing CF, especially in the case where the student perceives that s/he is unable to correct her/his errors (Harmer, 2007:144). In fact, as Larsen-Freeman (2003, cited in Pawlak, 2014:118) comments, the best decision the teacher must make is to give feedback immediately rather than delaying it, lest losing the student concentration on the error or recurring the same error in the subsequent speech. Accordingly, in accuracy-based activities it is recommended to correct the students' errors immediately right after they occur.

2.7.1.2. Feedback on Fluency-Oriented Activities

Correction in communicative activities is little more complicated; the teacher's reaction on the student's performance in an activity should be precise and focus on meaning rather than the structure preferably without intervention (Harmer, 2007:145). In other words, a delayed or postponed correction is favorable here. However, Pawlak (2014:118) argues that: "all the three options can be of use to practitioners in the course of fluency-oriented work …" This implies that the teacher can choose either to correct the error immediately, to delay it, or to postpone it. To clarify, the immediate CF should be dealt with fluency-oriented activities which focus on particular language features. While a delayed CF could be used at the end of a communicative activity, for instance: role play. The teacher is able to postpone the correction until the lesson-course is completed, it is seen as the best choice to promote the student's fluency especially that it allows him/her to complete his/her message without any kind of disruption (*Ibid:* 118-119). The intervention on fluency-oriented activities does not always have desirable effects on students, sometimes when the intervention is ill-timed leads to the student's feel of frustration.

Briefly speaking, it is recommended that the teacher adopts immediate correction when it concerns activities that focus on form. Whilst, a delayed and postponed correction

would be more effective concerning activities which focus on meaning or those which seek to improve students' fluency. However, the choice of one of these options depends on the situation in which a particular error occurs.

2.8. Error Correction Provider

It is important to decide who will treat students' errors especially when it concerns spoken errors. Most EFL students heavily depend on the teacher's error correction, however; the teacher her/himself can prompt the other students or the student her/himself to engage in the process of error correction.

> (…) teachers have at their disposal three possible courses of action: (1) they can correct the error themselves, thus engaging in *teacher correction*, (2) they can encourage the student who has produced the inaccurate utterance to do it, thus opting for *self-correction*, or (3) they can ask some other student to supply the correct form, in which case *peer-correction* takes place. (*ibid:* 149)

Therefore, EFL teachers may have three different possible kinds of correction: teacher- correction, peer-correction and self-correction.

2.8.1. Teacher-Correction

The teacher is the provider of instructions and thus, s/he is the one who takes the responsibility of correcting the students' errors. Méndez & Cruz (2012: 68) agree that the teacher has the priority to correct students' errors since s/he is aware and normally acquainted enough with the reasons of the different errors and their clarification, so as to make things evident to the students. Hence, students can readily realize their errors. Most EFL students prefer teacher's correction because s/he has the authority over his/her students. This is why they feel more relaxed towards their teacher's correction.

2.8.2. Peer-Correction

The teacher may engage other students to correct their classmate's error which help the students to interact with each other in a collaboration "…peer response instruction, not peer response itself, is beneficial" (Williams 2010: 494, cited in Pawlak, 2014: 152), this indicates the importance of peer involvement in correction as well as interaction. Although, it may have some downsides; sometimes peer-correction cause the students to feel dispirited and lack confidence in their levels, if the way a student addresses his/her colleague in correction is reckless (Pawlak, *ibid*). This means that even the student should know how to involve in correction without appearing as if s/he is more superior than her/his classmate who is being corrected, otherwise s/he will feel discouraged**.**

2.8.3. Self-Correction

The teacher should engage the students themselves when correcting their errors through giving them the chance to adjust their speech before being exposed to the teacher correction. Garton (2002, cited in Pawlak: 150) admits: "…encouraging self-correction in communication-based tasks and activities requires giving students *space* and *time*", this allows the students to depend more on their own abilities. Méndez and Cruz (2012:68) affirm that the self-correction is considered to be significantly essential to boost autonomy in students' learning. It is also important for protecting one's ego, unlike peer-correction which sounds harmful at times. In the same stream, Allwright and Bailey (1991, cited in Pawlak: 150) add that the learner can make the teacher's correction effective, only if s/he grasps the origin of the error s/he has made, correspondingly with the teacher's correction. So, the teacher's correction may sound meaningless if the student being corrected did not realize the type of error and the teacher's clarification. This implies that the student's own correction is needed for the effectiveness and the completion of correction.

2.9. Teachers and Students' Preferences for Error Correction

Most of the time EC loses its effectiveness simply because the students' expectations for EC and teacher's perception about that are different "If students and teachers expectations about EC can converge, then teachers would have a better chance of guiding their students to successful language learning; otherwise, the mismatches can create dissatisfaction." (Brown, 2009, MacIntyre & Gardner, 1994, cited in Farahani & Salajegheh, 2015: 16). Hence, it is important that the teacher considers these expectations or preferences in order to obtain satisfactory results which are reflected in the student's output.

Méndez and Cruz (2012: 72-73) in the study they have undertaken at the Mexican University on the teachers' preferences for EC, demonstrates that the instructors favor more teacher's correction followed by self-CF, and then by peer-CF. They believe that the teacher's correction is the most effective, whereas; peer correction, according to them may disconcert students' relations with each other. Whilst, students prefer teachers' rather than peers' correction. In fact, students do not acknowledge their peers' correction. Méndez and Cruz also mention that students prefer the instructor to provide CF immediately right after the error occurs. Teachers also favor the most indirect ways to correct students' errors like recasts for non-confounding students (Yoshida, 2008: 90). Unlike teachers, students preferred to be given a chance to elicit the correct form on their own after making errors before being corrected by their teachers.

Conclusion

This chapter was dedicated to different issues related to EC and CF. We have seen that the teacher must be selective when s/he is dealing with different students' errors. We also have seen that the correction could be provided not only by the teacher but also by peers. Even the students themselves can correct their errors if they were given the opportunity to do so. In

addition, we emphasize that the CF during oral work varies from that of written work in terms of complexity and recency, which requires the teacher's awareness and knowledge about it for boosting the student's spoken performance. We also deduce that CF may have effects which are represented in the student's uptake therefore; the teacher must consider them so as to assist students to acknowledge the correction. Finally, we conclude that students' expectations and teachers' perceptions may be different to a large extent. Hence, it is important that the teacher considers these differences for the effectiveness of EC and CF.

Chapter Three: Field Work

Introduction

This study is mainly about how the teacher can enhance the students' speaking skill right through correcting their errors considering students' expectations and preferences. In the previous two chapters we tackled a brief review of literature about the speaking skill on general, as well as EC and CF provision on students' spoken performance. However, we intend in this chapter to be more practical. In order to do so and understand the different opinions and considerations of both teachers and students about our topic, we plan to obtain data from students' and teachers' questionnaires since the study we are undertaking is descriptive. Thus, the main purpose of the present chapter is to analyzing data, interpreting, and discussing results separately of both students as they are the ones who experience the issue of making errors, and the teachers as they know about their students' levels and the stages where the students' spoken errors should be corrected. The different perspectives, attitudes of teachers and students would provide us with more valid and reliable data so as to arrive at valuable answers to our research problem.

3.1. Students' Questionnaire

3.1.1. Aim of Students' Questionnaire

This questionnaire was designed for the second year students of English division at Biskra University. It serves as a data collection tool which aims at investigating the students' evaluation of their speaking skill and the difficulties that hinder their spoken performance, as well as their attitudes and preferences towards error correction and corrective feedback in case they commit errors, we administer the questionnaires before the spring holiday, we select the participants randomly when they were studying in the

amphi-theatre and they were given approximately half an hour to respond to the questionnaires before the session starts.

3.1.2. Description of Students' Questionnaire

This questionnaire is composed of 18 questions, it contains closed questions such as: likert scales and multiple choice questions as well as open ended questions which requires adding other suggestions or justifying answers. This questionnaire is divided into three sections.

- **Section One: Personal Information**

This section contains three questions: Q1, Q2, and Q3 these are planned to obtain personal information of the students like gender, age, and the choice to study English.

- **Section Two: Students' Speaking Skill**

From Q4 until Q11, we attempt to elicit students' opinions about the speaking skill and their evaluation to their spoken performance in addition to their participation in the classroom mainly in speaking activities and whether they are motivated to do so, as well as the difficulties and the different factors which come as an obstacle toward their speaking proficiency, all the forms of questions in this section were closed questions.

- **Section Three: Teacher's Error Correction and Corrective Feedback**

From Q13 until Q18, we design questions to get insights about the student's perceptions and attitudes toward error correction in addition to their preferences for corrective feedback such as when they want their errors to be corrected and which type of corrective feedback they think is the most effective as well as from which person they want to receive corrective feedback with regards to their feelings when the teacher corrects their

errors like in Q15 and Q16 which seek to investigate whether students feel afraid after the teacher's correction or it encourages them and prompt them to speak. This section contains closed questions as well as two open-ended questions which require giving suggestions and explain or justify why a student choose a particular answer.

3.1.3. Interpretations of the Results'

- **Section one: Personal Information**

Q1: Students' gender

Gender	Numbers	Percentage
Males	03	6%
Females	47	94%
Total	50	100%

Table3.1: Students' Gender

The table 3.1 shows us our sample which consists of fifty students. It is evident from this table that the percentage of females (94%) has largely over-passed the percentage of males (6%), this may indicate two different interpretations. Firstly, that females are paying attention more to learn foreign languages than males, secondly, females are more collaborative and supportive.

Q2: Students' age distribution

Age	Numbers	Percentage
18-21	41	82%
22-25	8	16%
26-39	1	2%
Total	50	100%

Table3.2: Students' Age Distribution

As the table 3.2 shows, 82% of students are aged between 18-21 while only 16% are between 22-25 and only one student is aged between 26-39, in our study, we try to demonstrate that all students despite of their age differences are exposed to commit errors.

Q3: your choice to study English Language was because

Options	Numbers	percentage
You like it	41	82%
You were obliged	9	18%
Others	0	0%
Total	50	100%

Table3.3: Students' Choice to Study English

As shown by the table 3.3, most students (82%) choose to study it because they like it, however only nine students (18%) are studying English because they were obliged to do so; we suppose that this may be referred to parents' imposition or maybe they wish to study something else but the averages they got in the baccalaureate final exam did not qualify them to study the branches they wish to. This could be an indicator to the students' enthusiasm to study English because they choose it on their own.

Q4: How would you evaluate your level of speaking in English?

Options	Numbers	Percentage
Beginner	6	12%
Intermediate low	3	6%
Intermediate	31	62%
Intermediate high	6	12%
Advanced	4	8%
Total	50	100%

Table3.4: Students' Evaluation to Their Levels of Speaking

In this question (Q4), we ask students to evaluate their levels of speaking; the majority of students (62%) consider their level of speaking in English is intermediate, while 12% students acknowledge that their levels are of a beginner, and only 3 students (6%) have an intermediate low level, however; 6 students (12%) regard their levels as intermediate high, and the rest four students (8%) claim that they have advanced level of speaking. We suppose that students gauge their levels of speaking according to the extent of their language correctness, and ability to involve in the different communicative tasks in the classroom with regards to speaking problems.

Q5: Do you agree that in order to learn a foreign language you have to practice it?

Options	Numbers	Percentage
Strongly agree	34	68%
Agree	12	24%
Neutral	4	8%
Disagree	0	0%
Strongly disagree	0	0%
Total	50	100%

Table3.5: The Importance of Practicing English for Students

This question (Q5) aims to discover the degree to which students agree that in order to learn English they have to practice it; we use five different scales (strongly agree, agree, neutral, disagree, strongly disagree), most students (68%) strongly agree that it is important to practice English in order to learn it, and 12 students (24%) rate that they agree, whilst only 4 people (8%) are not taking sides (neutral); this indicates that most students appreciate practicing speaking and are conscious about its importance in order to accomplish language proficiency.

Q6: How often do you participate in speaking activities?

Options	Numbers	Percentage
Always	7	14%
Often	15	30%
Sometimes	24	48%
Rarely	4	8%
Never	0	0%
Total	50	100%

Table3.6: Students' Participation in Speaking Activities

The table 3.6 illustrates the frequency of students' participation in speaking activities. Seven students (14%) always participate and five students often participate, while the majority of students (48%) are participating sometimes, while only four students (8%) rarely participate. This means that a good number of students are interested to participate in speaking activities.

Q7: How often do you participate in the classroom without being asked by the teacher?

Options	Numbers	Percentage
Frequently	9	18%
Often	11	22%
Sometimes	19	38%
Rarely	7	14%
Never	4	8%
Total	50	100%

Table3.7: Students' Participation in the Classroom

In this question (Q7) we attempt to explore the degree to which students are participating in the classroom without being asked by the teacher; nine students (18%)

claimed that they are frequently participating, and other eleven students rated that they are often participating, in addition to 38% of students who said that they participate sometimes on their own, whereas 14% of students rarely participate and only four students (8%) who admitted that they never participate without the teacher's order. We assume that a large number of students are motivated by themselves to participate in the classroom.

Q8: How often does your teacher of oral expression invite you to speak?

Options	Numbers	Percentage
Always	19	38%
Often	8	16%
Sometimes	15	30%
Rarely	5	10%
Never	3	6%
Total	50	100%

Table3.8: Teacher's Role in Inviting Students' Participation

Unlike the previous question, this question seeks to investigate how often the teacher of oral expression invites students to speak; nineteen students (38%) are always invited by the teacher to speak, and eight students (16%) are often asked to speak, as well as fifteen students who stated that they are only sometimes invited by the teacher to speak, however; five students (10%) are rarely asked by the teacher and three students (6%) acknowledge that they are never asked by the teacher to speak. We deduce that the teacher has a significant role in motivating students to speak and participate in classroom activities.

Q9: Do you feel motivated to speak English?

Options	Numbers	Percentage
Very much	28	56%
Just a little	22	44%
Not at all	0	0%
Total	50	100%

Table3.9: Students' Motivation to Speak English

This table 3.9 clarifies the students' feel of motivation to speak English. 56 % of students think that they are motivated very much to speak, whereas 44% feel motivated just a little and none of the students (0%) who answered with not at all motivated. We can say that students are either motivated to speak on their own or motivated by their teachers.

Q10: What of the following aspects do you find the most difficult when speaking in English?

Options	Numbers	Percentage
Vocabulary	29	58%
Pronunciation	9	18%
Grammar rules	7	14%
Sentence structure	2	4%
Fluency	3	6%
Total	50	100%

Table3.10: Students' Difficulties in Speaking Aspects

The table above 3.10 reveals the students difficulties in speaking. The majority of respondents (58%) maintained that they have difficulties in vocabulary, and nine students (18%) face difficulties in pronunciation and those who face difficulties in grammar rules are seven students (14%) ,whereas those who have difficulties in sentence structure are

only two students (4%), in addition to three students (6%) who find fluency the most difficult when speaking. Seeing this result, we realize that most students have a difficulty in accuracy such as: selecting the appropriate vocabulary maybe because of the little amount of vocabulary in addition to the difficulties they face in pronunciation, grammar rules, sentence structure, as well as fluency, therefore; we assume that most of the students are giving more importance to accuracy rather than fluency.

Q11: which type of factors below affects your speaking performance more? (You can choose more than one answer)

Options	Numbers	Percentage
a) Linguistic factors	13	26%
b) Psychological factors	16	32%
c) Contextual factors	11	22%
a + b	7	14%
a + c	3	6%
Total	50	100%

Table3.11: Factors Affecting Students' Speaking Performance

This table 3.11 shows the different factors affecting students' speaking performance; 26% of students acknowledged that the linguistic factors such as lack of vocabulary, grammar mistakes, and pronunciation mistakes affect their performance, psychological factors also has an effect on sixteen (32%) students' speaking performance furthermore; twelve students (22%) are affected by contextual factors like lack of home support, L1 interference, and the different learning styles of students, while seven (14%) students reported that their speaking performance is affected by both linguistic factors and psychological factors, moreover; three (6%) students are affected by linguistic factors besides contextual factors. This means that the largest number of students are suffering

from both linguistic and psychological factors which appear greatly superior compared to the contextual factors which affect students speaking performance.

- **Section two: Teacher's correction and corrective feedback**

Q12: Do you want to receive corrective feedback (to be corrected) when you make spoken errors?

Options	Numbers	Percentage
Strongly agree	16	32%
Agree	25	50%
Neutral	8	16%
Disagree	0	0%
Strongly disagree	1	2%
Total	50	100%

Table3.12: Students' Attitudes towards Corrective Feedback

In this question we attempt to explore the students' attitudes towards receiving corrective feedback (CF). As can be seen from the table 3.12, 32% of students strongly agree to receive CF, in addition, half of the sample (50%) also agree to receive CF, whereas eight respondents (16%) were neutral in their opinions, however; one student stated that s/he strongly disagrees to receive corrective feedback. From this result, we guess that most of the students want to receive corrective feedback on their spoken performance.

Q13: How often do you wish your teacher to give corrective feedback on your spoken errors?

Options	Numbers	Percentage
Always 100%	18	36%
Usually 80%	13	26%
Sometimes 50%	14	28%
Occasionally 20%	4	8%
Never 0%	1	2%
Total	50	100%

Table3.13: Teacher's Frequency of Corrective Feedback

This table 3.13 shows the frequency to which students want to receive corrective feedback by their teachers, we notice that students who want to receive CF always are eighteen (36%) and those who want to receive it usually are thirteen students (26%), whilst those who want it sometimes are fourteen students (28%), as well as four students (8%) who want to receive it occasionally, and only one student who never want to receive CF on his/her spoken errors.

Q14: When do you want your spoken errors to be corrected?

Options	Numbers	Percentage
As soon as errors are made even if it interrupts my conversation	24	48%
After I finish speaking	26	52%
At the end of the session	0	0%
Total	50	100%

Table3.14: Students' Time Preferences for Spoken Errors Correction

This table 3.14 demonstrates timing of corrective feedback provision wanted by students, as the table shows; students who want to receive CF immediately as soon as

errors are made even if it interrupts their conversation are almost half of the sample (48%), and more than half of the respondents (52%) want to receive a delayed CF that is to say after they finish speaking, while none of the students (0%) reported that they want postponed correction like the correction at the end of the session. We deduce that students have different desires toward the time at which they want to receive correction or corrective feedback.

Q15: Do you feel afraid to speak right after the teacher's correction?

Options	Numbers	Percentage
Strongly agree	4	8%
Agree	15	30%
Neutral	11	22%
Disagree	13	26%
Strongly disagree	7	14%
Total	50	100%

Table3.15: Students' Reactions towards Teacher's Correction

The aim of this question is to identify the students' reaction or psychological state towards the teacher's correction. As can be observed from the table 3.15 four students (8%) strongly agree that they feel afraid to speak right after the teacher's correction; also fifteen students (30%) agree that about the same opinion, whereas eleven students (22%) were neutral in their opinions, however 26% of students disagree and the rest 14% of students strongly disagree that they feel afraid after the teacher corrects their spoken errors. From this result, we realize that the teacher should consider the students' reaction with regard to their psychological state such as fear of speaking after the teacher's correction which may represent serious problem in students' speaking.

Q16: When the teacher corrects your errors, this encourages you more, improves your level of speaking, and makes you participate more in speaking activities.

Options	Numbers	Percentage
Strongly agree	23	46%
Agree	22	44%
Neutral	4	8%
Disagree	1	2%
Strongly disagree	0	0%
Total	50	100%

Table3.16: The Impact of Teacher's Correction on Students' Performance

In This question (Q16), we seek to investigate to which extent students agree about the different advantages of the teacher's correction such as: encouragement, improving students' level of speaking, and making them participate more in speaking activities; 46% of students strongly agree about these advantages and 44% of them also agree, while four students (8%) were neutral in opinion an only one student who disagree about the advantages of teacher's correction. This means that students have different perspectives about the significance of teacher's correction.

Q17: Which type of error correction you think is the most effective for this error?

(You can choose more than one answer)

Options	Numbers	Percentage
a)Repetition	8	16%
b)Implicit feedback	7	14%
c)Explicit feedback	12	24%
d)Elicitation	3	6%
e)No corrective feedback	0	0%
f)Metalinguistic feedback	2	4%
g)Recast	1	2%
a+b+c	1	2%
a+c	1	2%
a+d	3	6%
b+c	3	6%
b+c+f	1	2%
b+d	1	2%
b+g	1	2%
c+d	2	4%
c+e+g	1	2%
c+f	1	2%
c+g	1	2%
d+g	1	2%
Total	50	100%

Table3.17: The Effectiveness of Different Corrective Feedback Types

In this question, students were asked to choose the most effective types of corrective feedback for a particular grammar error. The table above 3.17 shows the different responses of students; eight students (16%) choose repetition, and seven students

(14%) believed that implicit feedback is effective, while twelve students (24%) preferred explicit type of feedback, in addition to three students who choose elicitation, and two students (4%) who prefer metalinguistic feedback and only one student who choose recast to correct the grammatical error that was given, furthermore; seventeen students (34%) believe that the given error can be corrected effectively using various types of corrective feedback, hence, they select more than one type of corrective feedback to correct the error.

Q18: Who of the following people do you prefer to correct your errors?

Options	Numbers	Percentage
Peer-correction	4	8%
Teacher-correction	40	80%
Self-correction	6	12%
Total	50	100%

Table3.18: Students' Preferences for the Correction Provider

In this question (Q18), we aim at exploring the students' preferences for the correction provider. We give students different options as illustrated in the table above and then we ask them to explain why they choose each option; four students (8%) preferred peer correction, only one of them stated: because she feels comfortable when he corrects her, and her classmate helps her all the time. While forty students (80%) preferred teacher-correction due to many reasons; we summed up them as follows:

- The teacher gives them not only the correction but also provides them with extra information.

- The teacher's feedback is more reliable.

- S/he boosts self-confidence in students, and encourages them to do better and always motivates them, while peers laugh at them.

- They feel that they have lesser level than their peers if peers are the correction providers.

- S/he has an extensive knowledge about the language since s/he has an experience and s/he is professional.

- They are convinced with, and trust on the teacher's correction because s/he is more aware of students' errors and guides them to correct their errors.

- When the teacher correct their errors, the correction or the information provided by her/him will be deeply ingrained in the students' mind and cannot be forgotten.

- The teacher has a good way which makes students understand and do not repeat the same mistakes again.

The rest six students (12%) prefer self-correction, the justifications of why they choose self-correction rather than teacher's or peers' were different, we mention: "I like to count on myself and I can be more comfortable but others' correction can cause me anxiety and shyness"," When I correct myself I can remember the correction easily", "In order to correct my mistakes I have to make a research and this makes me depend on myself more". We can deduce that the majority of students prefer the teacher's correction since s/he is has the sufficient knowledge about convenient procedures of correction, such as when and how it would be appropriate to correct the different errors especially spoken ones.

3.1.4. Discussion of the Results

The analysis of students' questionnaire reveals different perspectives of students. We shall now discuss the different answers obtained from students' questionnaire. Initially, most EFL second year students at Biskra University choose to study English because they like it, may be because they have future ambitions such as: completing their study abroad which means that they already have enthusiasm to study it.

In section two, the questions were devoted mainly to the student's speaking skill. The majority of EFL second year students think that speaking demands more efforts and capabilities. When we ask students to evaluate their level of speaking in English most of their answers were wobbling between intermediate, intermediate low and high, we suppose that students' evaluation to their levels of speaking is based on their ability to produce grammatically correct sentences, as well as their ability to be fluent in their speech. We also sought to explore the degree to which students agree about the importance of practicing English, most students answers between strongly agree and agree, which means that students are actually aware of the importance of practice. However, their practice is almost restricted merely in the classroom use since that English is a foreign language; therefore, their speaking skill needs to be developed through practice not only inside the classroom but even outside it in order to achieve the communicative purposes.

Most EFL students participate in speaking activities from time to time which means that they are interested to learn the foreign language. Yet, they lack the sufficient knowledge to do so utterly, which makes their self-confidence decrease. However; the majority of students are motivated to learn English and thus, to speak it, they only need to be encouraged and induced to speak no matter what their levels are, therefore, the teacher has the responsibility of offering the appropriate atmosphere inside the classroom, so as to motivate students to practice the language more and hence, to speak it and attempt to achieve language proficiency. Furthermore; EFL students face difficulties when they come to speak, these are related to accuracy (vocabulary, grammar, pronunciation), fluency, and sentence structure, the results show that the majority of students are facing difficulties in language accuracy, particularly, problems with selecting the appropriate words at the appropriate times. This does not mean that they are really fluent, yet most of them focus

their attention more on accuracy activities because they lack language use for communicative purposes. So that, most students commit spoken errors.

Bearing this in mind, students' spoken performance is also affected by many factors; linguistic, psychological, and contextual factors, with a focus on the linguistic difficulties that students are experiencing. However, the real and the most recognized obstruction which hinders students' speaking is their emotional and affective side this supports Krashen's (1982) affective filter hypotheses.

Section three was about the teacher's error correction and corrective feedback. We deduce that a large number of EFL students want to receive CF on their spoken errors; most of them want to receive CF, but not all the time, either in an immediate or delayed correction according to the type of error they commit. But none of them prefer the correction which takes place at the end of the class session "postponed correction". This means that most students accept teacher's intervention for correction, however; the majority of students feel afraid to speak after the teacher corrects their errors, because the teacher's frequent correction may cause them to feel frustrated and discouraged to speak again. At this time the role of teacher to encourage students to speak should take place in order to promote students' spoken performance. Nevertheless, students are convinced that the teacher's correction has many advantages as well, such as: encouraging and improving their levels of speaking proficiency.

Concerning the types of corrective feedback, students have different standpoints. Most of them tend to choose the explicit type of feedback as well as repetition and implicit feedback. Whereas, the rest of the students chose more than one answer while none of them prefer not to be corrected, this means that students want their errors to be pointed out either directly or indirectly with providing the correct reformulation for the error. Finally,

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approximately all the students preferred the teacher's correction only few who preferred peer and self correction for different reasons; because students do not have the sufficient knowledge to correct their errors alone. However, for some students self-correction help them to be more self-dependent. Most of them do not prefer peer-correction; this matches to Méndez and Cruz (2012) findings about the students preferences for error correction provider; that they do not acknowledge peers' but prefer the teacher's correction and this was clearly stated by students when we ask them to explain their choices, it also confirms what Pawlak (2014) stated that peers-correction sometimes leads the student to feel frustrated or lack self-confidence. Yet, peer-correction is useful for some students especially those who are shy to be corrected by the teacher, they do not prefer their teacher to correct them in front of the whole class, but rather they prefer their peers especially friends, to correct them.

3.2. Teachers' Questionnaire

3.2.1. Aim of Teachers' Questionnaire

This questionnaire is designed mainly for teachers of oral expression especially who teach, or who taught second year EFL students at Biskra University. With the purpose of gathering data and gaining knowledge from the teachers' experiences in teaching oral classes, we submitted this questionnaire to five teachers of oral expression; this includes investigating the different teachers' opinions and evaluations to their students' spoken performance and participation inside the classroom, and whether they are aware of the different difficulties and factors which prohibit their students from speaking, and affect their performance in turn. Through this questionnaire we also seek to explore the different teachers' attitudes and perceptions to their students' errors; and whether their reactions to

students' errors match with students' preferences and expectations towards teachers' correction, those which we have concluded from students' questionnaire.

3.2.2. Description of Teachers' Questionnaire:

This questionnaire is composed of nineteen questions; it contains closed questions, which requires selecting one or more choices, as well as open-ended questions which needs justifications or adding comments. Teachers' questionnaire is also divided into three sections.

- **Section One: Personal Information**

This section consists of three questions (Q1, Q2, and Q3), through which we planned to obtain general background about teachers; such as: the degrees they have achieved, teachers' experience in teaching English and in teaching oral classes.

- **Section Two: Students' Speaking Skill**

From Q4 until Q13, we seek to investigate teachers' perceptions to their students' speaking skill; we ask them about the skills on which they put more emphasis in their sessions, their evaluations to their students' speaking proficiency, and whether they give students opportunities to speak. In addition, we ask them to give us the frequency of students' participation, and the frequency to which teachers talk in the classroom, we also tackled the psychological side where we ask teacher whether students are motivated to speak English. Furthermore, we attempt to explore the teachers' awareness of their students' the difficulties and the different factors which come as an obstacle toward their speaking proficiency. The forms of questions in this section are mostly close questions, except for one which is open-ended.

- **Section Three: Teacher's Correction and Corrective Feedback**

This section extends from Q14 to Q19; these questions were planned to see teachers' perceptions about their students' errors; like whether they should be treated, if so, to which frequency the teacher should give CF. In addition to the time at which teachers prefer to give CF on students' errors. What's more, we seek to identify the frequency to which teachers correct different types of students' errors as well as the different types of CF that are favored by teachers. Finally, we sought to explore the teachers' preferences for error correction provider. This section contains closed questions as well as one open-ended question which requires giving explanation of why a teacher chooses a particular answer or answers.

3.2.3. Interpretations of the Results

- **Section One: Personal Information**

Q1: Degree(s) you have achieved:

Options	Numbers	Percentage
BA (license)	0	0%
MA (Magister/Master)	5	100%
PhD (Doctorate)	0	0%
Total	5	100%

Table3.19: Teachers' Degrees

The table 3.19 shows the degrees that teacher have achieved. From the results we notice that all teachers in our sample have achieved Magister degree (100%) and none of them have had only License degree or achieved Doctorate degree. This means that the selected sample has high levels which add valuable feedback to our study.

Q2: How long have you been teaching English?

Options	Numbers	Percentage
1 year	0	0%
2-5 years	2	40%
6-9 years	3	60%
Totals	5	100%

Table3.20: Teachers' Experience in Teaching English

From the table above 3.20, we notice that teachers in our sample have experiences in teaching English on general. Two of them (40%) have been teaching English courses from two to five years, while the three remaining (60%) have been teaching English for more than six years; this means that most teachers in our sample are experienced as they have been teaching English for good periods of time.

Q3: How long have you been teaching oral skill classes?

Options	Numbers	Percentage
1 year	1	20%
2-5 years	4	80%
6-9 years	0	0%
More than 10 years	0	0%
Total	5	100%

Table3.21: Teachers' Experience in Teaching Oral Skill Classes

The table 3.21 shows the teachers' experiences in teaching oral skill classes. Teachers' experiences in teaching oral skill classes range from one to five years. One of them has been teaching oral classes for one year; while the other four (80%) teachers have been teaching it for more than two years. This is a good sign, in which it would provide us

with the various standpoints from the different teachers' experiences in teaching oral skill classes as well as their valuable knowledge.

- **Section Two: Speaking Skill**

Q4: What are the skills you focus more in your session?

Options	Numbers	Percentage
a- Listening	0	0%
b- Speaking	1	20%
c- Reading	0	0%
d- Writing	0	0%
a+b	3	60%
a+b+c+d	1	20%
Total	5	100%

Table3.22: Teachers' Emphasis on Teaching Skills

In this question (Q4) we attempt to explore the skills on which the different teachers in our sample focus in their oral skill sessions. One teacher acknowledged that s/he focuses only on the speaking skill in her/his session, whereas, three teachers (60%) stated that they focus on both speaking and listening skills, and one of them focuses on the four skills in her/his session. From this result; we deduce that speaking skill is interrelated to the other skills especially listening skill that's why most teachers put emphasis on in their sessions**.**

Q5: Which of the following describes your students' level of speaking proficiency?

Options	Numbers	Percentage
Beginner	0	0%
Intermediate low	2	40%
Intermediate	3	60%
Intermediate high	0	0%
Advanced	0	0%
Total	5	100%

Table3.23: Teachers' Evaluation of Students' Levels of Speaking Proficiency

This table 3.23 illustrates the teachers' evaluation to their students' levels of speaking proficiency. Two teachers (40%) think that their students have intermediate low levels, while three teachers (60%) said that they have intermediate levels. It is evident the majority of teachers agree that their students have acceptable levels.

Q6: Do you agree that in order to learn a foreign language, students have to practice it?

Options	Numbers	Percentage
Strongly agree	5	100%
Agree	0	0%
Neutral	0	0%
Disagree	0	0%
Strongly disagree	0	0%
Total	5	100%

Table3.24: The Importance of Practicing English for Teachers

100% of teachers strongly agree that in order to learn a foreign language students have to practice it, this means that practicing English mainly speaking is a very essential part in learning.

Q7: Do you give your students opportunities to speak?

Options	Numbers	Percentage
Yes	5	100%
No	0	0%
Total	5	100%

Table3.25: Giving Students Opportunities to Speak

As can be seen from the table 3.25, 100% of teachers claimed that they give their students opportunities to speak, this would encourage teachers to participate and increase their motivation to learn English as well as lowering their feeling of anxiety; so that, it is important that the teacher always gives his/her students chances to practice the language inside the classroom, since this makes the teaching learning process more effective.

Q8: How often do your students participate in speaking activities?

Options	Numbers	Percentage
Always	2	40%
Often	1	20%
Sometimes	2	40%
Rarely	0	0%
Never	0	0%
Total	5	100%

Table3.26: Students' Participation in Speaking Activities

The table 3.26 indicates the frequency of students' participation from the teachers' viewpoints. 40% of teachers said that their students always participate in speaking activities, and one teacher 20% stated that his/her students often participate while the two remaining teachers (40%) claim that their students participate sometimes in speaking activities. According to teachers' answers; we deduce that a good number of students are

motivated to speak; this means that the teacher create a motivational atmosphere that makes students feel at ease and more comfortable to participate in speaking activities frequently and maybe choose attractive topics in which students are interested to participate.

Q9: In the classroom, you are the one who talks:

Options	Numbers	Percentage
Most of the time	2	40%
Sometimes	1	20%
When it is necessary	2	40%
Total	5	100%

Table3.27: Teachers' Frequency of Speaking in the Classroom

As the table 3.27 shows, 40% of teachers admitted that they are the ones who talk most of the time this indicates either that students do not have the sufficient knowledge or language proficiency, and lack confidence in themselves and depend heavily on teacher's instructions, however, three teachers (60%) have other views; one teacher said that s/he talks sometimes while two other teachers (40%) said that they talk only when it is necessary; this is a good indicator toward students' self-autonomy.

Q10: In which learning aspects do most of your students face difficulties when speaking in English? (You can choose more than one answer)

Options	Numbers	Percentage
a- Grammar	0	0%
b- Vocabulary	0	0%
c- Pronunciation	0	0%
d- Sentence structure	0	0%
e- Fluency	0	0%
f- All of them	1	20%
a+b	1	20%
a+b+d+e	1	20%
b+c	1	20%
b+c+e	1	20%
Total	5	100%

Table3.28: Learning Aspects Where Students Face Difficulties While Speaking

As can be seen from table, teachers consider that their students have difficulties in more than one aspect of learning when they come to speak. One teacher (20%) thinks that his/her students face difficulties in all learning aspects, another one said that his/her students face difficulties in vocabulary and grammar, while another teacher believes that his/her students have difficulties in four aspects of learning namely; grammar, vocabulary, pronunciation, and sentence structure. According to the fourth teacher students face difficulties in vocabulary and pronunciation while the fifth teacher thinks that his/her students also face difficulties in vocabulary and pronunciation as well as fluency.

- **Provide us with extra comments**

Exactly three teachers provide us with valuable comments through which they gave us a clear insight of students' difficulties. One of them claims that this is because

of "students' unprepared speech"; most of the students come to oral classes without being prepared to speak, where normally they prepared something to talk about like in all oral classes such as: free-topics' discussions, role plays, and so on. Another teacher confirms that students have difficulties mainly in vocabulary and pronunciation due to the "integration of mother tongue", more precisely; L1 interference. Furthermore, the third teacher states: second year English language students differ greatly in their capabilities, this means that the four skills are not mastered or developed the same way by all students, that is to say; low-achievers exist in all areas of the language. Briefly, students should be tested individually in order to determine properly where they face difficulties. Obviously, teachers have different perspectives concerning the difficulties which face students while speaking and the reasons why these difficulties arise.

Q11: Do you think that your students are motivated to speak English?

Options	Numbers	Percentage
Yes	5	100%
No	0	0%
Total	5	100%

Table3.29: Students' Motivation to Speak English

As it is shown by the table 3.29, 100% of teachers acknowledged that their students are motivated to speak English. The students may be motivated by themselves to speak, yet it is undeniable that the teacher has a significant role in motivating students to speak and practice the language.

Q12: Do you encourage your students to speak?

Options	Numbers	Options
Always	5	100%
Often	0	0%
Sometimes	0	0%
Rarely	0	0%
Never	0	0%
Total	5	100%

Table3.30: Teachers' Encouragement to Students' Speaking

In this question (Q12) we seek to investigate whether teachers encourage their students to speak or not, 100% of teachers answered that they encourage students to speak, this may be through praising students on their performance, saying motivational words which promote their self-confidence, and giving students the liberty to select the topics they are interested in to talk about and discuss inside the classroom.

Q13: In your opinion, which of the following factors may affect the students' performance?

Options	Numbers	Percentage
a- The linguistic factors	2	40%
b- The psychological factors	2	40%
c- The contextual factors	0	0%
d- All of them	1	20%
Total	5	100%

Table3.31: Factors That Affect Students' Spoken Performance

The table 3.31 illustrates the different factors that affect students' spoken performance. Two teachers (40%) affirmed that their students are affected by the linguistic factors namely lack of vocabulary, grammar mistakes, pronunciation mistakes, and so on.

This corresponds to what we have already explored in the difficulties faced by students, equally; two other teachers (40%) stated that their students' spoken performance is affected by the psychological factors such as: anxiety, shyness, fear of making mistakes and many others, while another teacher stated that his/her students are affected by all factors; linguistic, psychological, and contextual factors. Accordingly, students' spoken performance are affected by different factors, hence; students' performance are not hampered only because of the restricted linguistic knowledge, but even the emotional and environmental sides play roles in this.

- **Section three: teacher's correction and corrective feedback**

Q14: Do you think that students' spoken errors should be treated?

Options	Numbers	Percentage
Strongly agree	1	20%
Agree	4	80%
Neutral	0	0%
Disagree	0	0%
Strongly disagree	0	0%
Total	5	100%

Table3.32: Teachers' Perceptions towards Students' Spoken Errors Correction

The table 3.32 presents the degree of teachers' perceptions about the correction of students' spoken errors. One teacher strongly agree that students errors should be treated, also the other four teachers (80%) agree that students' spoken errors should be corrected. We deduce that the error treatment or correction is an important part of learning, that's why all teachers adopt since they all agree about its importance.

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Q15: When do you think Students' spoken errors should be corrected?

Options	Numbers	Percentage
As soon as errors are made	1	20%
After the student finishes speaking	3	60%
At the end of the class session	1	20%
Total	5	100%

Table3.33: Teachers' Time Preferences for Spoken Errors Correction

The table 3.33 above displays the different times at which teachers think it is appropriate to provide corrective feedback on students' spoken errors. One teacher preferred to intervene in an immediate correction as soon as errors are made, while three teachers (60%) preferred delayed correction, that is to say, to give feedback after the student finishes speaking. Another teacher states that s/he prefer to give feedback at the end of the class session (postponed correction). It means that the effectiveness of correction depends on the appropriate time at which the teacher provide feedback maybe in a gentle intervention for errors which needs immediate correction and delayed or postponed correction where the error is corrected only after a while, this also depends on the type of error committed.

Q16: How often do you give CF on students' spoken errors?

Options	Numbers	Percentage
Always100%	0	0%
Usually80%	2	40%
Sometimes50%	0	0%
Occasionally20%	3	60%
Never0%	0	0%
Total	5	100%

Table3.34: The Frequency of Teacher's CF on Students' Spoken Errors

This table 3.34 shows the frequency of teachers' correction on students' spoken performance, as can be seen, two teachers (40%) stated that they usually provide corrective feedback; while three teachers (60%) answered that they give corrective feedback occasionally, this means that there are certain types of errors that should be corrected, while there are some errors in which correction is not necessary.

Q17: How often do you correct each of the following types of errors in oral skill classes?

In this question we list different types of errors and we ask teachers to give us the frequency in which they correct each type of the errors below which affects the oral communication in some way or another.

a) Serious spoken errors which cause the listener's misinterpretation of the speaker's message (**global errors**).

Options	Numbers	Percentage
Always100%	3	60%
Usually80%	2	40%
Sometimes50%	0	0%
Occasionally20%	0	0%
Never0%	0	0%
Total	5	100%

Table3.35: Teachers' Frequency for Global Errors Correction

As can be seen from the table 3.35, 60% of teachers always correct serious spoken errors which hinder the communication or causes block in communication, while two teachers (40%) stated that they usually correct them.

a) Less serious spoken errors that do not cause a listener's misinterpretation of the

   speaker's message (**local errors**).

Options	Numbers	Percentage
Always100%	0	0%
Usually80%	1	20%
Sometimes50%	2	40%
Occasionally20%	2	40%
Never0%	0	0%
Total	5	100%

Table3.36: Teacher's Frequency for Local Error Correction

The table 3.36 demonstrates the frequency of teacher's correction to the less serious spoken errors, which do not really hinder the communication. One teacher states that s/he usually corrects this kind of errors, two teachers (40%) correct them sometimes while the other two teachers (40%) correct local errors occasionally.

b) Frequent spoken errors

Options	Numbers	Percentage
Always100%	0	0%
Usually80%	4	80%
Sometimes50%	1	20%
Occasionally20%	0	0%
Never0%	0	0%
Total	5	100%

Table3.37: Teachers' Frequency for Frequent Spoken Errors Correction

80% of teachers stated that they usually correct the frequent spoken errors, while only one teacher who corrects it sometimes. From teachers' responses, we deduce that

students spoken errors is better to be corrected each time they occur, because if the teacher ignores correcting them, they would be unconsciously ingrained in students' daily speech.

c) Infrequent spoken errors.

Options	Numbers	Percentage
Always100%	0	0%
Usually80%	0	0%
Sometimes50%	1	20%
Occasionally20%	3	60%
Never0%	1	20%
Total	5	100%

Table3.38: Teachers' Frequency for Infrequent Spoken Errors Correction

In this question, we ask teachers about the frequency, to which they correct infrequent spoken errors. As shown by the table 3.38; one teacher said that s/he correct them sometimes, three teachers (60%) stated that they correct them occasionally, while another teacher acknowledged that he never give correction on infrequent spoken errors.

d) Individual errors which most students make in their speech (**lapse errors**)

Options	Numbers	Percentage
Always100%	0	0%
Usually80%	2	40%
Sometimes50%	2	40%
Occasionally20%	1	20%
Never0%	0	0%
Total	5	100%

Table3.39: Teachers' Frequency for Individual Errors Correction

As illustrated in the table 3.39 above, two teachers (20%) said that they usually correct individual errors. Another two teachers stated that they correct them sometimes, while one teacher admitted that s/he correct individual errors occasionally.

From these results we deduce that the teacher's frequency of correction depends on the type of error. Not all the errors should be corrected all the time; however, there are certain errors which need to be corrected frequently like the errors which causes communication breakdowns such as global error because exaggerated correction may lead to students' feel of weakness and frustration.

Q18: Which types of error correction below you think is the most effective for this error? (You can choose more than one answer)

Options	Numbers	Percentage
Repetition+ Implicit feedback+ Recast	1	20%
Repetition+ Explicit feedback+ Elicitation	1	20%
Repetition+ Elicitation+ No corrective feedback+ Metalinguistic feedback+ Recast	1	20%
Implicit feedback+ Elicitation+ Recast	1	20%
Implicit feedback	1	20%
Total	5	100%

Table3.40: Types of Corrective Feedback Preferred by Teachers

The table 3.40 above represents the different types of corrective feedback preferred by different teachers in our sample for a given grammatical error, as it is shown in the table the majority of teachers (80%) preferred more than one type of corrective feedback, the first teacher preferred repetition, implicit feedback and Recast, the second teacher also preferred repetition in addition to explicit feedback and elicitation, the third teacher chose to give four types of corrective feedback namely; repetition, elicitation, metalinguistic feedback, and recast, in addition to non-provision of any type of corrective feedback, the

fourth teacher preferred implicit feedback, elicitation, and recast, the last one favored only implicit feedback. From this result, we deduce that an error could be corrected through the use of different types of corrective feedback, so that we cannot limit a certain type of correction for a particular error. Briefly speaking; all types of feedback are necessary but in the appropriate situation.

Q19: In your opinion, do you think that students' errors should be corrected by:

Options	Numbers	Percentage
Peer-correction	0	0%
Teacher- correction	2	40%
Students self-correction	0	0%
Peer+ self-correction	1	20%
Self+ teacher-correction	1	20%
Peer+ self+ teacher-correction	1	20%
Total	5	100%

Table3.41: Teachers' Preferences for Correction Provider

In this question we sought to view the different preferences of teachers for error correction provider, then, we ask them to tell us the reason why they chose each option, as shown by the table 3.41, none of teachers preferred peer-correction or self-correction alone, two teachers (40%) preferred teacher-correction, one of them states that s/he thinks it's a part of the teacher's task to correct the student's mistakes, otherwise; why the teacher should be there. S/he could be there for giving students his/her feedback and correcting their errors. The other teacher reports that most often students cannot correct themselves; they lack proficiency or the mastery of the rules of the language in general. As to peers-correction it is frowned by the students making errors and looked at negatively for it may

impact their self esteem. Teacher-correction would be most convenient for students of English because of teachers' status (hierarchy) in the classroom.

While the other three teachers preferred more than one corrector; one of them preferred peer and self-correction together s/he said this is because peer and self correction can help students be autonomous. Another teacher recommended having self-correction followed by teacher-correction; s/he affirms that students should have a chance first to evaluate their performance and to correct themselves. This would enhance their critical thinking skill and their self-confidence, the teacher acts at a second part and serves as a model for correct speech. The teacher has to correct errors when self or peer correction is not effective. Whilst the other teacher preferred them all together self-correction followed by peer-correction then the teacher-correction, that is to say; having a methodical gradation in the correction process, s/he gave us significant reasons these are:

- Self-correction: the student him/herself must strive to learn from his/her own mistakes and thus must correct his/her errors.

- Peer-correction: it can be useful sometimes for students to learn from their classmates and never make the same mistake again.

- Teacher-correction: the teacher is a source for students and they trust him/her as it is important that he/she corrects students' mistakes.

These are extremely significant reasons from which we deduce that all the sources of corrective feedback are important, it just needs an awareness of how to give positive feedback to achieve the intended target that is to say, enhancing students' performance and encouraging them not to repeat the same mistakes many times. But in case the inferior correction does not work like self and peer-correction, then comes the role of superior correction, that is to say; teacher's correction.

3.2.4. Discussion of the Results

After we have analyzed the teachers' questionnaire, we notice that the majority of teachers in our sample are experienced. They tend to have high levels of education in addition to their experience in teaching English generally and teaching oral skill classes specifically, which would provide us with significant amount of knowledge and valuable feedback.

In the second section we have tackled questions related to the students' speaking skill like we have done with students. Most teachers focus mainly on speaking skill and listening skill simply because they are the most used skills in communication. This latter requires at least a speaker who produces the verbal and/or non-verbal messages, and a listener who receives and reacts to these messages. A large number of teachers admit that their students have intermediate levels, this corresponds to students' description to their levels; consequently, both teachers and students agree about students' levels of speaking proficiency which are considered acceptable levels. Moreover; all teachers strongly agree about the necessity and importance of foreign language practicing for the sake of learning it, most EFL students shared the same view as well, teachers also emphasize that they give students opportunities to speak because it makes the teaching-learning process more effective.

Concerning students' participation in speaking activities, all teachers confirm that a good number of students are motivated to speak; this also matches to students' answers. This refers to the teacher's motivation inside the classroom which makes students more relaxed and feels at ease to participate in speaking activities regularly, or maybe because their teacher chooses attractive topics in which students is interested to participate. Accordingly, 60% of teachers state that they talk either sometimes or when it is necessary, this would create autonomy and self-dependence in students. However; for teachers,

students have more than one difficulty with learning aspects while speaking, most teachers stressed on accuracy difficulties like grammar, vocabulary, and pronunciation, this is very similar to students' answers about the most difficulties they encounter, according to teachers this is because of L1 interference, in addition to the lack of knowledge about the FL, this underpins what Walqui (2000) states about the influence of L1 on L2 learning, however, not all students have the same difficulties.

Students' spoken performance is also affected by various factors namely; linguistic, psychological, and contextual factors, on the top of that, we mention the linguistic and psychological factors since it was stressed on by both students and teachers. It means that students are lacking the knowledge of language which limits their use of language. Additionally, most EFL students are suffering from psychological barriers which, in turn, hamper their performance on general. However, the teacher's awareness of these difficulties and factors would decrease the probability of their prevalence inside the classroom, where the teacher can create prior solutions to limit the students' psychological and linguistic problems.

In the next section, teachers' perceptions about the importance EC and CF provision were remarkable. All teachers seem to adopt EC in their classes due to its significance as part of learning, to take a place inside the classroom. The time at which EC and teacher's CF takes place is very essential, because it directs the effectiveness of the correction itself. The teacher can correct the students' errors in a gentle intervention for errors which needs immediate correction. However, most teachers prefer delayed correction the same as students so as not to disrupt students' flow of speech. Only few who prefer postponed correction, this is what Pawlak (2014) has underlined concerning the time of CF provision on fluency-oriented activities for the sake of strengthening students'

fluency, taking into account the side effects which may have undesirable impact on students' psychological state, and hence, their performance.

The time and the frequency of EC are related to the type of error. Most teachers draw attention to the necessity of correcting global errors other than the other types of errors, since it may lead to misinterpret the messages, and cause serious communication breakdowns; this backs what Burt (1974) has emphasized. Furthermore; an error could be corrected through the use of different types of CF. Teachers in our sample preferred the use of different types of CF, through the use of each type appropriately according to the error, or one after another if one type is not sufficient or did not work for correcting the error. The effectiveness of one type of correction could be recognized by means of students' reactions to teachers' correction, it is also known as the students' uptake. However, most teachers focus more on the use of the less-overt types of correction such as: recast, implicit feedback, elicitation. Yet, they use overt types when it is necessary this is to avoid disturbing students or make them feel that they are incapable as Yoshida (2008) affirms.

Moreover; some teachers favored only teacher-correction, because the teacher is more professional and more aware of which errors should be corrected, as well as of how they should be corrected. Also, teacher-correction is the one that is not frustrating and it is more accepted by the students if the correction is performed in a clever way. Teachers think that students cannot correct their errors by themselves, the same thought concerning peer-correction which affects negatively students' self-esteem, this matches to students' answers. However, peer–correction can be useful sometimes for students who feel more comfortable to their classmates' correction. What is more; some teachers highlighted the significant role of self-correction, especially giving students the opportunities to correct themselves before being exposed to teacher-correction as Garton (2002) recommends, because it would enhance their critical thinking skill and their self-confidence, this also

supports Méndez and Cruz (2012) claims. Therefore, in order to enhance EFL students' spoken performance and speaking skill, teachers should take into account all these aspects; s/he should consider the most appropriate procedures to correct students' errors with regards to their preferences which differ according to their levels, as well as the impact of correction on their performance. Hence, the teacher's correction should aim at encouraging students while using CF through attaching it with positive comments to boost students' self-esteem rather than the use of criticism which may have side effects on students.

Conclusion

By the end of this chapter, the analysis of students and teachers' questionnaires revealed many facts. Most EFL students at Biskra University are motivated to speak English. However, they face many difficulties, and their spoken performance is hindered due to many factors which lead them to commit different errors. Consequently, a correction must take a place as well as the provision of CF. We explored that students recognize EC, particularly, the teacher's EC. However, correcting students' spoken errors must meet certain requirements for the effectiveness of the correction process. In other words, teachers' correction should address students' preferences like the type of CF with the appropriate provider at the appropriate time. Furthermore, we deduce that teachers do not have to correct all types of errors each time; otherwise, it would have counter effects on students' performance. Lastly, it is worth mentioning that the teacher has a significant role in enhancing students' spoken performance, through encouraging them to perform better by means of using CF, and letting them know that the correction is intended to promote and strengthen their spoken performance, not as way to express their weakness or lack of knowledge as many think.

Recommendations and Pedagogical implementations

Depending on the review of literature that we have tackled in this study and the practical part that we have dealt with, we shall now offer some suggestions for both EFL teachers and students at Biskra University for future implementations, in order to enhance EFL students' spoken performance by means of correcting their spoken errors.

a) Recommendations for Teachers

- It is important that the teacher invites students to speak. Even if their spoken performance seems poor, however; the praise would increase their self-esteem and lessen their fear of making mistakes, and the fear to be ridiculed at by their classmates.

- A relaxed and positive atmosphere creates a good interrelationship between the teacher and students. It also helps the students to cope with their psychological problems, thus; students will be more motivated and feel enthusiast to speak.

- The teacher should manage different communicative activities in his/her lessons, and make students engage in them to promote their communicative abilities.

- EFL students are aware of the importance of error correction. They really want their errors to be corrected, for this reason, teachers are required to give corrective feedback when students commit spoken errors and never ignore them.

- intensive correction has counter effects on students spoken performance, such as: frustration, and fear to speak after correction, therefore; the teacher should be selective when s/he corrects students errors, that is to say; not all errors need correction, sometimes ignoring correcting certain types of errors is more effective.

- Encouraging self and peer-correction would create autonomy in students. But in case self and peer correction are not sufficient, then, the role of teacher comes. It is better to

leave the teacher's correction as the last choice to have a methodical gradation so as to involve both the students and the teacher in the correction process.

- It is recommended to vary the types of corrective feedback, from overt to less-overt types in the correction process, rather than implementing the traditional ways of correction for better outcomes.

- Choosing the appropriate time at which the teacher provides corrective feedback is very necessary because it simply directs the effectiveness of feedback.

- Students' expectations and teachers' perceptions about correction differ to some extent. The teachers are recommended to consider students preferences for error correction, which mostly appear in students' uptake like the type, the time of correction, and feedback provider so as to obtain satisfactory results of correction for both sides; the teacher and the students.

- Error correction should be given an emphasis on for raising awareness of teachers to manage lessons and devote a significant part for the correction process, as well as students.

b) Recommendations for Students

- EFL students need to practice English more through engaging in different classroom's activities, in order to develop their speaking skill.

- EFL Students need to give their classmates opportunities to involve in the correction process through allowing them to correct their errors, so as to create a sense of interaction and collaboration inside the classroom, which in turn, decreases their feel of anxiety.

- EFL students do not have to depend heavily only on the teacher's correction, however, they have to attempt to elicit the correct forms on their own when the teacher point to

their errors, but in case they are unable to do so, then the teacher's correction is worth taking a place.

General Conclusion

The present study has aimed at developing EFL teachers' and students' awareness about the role of error correction inside the classroom at Mohammed Kheidher University of Biskra, and how it can enhance students' spoken performance throughout a number of procedures. EFL students face difficulties while speaking, their spoken performance is affected by different factors, which impede the progress of their speech, and cause them to make errors. In this study we sought to explore these factors. This study also spots the light on issues related to error correction and corrective feedback provision in EFL classrooms at Biskra University.

For the sake of validating our hypotheses that were set at the beginning of this research, we select a sample of fifty EFL students of the second year and five teachers of oral expression at Biskra University. Two different questionnaires were established and submitted as data collection tools, one was for the students and the other was for the teachers. The findings revealed that EFL students agree about the importance of speaking skill, therefore; developing this skill is their endeavor, regardless of the challenges they encounter. Our study also showed us that both teachers and students acknowledged the role of error correction in promoting students' spoken performance, because it helps them to realize where their deficiency is, and therefore; encourages them to perform better subsequently through avoiding committing the same errors again. We also deduce that most students recognize and prefer teacher's correction, because it is more reliable since the teacher is the guide and s/he is more proficient about errors and their correction.

This study was descriptive based on qualitative methods as we have mentioned before. Conducting a descriptive study was mostly to understand the issues related to errors and their correction. It also adds relevant information to the subject-matter under investigation, so as to closely identify the different problems concerning those issues and

look for solutions in the future studies by means of making pedagogical decisions for the betterment of teaching oral skill classes at Biskra University. Based on the results of this study, we can say that our hypotheses are confirmed. Teacher's error correction indicates the EFL students' spoken errors, which require a reformulation in the correct form, and allows the student to think about it. It also prompts him/her to avoid committing the same errors again; all these outcomes contribute in the enhancement of students' spoken performance, thus, this proves the first hypothesis. The second hypothesis, which states that EFL students are expected to be satisfied about teacher's correction, was clearly demonstrated in students' preference to teachers' correction.

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Students' Questionnaire

Dear student,
This questionnaire is a part of research work; it aims at investigating the role of teacher's error correction in enhancing the spoken performance of EFL second year students at Biskra University.
*   You are kindly requested to fill in this questionnaire; your answers are very important for the validity of the research we are undertaken. Therefore, we hope that you will give us your full attention and interest.*

<u>Thank you so much in advance.</u>

<u>Sellami Meryam</u>

Please, tick (√) the appropriate box that corresponds to your answer, and make full

statement whenever it is necessary

- ● *Section one: Personal Information*

1. Gender:

   a) Male ☐

   b)   Female ☐

2. Age:

   a) 18-21   ☐

   b)   22-25   ☐

c)   26-39   ☐

3. Your choice to study English language was because

a) You like it ☐

b) You were obliged ☐

c) Others ☐

- ***Section two: Students' Speaking Skill***

4. How would you evaluate your level of speaking in English?

Beginner	Intermediate low	Intermediate	Intermediate high	Advanced

5. Do you agree that in order to learn the English language you have to practice it?

Strongly agree	Agree	Neutral	Disagree	Strongly disagree

6. How often do you participate in speaking activities?

a) Always   ☐

b) Often   ☐

c) Sometimes ☐

d) Rarely   ☐

e) Never   ☐

7. How often do you participate in the classroom without being asked by the teacher?

a) Frequently ☐

b) Often   ☐

c) Sometimes ☐

d) Rarely   ☐

e) Never   ☐

8. How often does your teacher of oral expression invite you to speak?

    a) Always ☐

    b) Often ☐

    c) Sometimes ☐

    d) Rarely ☐

    e) Never ☐

9. Do you feel motivated to speak English?

    a) Very much ☐

    b) Just a little ☐

    c) Not at all ☐

10. What of the following aspects do you find the most difficult when speaking in English?

    a) vocabulary ☐

    b) Pronunciation ☐

    c) Grammar rules ☐

    d) Sentence structure ☐

    e) Fluency (speaking without making pauses) ☐

11. Which type of factors below affects your speaking performance more? (You can choose more than one answer)

    a) The linguistic factors (lack of vocabulary, grammar mistakes…) ☐

    b) The psychological factors (anxiety, shyness, lack of confidence…) ☐

    c) The contextual factors (environmental factors) ☐

- ***Section three: Teacher's Correction & Corrective Feedback***

12. Do you want to receive corrective feedback (to be corrected) when you make spoken errors?

Strongly agree	Agree	Neutral	Disagree	Strongly disagree

13. How often do you wish your teacher to give corrective feedback on your spoken

errors?

Always100%	Usually80%	Sometimes50%	Occasionally20%	Never 0%

14. When do you want your spoken errors to be corrected?

   a) As soon as errors are made even if it interrupts my conversation ☐

   b) After I finish speaking ☐

   c) At the end of the class session ☐

15. Do you feel afraid to speak right after the teacher's correction?

Strongly agree	Agree	Neutral	disagree	Strongly disagree

16. When the teacher corrects your errors, this encourages you more, improves your level

of speaking, and makes you participate more in speaking activities.

Strongly agree	Agree	Neutral	disagree	Strongly disagree

17. Which type of error correction you think is the most effective for this error? (you can

choose more than one answer)

> **Teacher:** what did you do last night?
>
> **Student:** I *went* to the store and I ***buy*** a book.

a) Could you say that again? I buy? (**Repetition:** The teacher highlights the student's

grammatical error by using intonation.) ☐

b) I bought the book yesterday, too. (**Implicit feedback:** The teacher does not directly point out the student's error but indirectly corrects it.) ☐

c) "Buy" is in the present tense. You need to use the past tense "bought" here. (**Explicit feedback:** The teacher gives the correct form to the student with a grammatical explanation.) ☐

d) Yesterday, I….. (**Elicitation:** The teacher asks the student to correct and complete the sentence.) ☐

e) Really? What did you do there? (**No corrective feedback:** The teacher does not give corrective feedback on the student's errors.) ☐

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

g) I went to the store and I bought a book. (**Recast:** The teacher repeats the student's utterance in the correct form without pointing out the student's error.) ☐

18. Whom of the following do you prefer to correct your errors?

a) Classmates (Peer-correction) ☐

b) Teachers (Teacher-correction) ☐

c) Myself (self-correction) ☐

Why? …………………………………………………………………………………….

………………………………………………………………………………………

………………………………………………………………………………………

__Thanks for your collaboration__ ☺

Appendix 2

Teachers' Questionnaire

Dear Teacher,

This questionnaire serves as a data collection tool for a research work, it aims at investigating the role of teacher's error correction in enhancing the spoken performance of EFL second year students at Biskra University.

We would be grateful if you could take little time and energy to share your experience by answering the questions below. Your answers are very important and helpful for the completion and the validity of this work.

Thank you so much in advance.

Sellami Meryam

Please, tick (√) the appropriate box that corresponds to your answer, and make full statement whenever it is necessary.

Section one: Personal information

1. Degree(s) you have achieved:

    a- BA (license) ☐

    b- MA (Magister/Master) ☐

    c- PhD (Doctorate) ☐

2. How long have you been teaching English?

    a- 1 year ☐

    b- 2-5 years ☐

c- 6-9 years [ ]

d- More than 10 years [ ]

3. How long have you been teaching oral skill classes?

a- 1 year [ ]

b- 2-5 years [ ]

c- 6-9 years [ ]

d- More than 10 years [ ]

- *Section two: Students' speaking skill*

4. What are the skills you focus more in your session?

a- Listening [ ]

b- Speaking [ ]

c- Reading [ ]

d- Writing [ ]

5. Which of the following describes your students' level of speaking proficiency?

Beginner	Intermediate low	Intermediate	Intermediate high	Advanced

6. Do you give your students opportunities to speak?

a) Yes [ ]

b) No [ ]

7. How often do your students participate in speaking activities?

a) Always [ ]

b) Often [ ]

c) Sometimes [ ]

d) Rarely [ ]

e) Never [ ]

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8. In the classroom, you are the one who talks:

   a) Most of the time ☐

   b) Sometimes ☐

   c) When it is necessary ☐

9. In which learning aspects do most of your students face difficulties when speaking in English? (you can choose more than one answer)

   a) Grammar ☐

   b) Vocabulary ☐

   c) Pronunciation ☐

   d) Sentence structure ☐

   e) Fluency ☐

   f) All of them ☐

- Provide us with extra comments

………
………
……….

10. Do you think that your students are motivated to speak English?

   a) Yes ☐

   b) No ☐

11. Do you agree that in order to learn a foreign language, students have to practice it?

Strongly agree	Agree	Neutral	Disagree	Strongly disagree

12. Do you encourage your students to speak?

   a) Always ☐

b) Often ☐

c) Sometimes ☐

d) Rarely ☐

e) Never ☐

13. Which of the following factors do you think may affect the students' performance?

a) The linguistic factors (lack of vocabulary, grammar mistakes…) ☐

b) The psychological factors (anxiety, shyness, lack of confidence…) ☐

c) The contextual factors (environmental factors) ☐

d) All of them ☐

- *Section three: teacher's error correction & corrective feedback*

14. Do you think that students' spoken errors should be corrected*?*

Strongly agree	Agree	Neutral	Disagree	Strongly disagree

15. How often do you give corrective feedback on students' spoken errors?

Always100%	Usually80%	Sometimes50%	Occasionally20%	Never 0%

16. When do you think Students' spoken errors should be corrected?

a) As soon as errors are made even if it interrupts the student's speaking. ☐

b) After the student finishes speaking. ☐

c) At the end of class session. ☐

17. How often do you correct each of the following types of errors in oral skill classes?

a) Serious spoken errors which cause the listener's misinterpretation of the speaker's message (**global errors**).

Always100%	Usually80%	Sometimes50%	Occasionally20%	Never 0%

b)   Less serious spoken errors that do not cause a listener's misinterpretation of the

speaker's message (**local errors**).

Always100%	Usually80%	Sometimes50%	Occasionally20%	Never 0%

c)   High frequency errors (**Frequent spoken errors**)

Always100%	Usually80%	Sometimes50%	Occasionally20%	Never 0%

d) Low-frequency errors (**Infrequent spoken errors**)

Always100%	Usually80%	Sometimes50%	Occasionally20%	Never 0%

e)   Individual errors which most students make in their speech (**lapse errors**)

Always100%	Usually80%	Sometimes50%	Occasionally20%	Never 0%

18. Which types of error correction below you think is the most effective for this error?

(you can choose more than one answer)

> **Teacher:** what did you do last night?
>
> **Student:** I *went* to the store and I ***buy*** a book.

a)   Could you say that again? I buy? (**Repetition:** The teacher highlights the student's

grammatical error by using intonation.)　　　☐

b)   I bought the book yesterday, too. (**Implicit feedback:** The teacher does not directly

point out the student's error but indirectly corrects it.)　　☐

c) "Buy" is in the present tense. You need to use the past tense "bought" here. (**Explicit feedback:** The teacher gives the correct form to the student with a grammatical explanation.) ☐

d) Yesterday, I….. (**Elicitation:** The teacher asks the student to correct and complete the sentence.) ☐

e) Really? What did you do there? (**No corrective feedback:** The teacher does not give corrective feedback on the student's errors.) ☐

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

g) I went to the store and I bought a book. (**Recast:** The teacher repeats the student's utterance in the correct form without pointing out the student's error.) ☐

19. In your opinion, do you think that students' errors should be corrected by:

   a) Classmates (Peer-correction) ☐

   b) Teachers (Teacher-correction) ☐

   c) students themselves (self-correction) ☐

Why?…………………………………………………………………………………………
…………………………………………………………………………………………………..
…………………………………………………………………………………………………..

Thanks for your collaboration ☺

الملخص

أساس الدراسة الحالية هو التشديد على أهمية تصحيح الاستاذ للأخطاء اللفظية في أقسام اللغة الانجليزية بجامعة محمّد خيضر بسكرة، وكيف لهذا التصحيح ان يساهم في تحسين الاداء اللفظي للطلبة. فهذا الأخير متأثر بالعديد من العوامل؛ عوامل لغوية، نفسية وأخرى سياقية أو بيئية. هاته العوامل غالبا ما تعيق مهارة التحدث الخاصة بالطلبة وتجعلهم يقعون في العديد من الاخطاء اللفظية، والتي تتطلب تصحيح الأستاذ المستمر مع مراعاة الإجراءات اللازمة لذلك؛ كنوع رد الفعل التصحيحي، والشخص والوقت المناسبين لذلك، مع الأخذ بعين الاعتبار تفضيلات الطلبة بخصوص ذلك من أجل تحقيق تعلّم فعال. هاته الدراسة هي عبارة عن دراسة وصفية قائمة على مناهج نوعية لجمع المعلومات، وذلك بهدف فهم و وصف طبيعة الموضوع قيد الدراسة عن كثب. وبذلك فإن دراستنا قائمة على فرضيتين؛ الفرضية الاولى تنص على أنّ تصحيح الأستاذ لديه دور هام في تعزيز الأداء اللفظي للطلبة، أما الفرضية الثانية فتنص على أن طلاب اللغة الانجليزية راضون بتصحيح الاستاذ. من أجل إثراء هذه الدراسة بمعلومات قيّمة و موثوقة، قمنا بإعداد وتوزيع إستبيانين، أحدهما لطلبة السنة الثانية لغة انجليزية،   والآخر لأساتذة التعبير الشفهي بجامعة بسكرة. النتائج المتحصل عليها من خلال تحليل الاستبيانين كشفت لنا بأنّ طلبة اللغة الانجليزية مهتمّون بتطوير مهارة التحدث الخاصة بهم، بالإضافة لإعترافهم بأهمية تصحيح الاخطاء اللفظية لديهم وأهمية تصحيح الأستاذ على وجه الخصوص. كما أنها قد كشفت لنا بأن الطلبة لديهم تفضيلات مخـتلفة فيما يخص عملية التصحيح والردود التصحيحية. لذلك فمن المهم أن يراعيها الأستاذ عندما يقرر تصحيح أخطاء الطلبة اللفظية والذي بدوره يشجّعهم للعمل على تعزيز مهارة التحدث الخاصة بهم.