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**Teachers' Corrective Feedback Influence on EFL
Learners' Grammatical Accuracy in Oral Class.
The Case Study of First Year License Students of English Language
at Mohamed Boudiaf University.**

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Dedication

Before all, my thanks and gratitude to ALLAH

This work is dedicated

to my lovely family and relatives for their unconditional love and support.

To my best friends who helped and encouraged me: Thabit, Choayb, Adnan,

Nour Adnan.

To every teacher who have taught me till date.

Rabeh

Dedication

This work is dedicated to my beloved parents who have been my support at each and every moment.

To my brothers and sisters

To my best friend and partner Rabeh

To everyone who gave a hand to support me.

Choayb

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Abstract

During the process of teaching and learning, students face difficulties that force them to make mistakes and teachers use corrective feedback to solve this problem. The current descriptive study aims to investigate the teachers' corrective feedback influence on EFL learners' grammatical accuracy in oral classes. Data were collected through a questionnaire that was delivered to fifty students and three teachers of oral expression at the Department of Letters and English Language at Mohamed Boudiaf University. Also, an observation with ten sessions of oral expression was supported with fifteen hours of tape recording. Findings of the questionnaires and observation show that students commit plenty of grammatical mistakes during oral expression session, and teacher tend to use a set of strategies to correct students immediately in most of times, like: recast and explicit correction. However, results show also that most of the students' mistakes are not corrected, maybe because of the repetition of the same mistakes, and students acknowledge the teachers' correction for their grammatical mistakes because they consider him/her as the most reliable source of correction in classroom. Finally, though the teachers are using some known strategies of correction like: explicit correction or recast but they need to have a look on all other strategies and give explanation to the error and not correcting it with a respect to the students' affective factors.

Key Words: Corrective Feedback, Grammar Accuracy, Oral Classes, EFL students.

التلخيص

خلال عملية التدريس والتعلم، يواجه الطلاب صعوبات تجبرهم على ارتكاب الأخطاء ويستخدم الأساتذة ردود تصحيحية لحل هذه المشكلة. تهدف الدراسة الوصفية الحالية إلى التحقيق في تأثير الردود التصحيحية للأساتذة على الدقة النحوية لمتعلمي اللغة الإنجليزية كلغة أجنبية في الفصول الشفوية. حيث تم جمع البيانات من خلال استبيان تم تسليمه إلى خمسين طالبا وثلاثة أساتذة لمقياس التعبير الشفوي في قسم اللغة الإنجليزية بجامعة محمد بوضياف. أيضا ، تم إجراء الملاحظة الميدانية والمتكونة من عشر جلسات من حصص التعبير الشفوي ودعمها بخمس عشرة ساعة من الشريط التسجيلي. تظهر نتائج الاستبيانات و الملاحظة الميدانية أن الطلاب يرتكبون الكثير من الأخطاء النحوية أثناء حصة التعبير الشفوي ، ويميل الأستاذ إلى استخدام مجموعة من الاستراتيجيات لتصحيح الطلاب على الفور في معظم الأحيان، مثل: إعادة صياغة وتصحيح صريح. ومع ذلك، تظهر النتائج أيضا أن معظم أخطاء الطلاب لا يتم تصحيحها، ربما بسبب تكرار نفس الأخطاء، ويثني الطلاب على تصحيح الأساتذة لأخطائهم النحوية لأنهم يعتبرون الأستاذ المصدر الأكثر موثوقية للتصحيح في الفصول الدراسية. وأخيراً، على الرغم من أن الأساتذة يستخدمون بعض استراتيجيات التصحيح المعروفة مثل: تصحيح صريح أو إعادة صياغة لكنهم بحاجة إلى إلقاء نظرة على جميع الاستراتيجيات الأخرى وإعطاء تفسير للخطأ وعدم الإكتفاء بتصحيحه فقط، مع مراعاة العوامل العاطفية للطلاب.

الكلمات المفتاحية: الردود التصحيحية، دقة النحو، الفصول الشفوية، طلبة اللغة الإنجليزية كلغة أجنبية

List of Abbreviations and Acronyms

GTM = Grammar Translation Method.

ALM = Audiolingual Method.

CLT = Communicative Language Teaching.

CLTM = Communicative Language Teaching Method.

L1 = First Language (Mother Language)

L2 = Second Language.

EFL = English as a Foreign Language.

TEFL = Teaching English as a Foreign Language.

CF = Corrective Feedback

OCF = Oral Corrective Feedback

PF = Peer Feedback

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General

Introduction

General Introduction

To be proficient in a foreign language means to be able to communicate orally in the target language, and to be able to create an error free and grammatically correct utterances. However, to be proficient and accurate is not a simple process. EFL Student and learners may fail to develop their grammatical accuracy in the spoken form of the language despite the fact that they have learned a great deal of grammatical knowledge and vocabulary. Therefore, teachers' feedback is required to help the learners notice their current level in the language production and also to be aware of the gap between their errors in producing L2 and the correct form targeted. "Feedback refers to informing learners about their work in progress. More specifically, this form of interaction shows learners their errors and guides them to correct their work" (Lewis, 2002).

A considerable amount of research made on teachers' feedback has shown that "feedback plays a critical role in understanding, creating and sustaining patterns of communication which facilitates second language acquisition" (Aisyah & Hidayat, 2010). In spite of the previous statement teachers might be questioning whether they have to treat and correct every grammatical mistake that the learner makes so he/she can improve and develop his/her grammatical accuracy, or should they tolerate the grammatical mistakes, since making mistakes is a natural phenomenon in the process of learning, in order to motivate and encourage students to speak more with no consideration to their grammar.

Additionally, teachers may not be aware of the different types of feedback and the strategies that can be used in delivering each type of feedback, based on what have been said teachers may prioritize the positive feedback over the corrective feedback or vice versa or they might even exclude or fail to give a specific type of feedback. This conflict is present even among researchers and scholars where Mastropieri and Scruggs (1994b) recommend that feedbacks

should be outcome-focused and encouraging, while Lenz, Ellis and Scanlon (1996) suggest that feedback should focus on what students did wrong and what matters is to improve future accomplishments.

Based on those contradictory opinions by both researchers about what kind of teacher's feedback should be given and how it should be given, and also based on the doubt of teachers about what kind of feedback should be given and how often it should be given in order to develop the students' grammatical accuracy. further investigation is needed to find out how influential is teachers' feedback on students' grammatical accuracy development in the context of learning English as a foreign language.

Feedback plays a major role in the process of learning and teaching due to its significant benefits in facilitating the process of learning." Feedback is a vital concept in the most theories of learning and is closely related to motivation." (Weiner, 1990) the previous studies related to feedback and teaching indicate that the teacher is obliged to give an effective feedback to his/her students and "shows learners their errors and guides them to correct their work" (Lewis, 2002). Another major factor in learning a foreign language is Grammar which is the structure and system of the language, it is important for students simply because it enables them to function and use the language correctly so they can show a level of proficiency that will help them in their future careers. "Students who have studied English in their own countries often equate language learning with learning grammar. Students who have acquired English imperfectly in this country through interactions with native speakers also recognize the importance of grammar, as they may have encountered misunderstandings because of their grammar errors" (Savage, Bitterlin and Price, 2010).

On the light of the previous statement we can confirm that grammar is important in the point of view of the learner. Therefore, feedback that is given on the grammatical accuracy of the learner can be of a great help to the development of his/her current grammar level. “Most ESL students expect teachers to correct their grammar errors, but a more practical goal is for students to learn to correct their own mistakes. Grammar instruction assists English learners in becoming aware of a structure and then continuing to notice it in subsequent encounters” (Fotos, 2001. As cited in Savage, Bitterlin and Price, 2010). Consequently, a study that investigate the influence of teachers’ feedback on students’ grammar accuracy in the oral expression will be a great contribution to the field of teaching and learning English as a foreign language.

In nowadays of teaching English as a foreign language, fluency in speaking is given a more importance than accuracy and grammar correctness. Therefore, teachers tend to overlook the grammatical mistakes made by the students in the oral expression sessions since the ultimate goal of speaking is to deliver an understood message rather than correct one and this is a serious mistake that is made by some teachers who are unaware that this action can affect the students improvement negatively simply because the learner will not be aware of his mistakes and will not know the correct form that should be used. so, his/her grammar accuracy level will be the same with no significant development. On the other hand, giving an intensive and frequent corrective feedback may be a time and effort consuming for the teacher, that can distract him/her from doing other tasks and activities, and it is also not easy to give the right type of feedback in the right time, another factor that might make the process of giving feedback even harder is the teachers’ unawareness of students’ perceptions toward the feedback giving. Because students might respond negatively to a specific type of feedback that is frequently used by the teacher.

This research aims to answer the following questions:

- How does teachers' corrective feedback influence the students' grammatical accuracy?
- What type of corrective feedback is mostly given by the teachers?
- What are students' perceptions toward the teacher's corrective feedback?
- How does the students make use of the teacher's corrective feedback to develop their grammar level?
- Are teachers aware of the importance of corrective feedback and its types?

The main objective is to explore the influence and effectiveness of teacher's feedback on the students' grammatical accuracy improvement in the spoken form. Therefore, for this main objective we can extract some specific objectives like: (a) to determine the type of corrective feedback that is mostly used by the teachers, (b) to describe students' emotional reactions to the teacher's corrective feedback, (c) to find out students' responses and usages of teachers' corrective feedback to develop their grammar accuracy, (d) and to explore teachers' awareness of corrective feedback and its features.

Based on the main research concerns, it is hypothesized that the teachers' feedback has a significant positive influence on students' grammatical accuracy improvement, simply because if teachers succeed to give an effective feedback concerning students' grammatical accuracy, students will be aware of their current grammar level and the aspects that they should improve in order to be proficient and accurate in the spoken form of the language.

The future research will be guided by the descriptive qualitative and quantitative method in order to investigate the hypothesis that has been mentioned before. The case study will be the first-year students and teachers of oral expression at Mohamed Boudiaf university for the academic year 2019/2020, the reason behind choosing the first-year students is because they are novice learner and they will be more likely to get an intensive feedback from their teachers of oral

expression. The research uses two different data collection tools in order to achieve a kind of triangulation of methods to support and confirm the data collected from each tool. The first tool is in the form of a questioner that has been given to fifty students (50) that have been chosen randomly from a population of 238 student to find out their level in English in general and their grammar accuracy in specific and also to find out their perceptions toward the teacher's feedback and how they respond to it. Coupled with a questionnaire to the teachers of oral expression in order to collect data concerning their awareness about the importance of their corrective feedback and the strategies used to give and effective corrective feedback. The last tool that will be used in order to confirm the data retrieved from the previous tools will be in the form of an observation of the phenomenon in its natural context.

Next, the research paper is divided into three main chapters: The first chapter that is tackled in this research paper is an overview of the theoretical background of teachers' feedback. the chapter consists of a clear definition to the term Feedback in general and it also consists of the different types of feedback used in the classroom. another feature that will be mentioned in the chapter is the relationship between teachers' feedback and the students' affective factors and more. The second chapter is dedicated to the other term mentioned in the title which is grammar accuracy, the chapter is divided into two parts. The first one consists of a definition to the term grammar and accuracy; it will also describe the importance of the grammatical correctness in the spoken form of the language. And the teachers' point of view toward the grammatical mistakes made by the students. The second part tackles the speaking skill which is the mean of delivering both the language and the corrective feedback in the oral class. The final chapter is completely dedicated to the field work, in which we will describe and analyze all the steps used and the data obtained

from the data collection tools, the interpretation of the results gained after the interpretation will help in confirming or rejecting the research hypothesis.

The results of the research will be of a great contribution to the field of the teaching English as a foreign language and it will be a modest add to the chain of the previous knowledge. It will also be beneficial for the teachers of English in specific, simply because understanding the link between their feedback and their student's grammatical accuracy will help them to choose the most appropriate type of delivering feedback that can provide the most significant development to their student's grammar in the spoken form. As well as providing teachers with a description of how students respond to their feedback and its effect on the emotions of the students. The results of the research can also be used to recommend that feedback should be an essential part of the teacher training in order to form a teacher that is fully aware of the feedback aspects.

Chapter One:

Teachers' Corrective

Feedback

Chapter One: Teacher's Corrective Feedback

Introduction:

Teaching English as a Foreign Language, or TEFL, as it is usually referred to, involves teaching English in countries where English is not the primary language. It includes being able to deliver the English language in an expressive and an interesting style. TEFL is seen to be the target goal for most people around the world with different needs. In the Algerian society, English Language is regarded as a foreign language (FL). It's taught from Middle school to University, but it has no link with the social life. TEFL educators boost students to expand their English skills through the four fundamental skills; listening, speaking, reading, and writing. TEFL is often simplified through the use of course books, audio-visual aids, and technology-based materials. (Imaniah, 2017, p. 5)

However, the only possible arena to practice English is classroom. For that, foreign language learning requires the teachers' awareness of using several linguistics features and formal instructions like debating and discussing that ensure the smoothness of the learning process and avoid the traditional method.

In addition to formal instruction, informal exercises; such as role playing and language games, are often used. Typical activities for TEFL teachers include: planning, preparing and delivering lessons, and assessment on oral and written works. One important feature that should be given more spotlight and importance, is feedback. This last can be referring to "comments or other information that learners receive concerning their success on learning tasks or tests, either from teacher or other person" (Richard, J.C Schmidt, R., 2010, p.217). When it comes to classroom, according to Hattie & Timperly (2007), Feedback could be defined as an information

specifically related to a task that allows a learner to fill a gap between what is understood and what is aimed to be understood. (p. 82).

When teaching English, it is very important to ensure that feedback is comprehensible, useful, and relevant. According to Oliver (2003), students' verbal modifications can be affected by the teachers' way of correcting language usage (as cited in Hill & Flynn, 2006, p.31). When teacher provides a constructive feedback on errors, students use the feedback to rephrase. Schoen & Schoen (2003) and Short (1991), as cited in Hill & Flynn (2006, p.31), stated that instead of correcting students immediately, teachers should simply rephrase what the students say using the correct grammar, pronunciation, or vocabulary.

To be able to give feedback on language, you must have a firm foundation in how our language works. In the same stream, Wong Fillmore and Snow (2000), as cited in Hill & Flynn (2006, p.31), gave a strong rationale for classroom, that teachers need to understand the function and structure of language: Because knowledge of English language usage has been highlighted less and less over time, they recommend more training for teachers in the areas of linguistics, sociolinguistics, and language use.

In this chapter, we attempt to explain the concept of feedback and its types, then we move to the different strategies used by teacher to deliver one type of feedback which is the corrective feedback, and how corrective feedback is delivered (explicit vs implicit corrective feedback). After that, we will shade light on the impact of teacher's corrective feedback on the learner's affective factors such as: anxiety, motivation, inhibition and risk-taking. Furthermore, we will tackle the learners' and the teachers' attitude towards the corrective feedback. Lastly, we will provide an overview about error and error correction; definition of error, difference between error and mistake, sources of errors, types of errors, classification of errors, and error correction.

1.1 Concept of Feedback:

To be proficient in a foreign language may mean to be able to communicate verbally and non-verbally in the target language. However, to be proficient is not a modest and short process. The students and teachers may meet some problems in the teaching and learning process, one of which is the errors that the students have to slip over and over again. Errors refer to the students' intolerable utterance that might be happened because of the students' shortage of knowledge on particular language items (Ellis, 2003, p.15, as cited in Devi, 2014, p. 1127). Making errors is natural (Harmer, 2012, p. 86, as cited in Devi, 2014, p. 1127), important and valuable (Lightbown and Spada, 1993, p.80, as cited in Devi, 2014, p. 1127) in language learning. It is an indication of a learning process taking place in the students' mind and of their first language (L1) interference (Harmer, 2007; Harmer, 2012, as cited in Devi, 2014, p. 1127). However, teachers might be questioning whether they have to treat or ignore the students' errors. In this case, Gebhard (2006) and Brown (2001) assert that teacher should play a role as feedback provider for the students. (as cited in Devi, 2014, p. 1127).

Feedback is conceptualized as an information provided by an agent; who can be a teacher, a peer, a book, a parent, a self, or an experience) considering aspects of one's performance or understanding, (Hattie and Timperley, 2007), therefore, feedback is a "consequence" of performance, (p. 81). Another group of researchers gave a different classification for feedback. According to Cohen (1985) feedback can be categorized within the instructionally powerful and least understood features in instructional design (as cited in Shute, 2008). Moreover, feedback can be counted as one of the most influential features in learning and achievement, and this influence can be either positive or negative. (Hattie and Timperley, 2007, p.81).

In one hand, positive feedback is the affirmation that the learner has a correct response to an activity, as well as the provision of an affective support to the learner and the fostering of motivation to continue learning (Ellis, 2009, p.3). Negative feedback, in the other hand, was referred to in different terms depending on the disciplinary (corrective) guide of the researcher. For example, in psychology it's negative feedback; in discourse analysis, it is repair; in linguistics, it is negative evidence; in recent works of second language acquisition classroom, it is focus-on-form; and in second language teaching, it is corrective feedback. (Lyster and Ranta, 1997, p. 38). Correction is the replacement of an error or a mistake by the correct form. (Schegloff et al., 1977, p. 363; as cited in Zebari and Ali Ahmed, 2018, p. 116).

Corrective feedback can be defined as “any indication to the learners that their use of the target language is incorrect” (Chu, 2011). It means that whenever teachers detect a misuse of the target language rules, this should be referred to as corrective feedback. Additionally, Ellis (2006), as cited in Vahedi Deroei (2016, p.04) declared that: “Corrective feedback is a response to a learner's erroneous utterance by:1) indicating where the errors has occurred; 2) providing the correct structure of the erroneous utterances; or 3) providing metalinguistic information describing the nature of the error, or any combination of these”. In other words, when the teacher responds to the learners' incorrect utterance by indicating the error, providing the correction and additional information describing the nature of error, so that the learner can understand it and avoid it next time.

In conclusion, despite of the importance of corrective feedback in language learning, yet there is a controversy and hot debates on the most effective way of correcting the students' errors, whether verbally or non-verbally, and the most reliable source or provider of feedback.

1.2 Types of Feedback:

In a general view, Feedback can occur through different forms: (1) oral feedback, (2) written feedback, or (3) peer feedback. Types (1) and (2) are related to teacher-to-student correction while type (3) is concerned with student-to-student correction (Frey & Fisher, 2011; as cited in Bougazzoula, 2016)

1.2.1 Oral Feedback:

It is common in language learning that the ultimate goal of learning a foreign language is to communicate verbally and non-verbally. Verbal communication needs oral feedback to be regulated and improved for proficiency. Making conversations and questioning with student is regarded as the oral effective feedback for teachers, so they can find the weaknesses and strengthen them (Bougazzoula, 2016). According to Frey and Fisher (2011), feedback comes mainly and firstly through spoken forms, as it should be well timed and actionable. In addition, oral feedback should be consisted of: setting, structure, and tone for the positive outcomes of the learners withing the learning process (p.77).

- **Choose the appropriate setting:**

According to Frey ad Fisher, the choice of the setting determines the appropriate tone for the discussion that follows. Choosing a place for small group gives the students a chance to focus on what is being said and to determine the appropriate tone in which is delivered. When the feedback is brief, teacher should be closer to the student with lowing his/her voice to foster a conversation (p.77).

- **Use a supportive tone:**

The teacher's tone has a major effect on the student's oral performance, and it is varied according to some features such as: words of encouragement (ex: "*Good*"), rolling eye contact, praising(ex: "*Thank you*"), polite requests(ex: "*Please*"), smiling and giving choices to the student (ex: "*You can either fix this problem or get a failing grade in this assignment. It is your choice*"). (ibid, p.78).

- **Structure to the response:**

In order to have an effective feedback, it should be specific and alert the learner to what is correct and what is not (Frey & Fisher, 2011, p.77). Jeff Zwiers (2008), as cited in Frey & Fisher (2011), gave a description of the academic feedback structure of having three parts:

- **A description of the result of their performance.** (*"Thanks for showing this to me. I can see that you illustrated the life cycle of the frog accurately and labeled each stage in the correct order."*)

- **Guidelines concerning what to continue doing or what to change.** (*"Be sure to check the spelling for each stage. Two of them are spelled incorrectly. Could you check these in your textbook, please?"*)

- **Encouragement to persist.** (*"Soon you'll have a terrific graphic of the life cycle of the frog, and it will be easy for anyone to understand. I'm looking forward to seeing what you do next."*) (pp. 77-78)

1.2.1.1 Types of Teachers' Oral Feedback:

Recent studies have found five types of oral feedback used by the EFL teachers in EFL classroom. They are: evaluative feedback and descriptive feedback based on the theory of

Tunstall & Gipps (1996), corrective feedback related to the theory of Lyster & Ranta (1997), interactional feedback from the theory of Cullen (2002), and motivational feedback linked to the theory of Mackiewicz & Thompson (2013), (as cited in Irawan & Salija, 2017), they can be explained briefly as follows:

- 1.2.1.1.1 **Evaluative feedback:** It honors the form of judgment on students' performance or task. Tunstall & Gipps (1996) classified ways of evaluative feedback into rewarding, punishing, approving, and disapproving.
- 1.2.1.1.2 **Corrective feedback:** It is a response given to a learner's error (Ellis, 2006). Lyster & Ranta (1997) investigated corrective feedback into recast, explicit correction, elicitation, metalinguistic feedback, and repetition.
- 1.2.1.1.3 **Descriptive feedback:** According to Hargreaves, McCallum & Gipps (2000), descriptive feedback is the specific information about students' strength and weakness and improvement strategies. It is classified into specifying attainment and improvement and constructing achievement and constructing the way forward (Tunstall & Gipps, 1996; as cited in Irawan & Salija, 2017).
- 1.2.1.1.4 **Interactional feedback:** It has a comment contributing to enhance students' language production (Garcia, 2005). Cullen (2005) categorized interactional feedback into reformulation, elaboration, comment, and repetition.
- 1.2.1.1.5 **Motivational feedback:** According to Mackiewicz & Thompson (2013), motivational feedback intentions to hearten students in learning. Then, Mackiewicz & Thompson (2013) introduced five ways of motivational feedback into praise, statements of encouragement or optimism, demonstrations of concern for students, expressions of

sympathy and empathy, and reinforcement of students' feeling of ownership and control.

In conclusion, in one hand, oral feedback offers an immediacy that no other type of feedback can. It also offers the chance to escort feedback with nonverbal behaviors that can toughen interaction. In the other hand, teachers cannot bank on just on the oral feedback because of the short of time and most of the work students do is written and can't be revised until a later time. (Frey & Fisher, 2011, p. 81)

1.2.2 Written Feedback:

It is admired that, as oral feedback, the tone and structure should be respectful and actionable in the written feedback too. Most of students may like to receive a paper that was marked up from the beginning to the end (i.e.) full of feedback.

However, too much of those markings might be considered by some learners as negative, even if they are not. Some areas have even banned the use of red color in assignment, believing in the popular myth that it's the color of ink that make the difference, but actually it's not, it is the marks themselves.

In opposition, in case of not enough feedback, it might be a belief in the learner's mind that he/she did not make any mistakes, though he/she did or that the teacher did little more than skimming the work. A simple way to avoid that is to detain comments to one or more self-adhesive notes. This can show a respect for the work (since nothing is written on the student's work), and provides the student with mindful feedback. When it comes to long assignments, the three-color-coded notes way is used on the same page; "one to summarize the paper as a whole, the second for strengths, and the third for next steps" (Frey & Fisher, 2011, p. 81).

In addition, there are some technique for effective written feedback (as cited in Bougazzoula, 2016, p. 11):

- Instead of telling, ask questions.
- Instead of being negative, be positive or neutral.
- Give every student a chance to re-do the task.
- State your feedback in students' understandable talk.
- Identify and adjust the students' errors.
- Give rewards for each correct answer.

In conclusion, “Written feedback can be a powerful tool for helping students to move forward in their learning. It has the advantage that students can refer to it whenever they need to” (ibid.). In contrast, because some students feel more comfortable when the feedback is given to them by their colleagues and a large-number classroom cannot rely on one person’s feedback, no matter how thoughtfully the teacher’s feedback is delivered, that shades the light more on peer feedback, and give it a push up to emerge as an effective type of feedback in language learning besides the oral and written feedback provided by the teacher.

1.2.3 Peer Feedback:

Students who have recently engaged or are currently engaging into similar concepts can provide each other insightful supports for their fellow learners (Frey & Fisher, 2011). These peer-mediated learning experience can build mutual problem solving and experimentation as students try out several solutions (ibid.). Peer Feedback (PF) which is referred to by different terms such as “peer response”, “peer review”, “peer editing” and “peer evaluation” can be defined as “ use of learners as sources of information and interactants for

each other is such a way that learners assume roles and responsibilities normally taken on by a formally trained teacher, tutor, or editor in commenting on and critiquing each other's drafts in both written and oral formats in the process of writing" (Liu and Hansen, 2002:1; as cited in Bijami et al., 2013).

Walker (2009) claimed that the tutor's comment must be more than simply pointing out the gap but also it must be designed in the way that helps students to reduce the gap or even close it. Therefore, students can use feedback effectively. In the same stream, Sato (2017) acknowledged that during peer interaction, learners are providers of CF. Therefore, to do that, learners need first to detect the error, which may or may not lead to a communication breakdown in her peer's speech. (p.19)

Peer feedback has been recommended in many studies for a set of benefits. For example, peer feedback encourages students to participate in classroom activities and become less passively teacher-dependent (Hyland, 2000; as cited in Bijami et al., 2013). Also, another benefit of PF lies in developing critical thinking, learner autonomy and facilitating interaction among students in social contexts (Yang et al., 2006; as cited in *ibid.*). Lastly and more importantly, the act of practicing peer feedback allows students to get more individual comments and give reviewers the chance to practice and enhance their language skills (Lundstrom and Baker, 2009; as cited in *ibid.*).

Despite of the number of benefits for peer feedback, some researchers came with opposite arguments to face the positive comments that have being introduced for the effectiveness of peer feedback. For example, some peers are likely to comment of the surface errors and provide advice that is useless in revision (Bijami et al., 2013). Moreover, a study done by Tsu and Ng (2000) in Hong Kong about the impact of teacher and peer feedback on

secondary school EFL students, and they came to conclusion that all students prefer teacher's feedback rather than peer feedback for one main reason which is that teacher is the only source of authority and the most qualified person who can give suitable comments (as cited in *ibid.*).

To sum-up, peer feedback is an effective way to break the ice between the students and raise up their self-autonomy, but also sometimes it's not helpful for them because of the interference of useless comments by some peers which serve nothing in developing L2 skills.

1.3 Teacher's strategies of corrective feedback:

In terms of the types of oral corrective feedback, Lyster and Ranta (1997) in an observational study (as cited in Vahedi Deroei 2016, pp.4-5) identified six types of feedback that are considered at the same time strategies and moves used by EFL teachers to correct their students' phonological, lexical and grammatical erroneous utterances in a communicative activity, and these types are as the following:

1.3.1 **Explicit Correction:** This type of corrective feedback is presented in the explicit provision of the correct form by the teacher, after indicating that what the learner had said was incorrect (Lyster and Ranta, 1997, p. 46). In other words, the teacher clearly indicates and identifies the error the learner committed and provides a correct reformulation for it (Vahedi Deroei, 2016, p.04; Ellis, 2009, p. 09). The following example was given by Lyster and Ranta (1997) in French, and was cited and translated into English by Mohamed Ali Vahedi (2016):

S: Procedure: We cut the straws into six different "*sizes*" and attach the straws with the rubber tape. [Error-multiple]

T: Uh, David, excuse me. I want you to use the word "*length*." You have cut straws in different lengths. No sizes. [FB-explicit]

Another clear example was introduced recently by Idrees Zebari and Hussein Ali Ahmed (2018):

S: On May.

T: Not on May, In May. We say, “It will start in May”

S: Are there some people in the garden?

T: Are there any people in the garden? Ok. We use “any” in plural question.

1.3.2 **Recast:** This type of corrective feedback was explained by Lyster and Ranta (1997) and Vahedi Deroei (2009) as “the teacher’s reformulation of all part or a student’s utterance, minus the error”. Also, Zebari and Ahmed (2018) referred to recast as a reformulation of all or just part of the incorrect word or phrase, in which the correct form is shown without identifying the error explicitly. However, some scholars such as Spada and Frohlich (1995) have pointed to the reformulations (recast) as “paraphrase”, whereas, Chaudron (1977) classified it with “repetition with change” and “repetition with change and emphasis”, as cited in Lyster and Ranta (1997). Finally, Ellis (2009) gave a definition for recast by declaring that:” The corrector incorporates the content words of the immediately preceding incorrect utterance and changes and corrects the utterance in some way (e.g., phonological, syntactic, morphological or lexical)”. The following example was provided by Ellis (2009):

L: I went there two times.

T: You’ve been. You’ve been there twice as a group?

Another example by Zebari and Ahmed (2018) is presented to make more illustration:

S: I have to find the answer on the book?

T: In the book.

1.3.3 **Clarification requests:** This type of feedback is concerned with a situation where the teacher indicates either a misunderstood or ill-formed utterance occurred by the student, in which a repetition or a reformulation is required (Spada and Frohlich, 1995, p. 25; as cited in Lyster and Ranta, 1997). In addition, a simple explanation was provided for this type of feedback when the teacher indicates that he/she has not understood what the student said, Ellis (2009) and asks the student to reformulate it (Zebari and Ahmed, 2018). Vahedi (2016) defined Clarifying request as a request to the learner to clarify their meaning without any indication of the presence of an error, and gave a good and a clear example, as follows:

S: Why does he fly to Korea last year?

T: Pardon?

S: Why did he fly to Korea last year?

Next, the bellow example was common between Ellis (2009) and Zebari and Ahmed (2018):

L: What do you spend with your wife?

T: What?

1.3.4 **Repetition:** The teacher repeats the student's utterance highlighting the error and adjusting his/her intonation, using emphatic stress (Lyster and Ranta, 1997; Ellis, 2009; Zebari and Ahmed, 2018; Vahedi, 2016).

- **Example of Ellis (2009) and Zebari and Ahmed (2018):**

L: I will showed you.

T: I will SHOWED you?

L: I will show you.

- **Example of Lyster and Ranta (1997) “in French language”:**

St: Le...Le giraffe. (Error-gender)

T: Le girafe? (FB-repetition)

1.3.5 **Elicitation:** It refers to the teacher’s repetition of a part of the student’s utterance and pause in order to be completed (fill in the blank) by the student (self-correction) using a rising intonation as a signal for that(Ellis, 2009; Vahedi, 2016; RAUBER, 2017; Zebari and Ahmed, 2018).

- **Example by Ellis (2009):**

L: I’ll come if it will not rain.

T: I’ll come if it.....?

- **Example by Zebari and Ahmed (2018):**

S: This tea is very warm.

T: it’s very?

S: Hot

Lyster and Ranta (1997) explained Elicitation as a combination of three techniques; First, Teachers elicit completion of their own utterance by pausing to allow student to fill in the blank as it were. Second, teachers provoke students by questions to elicit correct forms, such as (How do we say X in French?), and the answer to this type of question cannot be yes/no answers; questions that require yes/no answer are part of Metalinguistic Feedback not Elicitation. Third, teachers ask students to reformulate their utterance.

1.3.6 **Metalinguistics Feedback:** It refers to the comments, information or questions, that the student receives, related to his/her well-formedness of an utterance without explicitly providing the correct form (Lyster and Ranta, 1997; Vahedi, 2016; RAUBER, 2017; Zebari

and Ahmed, 2018). Metalinguistic comments are like: “There is an error”, “We don’t say that”, “No, not X” or even just “No”. Metalinguistic information can be as like as: “It’s a masculine”. Metalinguistics questions are questions that point to the nature of the error but tend to elicit the information by the student, such as: “Is it a feminine?” (Lyster and Ranta, 1997).

- **Example by Zebari and Ahmed (2018):**

S: There are influence person who

T: Influence is a noun.

- **Example by Vahedi (2016):**

S: I went to the train station to pick up my aunt.

T: Use past tense consistency!

S: I went to the train station and picked up my aunt.

- **Example by Lyster and Ranta (1997):**

St : Euhm, le, le éléphant, le éléphant gronde.

T : Est-ce qu’on dit le éléphant ?

In contrast, Ellis (2009) did not mention the Metalinguistic feedback, instead, he gave an alternative, which is Paralinguistic signal. This last has something to do with the teacher’s use of gestures or facial expression to indicate that there is an error occurred by the student. For example:

L: Yesterday I go to the cinema

T: (gestures with right forefinger over left shoulder to indicate past)

Finally, the teacher has to select both the suitable strategy in responding to the student’s error and the specific linguistic device for realizing that strategy whether implicitly or explicitly.

1.4 Explicit vs implicit corrective feedback:

Besides the types of corrective feedback, or the strategies, used by the teachers to correct the student's mistakes in communicative tasks, providing Oral Corrective Feedback (OCF) with relation to L2 performance has gained much interest by teachers of L2 and researchers in the domain of L2 (Ellis, 2010 and Roy Lyster, 2015; as cited in Zebari and Ali Ahmed, 2018).

When it come to the way of correcting errors (How), errors are found to be corrected explicitly (directly) or implicitly (indirectly). The first indicates the teacher's provision of the correct form to the students, and it's not recommended for the low-level learners who cannot make a self-correction to their errors (Zebari and Ali Ahmed, 2018; as cited in Ellis, 2009). While the second outlines a teacher's indication of an error but there is no provision of CF and leaving it to the student to find it out (ibid.).

According to Penning de Vries' et al., (2011): recast and repetition are considered as sources of "Implicit feedback", where the learner is the one who should notice that an error was made. The remaining types of CF are "explicit" in indicating the error's occurrence.

However, for Ellis (2009), researchers have developed a hierarchical taxonomy of strategies used by EFL teachers based on a theoretical view of how written and oral CFs work for acquisition. In written CF, the key distinction is between direct, indirect, and metalinguistic forms of correction (Ellis, 2009). In the oral CF, the key distinction is between (1) explicit vs implicit, and (2) input-providing vs output-prompting. The Table 1 below can show the combination of the two distinctions.

Table I. A taxonomy of CF strategies

	<i>Implicit</i>	<i>Explicit</i>
<i>Input-providing</i>	Recast	Explicit Correction
<i>Output-prompting</i>	Repetition Clarifying requests	Metalinguistic explanation Elicitation Paralinguistic signal

When it comes to CF analysis inside classroom, “recasts turned out to be by far the most frequent technique for error correction, especially in communicative contexts because they cause less learner anxiety and do not disrupt the flow of communication. However, because they are so discrete, recasts may go unnoticed” (Penning de Vries’ et al., 2011).

In addition, clarification request, metalinguistic clues, and elicitation are so-called negotiation of form techniques, all together are called “prompts”, They indicate that there is an occurrence of error without providing the correct form. Therefore, these feedback moves are considered useful and effective because they stimulate the students to re-utter their output and to produce “pushed output” (ibid.).

Finally, although the numerous studies, that were conducted on types of feedback and student’s uptake and have produced plenty of mixed results, there are major indicators that explicit CF is more effective than implicit. Therefore, there should be an intensive CF that should be appropriate to the learner’s readiness, that should provide opportunities for self-repair and modified output because these stimulate students to revise their hypotheses about the target language. In general, it is very difficult to meet these conditions in natural discussions or classroom situations. (ibid.)

1.5 Teachers' perception on corrective feedback

Corrective feedback has been a controversial topic among both the teachers and the second language acquisition researchers. Some of the SLA researchers such as Ellis (2009) see it as an essential factor in the process of learning a second language due to its significance in improving the oral accuracy, other researchers see the correction of errors as “a serious mistake” (Krashen, 1982, as quoted in Ellis, 2009) due to the negative effect that it has on the learner’s emotions. Another neutral opinion that was made by UR (as cited in Ellis, 2009) who admits the benefits of the corrective feedback but argues that it should not be overrated, simply because it fails to correct all errors. The same thing can be said on the way teachers perceive and deal with corrective feedback. Their perceptions are based on their former education, former training, teaching experience and their opinions concerning the main controversies that complex the phenomenon of corrective feedback, those controversial issues are in the form of five questions that can be answered differently by the language teachers:

- (1) Whether CF contributes to L2 acquisition?
- (2) Which errors to correct?
- (3) Who should do the correction?
- (4) Which type of CF is the most effective?
- (5) What is the best timing for CF?

The role, the value and the contribution that CF provides might be interpreted differently among the teachers because of the believe that it may have both negative and positive consequence on the learner. Some teachers consider CF as a tool that helps the student in rising his awareness of his current level in the second language by pointing out the weaknesses that he has and the errors that he makes in order to overcome those weaknesses and errors, so it does not

lead to a state of fossilization that can affect the overall performance of the learner. Ellis (2009) advises the teachers to correct the students' errors without being afraid of the negative effect that it may have, in order to ensure that the learners will be engaged in the classroom and that they will have an input that may not exist outside the classroom since they are in a context where English is a foreign language. Henceforth, it will eventually lead to an improvement in students' performance. On the other hand, some teachers are afraid that the correction of the students' errors will lead them to be much less active and prevent them from participating and communicating in the classroom due to the idea that corrective feedback may cause embarrassment, anger and inhibition and it "has the immediate effect of putting the student on the defensive" (Krashen, 1982, as quoted in Ellis, 2009, p.5).as a result, This belief leads the teachers to avoid correcting the students' errors to sustain the positive affective factors of the students at the expense of CF and its possible benefits. However, other teachers admit the benefit of CF but distinguish between fluency and accuracy work and claim that corrective feedback has a role in the accuracy work where correctness is prioritized, but it should not appear in the fluency work to ensure that it does not interrupt the student and his flow of ideas (Ellis, 2009, p.5).

Another aspect of the process of providing CF that might be interpreted differently by the teachers is the choice of errors to correct. Some teachers see all errors to be on the same level of significance and that all errors should be corrected and treated in the same way, simply because an error is an error (Meyer & Lorenz, 1984, as cited in Ellis, 2009, p. 6). Those teachers believe that the students' errors should not be tolerated and must be corrected to prevent them from happening again in the future to ensure the accurate use of the language this correction is known as unfocused correction. On the other hand, some teachers tend to focus and correct few errors that are made by the students instead of correcting all of them this is known as focused correction, and that is by

correcting the most serious errors that the students make which can affect the overall sentence organization. That is, teachers tend to tolerate the minor errors that do not affect the overall performance of the student and do not hinder the comprehension of its speech. Ellis (2009) suggested that “CF be directed at marked grammatical features or features that learners have shown that they have problems with.” (p.6). despite what have been said before none of these views is easy to implement by the teachers in the real-life context.

Nowadays, teachers are influenced by the western educational ideology of learner-centeredness that is supported by theories that prioritize the students’ output over the input (Ellis, 2009, p.7). That is why teachers are advised to give the student the opportunity to self-correct because it allows the student to play an active role in the classroom and to rise his autonomous learning. if that fails the teacher asks other peers to correct their classmate. That will allow the students to be less teacher-dependent and involve them in face to face interaction that will increase their self-confidence. Even though what has been said there are some problems with student’s self-correction. First, students expect the teacher to correct them. Second, students lack the necessary linguistic knowledge to self-correct themselves or each other (Ellis, 2009, p.7). the last CF provider and who is seen to be the most effective and accurate one is the teacher. The teachers’ corrective feedback can be given in both direct or indirect way, the teacher uses different strategies that can force the student to auto correct such as: clarification request or repetition. Teachers are advised to make the CF on two stages the first one is to give the chance to the student to auto correct and, if that fails, then give the correction. However, sometimes it is better and simpler to give explicit correction since the previous approach can be time and effort consuming for both students and teachers (Ellis, 2009, p.7).

Another controversial aspect in the process of CF provision is the choice of the strategies used by the teachers and what strategy among them is the most beneficial and effective when it comes to error correction. These strategies can be either listed as six main strategies or they can be categorized into explicit CF and implicit CF. that can be noticed in the previously explained taxonomy made by Ellis (2009) in Table (1). Teachers tend to use recast more than any other strategy since it not only provides the learner with the correct form but also keeps the student's flow of ideas and communication. In the same fashion it is favored by teachers because it is an implicit way of correction that can support the students' affective factors and do not put them on the defensive. Other teachers stand against recast simply because it can be unclear to the students that they are being corrected therefore it will not lead to autocorrection and acquisition, (Lyster, 1998, 2004, as cited in Ellis, 2009, p.10). In that case explicit CF is favored by teachers to ensure that students are aware of the errors they made. At the end, it is not easy to reach a clear answer concerning the most frequent and effective strategy used by teachers simply because every teacher uses his own combination of strategies that suits him and his students.

The last controversial aspect of CF is the timing of CF provision. When it comes to the oral error correction teachers are chosen to either correct the errors immediately after they occur or delaying it and correct it later on (Ellis, 2009, p.11). The choice of the timing is dependent on the nature of the work itself, in the fluency work teachers tend to delay the correction in order to not disturb the student's communicative flow. Since that the ultimate goal in the fluency work is to speak fluently without any interruption despite the errors that may or may not occur. This approach is highly recommended by the teachers' course books (Hedge, 2000, as cited in Ellis, 2009, p.11). On the contrary, teachers in the accuracy work tend to immediately correct the errors made by students, since that the ultimate goal of the accuracy work is to produce accurate and correct piece

of communication. Both of the previous mentioned approaches are used frequently by the teachers but there is no clear cut which one of them is the most effective (Ellis, 2009, p.11).

To sum-up, it is fair to say that there is no fixed global perception toward CF and it is not possible to draw a piece of advice that can function as a guide for teachers. that can be attributed to the fact that every teacher has his own way of perceiving CF and his own way of dealing with it due to “the complexity of CF as an instructional and interactive phenomenon and as a potential tool for acquisition.” (Ellis, 2009, p.12).

1.6 Students’ perception on the teacher’s corrective feedback

Corrective feedback does not necessarily have to be perceived by the student in the same way as the teacher. Students may have completely different views from that of the teachers when it comes to errors and its correction, these different views can lead to a misunderstanding in the process of teaching English as a foreign language in general and in the process of providing corrective feedback in specific. Therefore, understanding the students’ preferences and perceptions towards the corrective feedback is a necessity.

Asnawi et al. (2017) found that the majority of the students have a positive attitude towards corrective feedback, they believe that CF is an essential factor in the process of learning. They also believed that it was beneficial when it comes to its effect on their speaking skill. The students believe that correcting their errors will ensure that that they be more aware of their weaknesses in speaking therefore they will work to improve those weakness to not repeat it in the near future (p.285).

Equally important, students believe that it is the duty of the teacher to correct their mistakes since he/she is believed to be more knowledgeable and a reliable source of information. That

believe is in contrary with the advice given to teachers to follow the western learner-centeredness approach and to leave their correction as the last resort. In addition to what has been said, students dislike being corrected by their peer instead of the teacher, for the reason that they may provide a mistaken correction that cannot be reliable and that may lead to the fossilization of the error made.

Regarding the strategy used by teachers in correcting the students' errors, students tend to prefer explicit corrective feedback instead of implicit one because it is clearer and provides the rule and explanation in addition to the correction. Besides, students do not have to wait for the correct version of the utterance unlike the implicit corrective feedback that is more puzzling and time consuming (Fitriana et al., 2016, p.56). Fitriana et al. (2016) in a criticism to implicit correction argued that "If the student had lack of knowledge about the error, then implicit correction would be a problem for him/her because it just made him/her confused" (p. 56). Kagimoto & Rodgers (2008) had also found similar findings that learners prefer explicit corrective feedback over implicit corrective feedback (p. 875). The possible mismatch between what strategy is used by the teachers and what strategy is preferred by the students might be a serious issue.

Despite the fact that students like the teacher to correct all kinds of errors that may occur while they are speaking , they prefer the teacher to "not excessively correct their errors because it can lower their confidence, especially when they are corrected in front of others" (Asnawi et al., 2017, p.286). in addition to that students believe that the teacher should save the correction until they finish speaking so that they are not interrupted. Henceforth, they will not loss the flow of communication (Asnawi et al., 2017, p.286).

Students' perception and preferences are an essential factor in the process of providing corrective feedback. Therefore, teachers are advised to investigate their students' preferences and

to adapt their strategies to meet their students' desires. In order to eliminate any mismatch that can hinder the already complex process of correction.

1.7 Teacher's corrective feedback and learners' personality and affective factors

recently, the second language acquisition researchers have switched their attention towards the affective domain of SLA, or what is known as the emotional factors of the human being that can have an effect on the process of learning a second language. One of these affective traits, among others, are: motivation, anxiety, inhibition and risk taking. The EFL teachers are advised to pay attention to those traits when teaching in general and when giving their corrective feedback to the students, due to the alleged negative effect of the last one on the learners' affective factors. Therefore, more details are needed to find out the real nature of the effect that CF has on those previously mentioned traits.

1.7.1 Teacher's Corrective feedback and learner's motivation

the term 'motivation' is not an easy term to be defined but at its basic level it is "some kind of internal drive which pushes someone to do things in order to achieve something" (harmer, 2007, p98). In other words, to be able to achieve something and in order to succeed in it, one has to have the desire to do that thing. In this view, in the context of second language learning, it is better to consider a definition to the term of 'the motivated learner'. Ur (2009) defined it as the learner who strives to improve and to spend some time in learning activities (p.274). This motivation that the learner has can be classified into two separate types of motivation: Intrinsic and Extrinsic motivation.

The intrinsic motivation can be defined as: the internal desire that pushes the learner to interact and to be active in the learning activities without worrying about any type of external reward. The intrinsic motivated learner does not see the teacher as a source of motivation, but rather as a guide and material provider. So, the teacher should not be afraid of providing corrective feedback to this type of learners due to the fact that it might have a barely noticeable negative effect on their motivation. On the contrast, intrinsic motivated learners are ambitious learners who desire to achieve proficiency and demand challenges so they can overcome those difficulties (Ur, 2009, p275). Therefore, teachers have to provide corrective feedback so learners can notice their errors in order to overcome them and fulfil their inner desires of improving.

The second type of motivation is extrinsic motivation. This motivation can be defined as: the motivation that occurs as a result of an external reward that is beyond the self. In other words, extrinsic motivated learners, in contrary to intrinsic learners, are those learners who engage in learning task because they expect to receive some external rewards such as grades, prize, or even positive feedback. Ur (2009) stated that in the case of extrinsic motivated learners, the function of the teacher is to ensure that they notice their own success because the more they do, the less external explicit support they need (p.278). The teacher can achieve such function using the right strategy of CF such as recast or repetition, where the teacher gives the opportunity to the student to autocorrect himself and if he does the teacher can praise the extrinsic motivated teacher.

At the end, teachers are recommended to be aware of their learners' motivation level and its type so they can adapt their corrective feedback to meet their types. therefore, not to negatively affect the positive motivation that drives the learner to be more productive and proficient in the target language.

1.7.2 Teacher's Corrective feedback and learner's anxiety

Language learning can be a stressful and a difficult process, especially when it is in a context where the target language is treated as a foreign language. This difficulty can cause a sense of uncomfortability or what is broadly known as anxiety. The term Anxiety can be simply identified as a feeling of tension or stress as a normal reaction to an uncomfortable situation. The research on anxiety had made a distinction between two types of anxiety. The first one is known as 'trait anxiety' which is a permanent feel of anxiety in almost every situation and that is due to the characteristics of one's personality. While the second one is known as 'state anxiety' which is a temporary feeling of stress and pressure experienced in certain situations.

Furthermore, when it comes to language learning two additional distinctions have been suggested. The first one is 'facilitative anxiety' which is seen as a positive anxiety that pushes the learner to work harder, while the other one is 'debilitative anxiety' that causes negative feelings such as inhibition, that can force the student to avoid interacting and engaging in the learning activities. All types of anxiety in language learning can be attributed to many sources, among them are: teacher and teaching styles, the learner beliefs and personal issues and the fear of negative evaluation.

As it has been said before, one of the main sources of anxiety in learning is the teacher and the negative evaluation which can be interpreted as the teacher's corrective feedback. This fact forces the teachers to avoid correcting the students' errors, since it may cause anxiety-provoking situations (Martinez, 2014, p. 268). this claim has also been supported by Arnold & Brown (1999) who attribute the anxiety of the learners to the teacher's corrective feedback (as cited in Martinez, 2014, p. 268).

Despite the previous claims. Lyster et al. (2013, p. 1) in their research on the CF preferences found that “a tendency for learners to prefer receiving CF more than teachers feel that they should provide it” (as cited in Martinez, 2014, p. 268). which means that even though CF may cause anxiety from the side of the learners, they still want to be corrected by the teacher. That is why teachers should to not be afraid of provoking the learners’ anxiety by giving CF. on the contrary teachers are advised to give CF by providing a group and untargeted correction instead of individual and targeted correction, so the learner can be comfortable in the process. Teachers are also advised to create an environment where it is clear to the learner that making errors is natural and welcomed for the sake of improving.

To sum-up, anxiety has the potential to be a negative phenomenon that hinders the process of learning the language. Therefore, teachers have to avoid creating situations that can increase the learner’s anxiety and that by making sure that they use the right strategy of CF.

1.7.3 Teacher’s Corrective feedback and learner’s inhibition and risk taking:

In the context of language learning, many aspects and factors can affect each other interchangeably. Each factor can either reinforces or discourage another factor and the vice versa. An example of that is the relationship between inhibition and risk-taking, two affective factors that can appear simultaneously in the process of learning a foreign language and both of them can be affected by the teacher’s CF in a way or another.

Inhibition is mental state where the learner sets barricades to protect his ego, pushing him/her to restrict his performance in order to save his/her face. It can be noticed in all age categories especially learners who are in their adolescence since they are more self-conscious. It is believed that inhibition has more negative effect on the language performance than it has on

language learning. It has also been suggested that inhibition discourages risk-taking which is necessary personality trait in language learning.

Inhibition can be caused by both external and internal factors, among them are: anxiety, low self-esteem, the competition in the learning context and the fear of making errors and being corrected. This is an indicator that teachers CF can have the negative effect of reinforcing learners' inhibition. The action of over correcting the learners' errors will force them to create barriers that will lower their engagement in the classroom.

On the other hand, risk taking can be defined as “a personality factor which concerns the degree to which a person is willing to undertake actions that involve a significant degree of risk” (Richards & Schmidt, 2010). In other words, the risk taker learner is the one who is willing to communicate and engage in the learning activities in spite of the errors that he/she may make. Risk-taking is related to inhibition and anxiety, learners with low level of inhibition and anxiety are seen to be a risk taker. Since risk takers are not afraid of making errors, teachers should not be afraid of correcting them but on the contrary they should seize the moment to correct their errors to ensure that they overcome them in order to achieve a better performance in the language.

In short, Teachers in the classroom should work hard to create an environment that is suitable for both types of personality. An environment that encourages them to participate and engage in the classroom without being afraid of being ashamed in front of their teacher and classmates. The teacher should negotiate the nature of CF with his/her students to make sure that it does not endanger their self-confidence.

1.8 Learners' errors and its significance

In the context of learning a second language, learners are certain to make ill-formed utterances or what is known as errors according to the rules of the second language (Corder, 1975, p. 201). This fact led to the emergence of two contradictory schools of thoughts when it comes to learners' errors. The first school believes that the criteria of the perfect teaching method is the absence of errors, and therefore errors are a sign of failure in the teaching method. The second school of thoughts believes that errors are normal phenomenon that will appear despite of the extreme efforts done to eliminate it and that we should focus on strategies for dealing with those errors (Corder, 1967, p. 20). Thus, teachers should be conscious about the aspects that hover over the learners' errors. such as: the definition of error, the distinction between error and mistake, types and sources of errors and its significance in the process of both learning and teaching a second language.

Defining the term of error is not an easy task, that is due to the fact that there is no clear definition that experts agree on (Pawlak, 2012, p. 3). Before we mention the definition of error in the context of learning it is better to track its origin. The word error is derived from the Latin word 'errare' which means to wander, stray or roam (Hendrickson, 1978, p. 387). When it comes to the definition of the term error in the context of learning, many definitions have been introduced. Among them is Lennon (1991) who described error as "a linguistic form or a combination of forms, which, in the same context and under similar conditions of production, would, in all likelihood, not be produced by the speakers' native speaker counterparts" (as cited in Pawlak, 2012, p. 3). In more simple words, error is the ill-formed utterance that can not be produced by a native speaker. Hendrickson (1978) also defines error as "an utterance, form, or structure that a particular language

teacher deems unacceptable because of its inappropriate use or its absence in real life discourse” (p. 387).

In addition to what has been said, it is necessary to make the distinction between the two terms known as error and mistake. Errors are a systematic deviation made by learners of L2 who have not mastered the rules of the second language yet. Whilst mistakes are the outcome of the inability to use the already acquired rules of language. Unlike errors, mistakes are not the result of a deficiency in competence but rather the result of psychological and physical external factors that affect the performance in speaking (Corder, 1975, p. 204). Another distinction is that even native speakers make mistakes, but they are able to correct them since they have an almost complete knowledge of their mother tongue linguistic structure (Scovel, 2001, as cited in Amara, 2015, p. 59). While non-native speakers or L2 learners make both of errors and mistakes due to the fact that they do not have a complete understanding of the second language rules, so they are not able to auto-correct their errors. Thus, it reflects their lack of competence in the target language (Amara, 2015, p. 59). Mistakes are of no significance to the process of language learning; it is better to focus and investigate the different types of errors and its sources that lead to its emergence. this present study makes no significant distinction between the two terms. So, they will be used interchangeably to serve the same meaning.

It is of a significant importance to the teachers to be aware of errors types that their students' may make in the classroom, so they can notice them and hence eliminate them whenever they occur. Chaudron (1977) made a classification of errors as follow: phonological errors, morphological errors, syntactic errors, content errors, discourse errors and lexical errors. According to the contrastive analysis hypothesis the main reason behind the emergence of the phonological errors is the interference of the mother tongue on learners' speech in the target

language (Hendrickson, 1978, p. 388). But it still fails to explain how does the interference of the mother tongue causes the other types of errors. Brown (as cited in Amara, 2015, p.60) states that there are two main sources of errors. The first one is referred to as interlingual interference or as negative language transfer. In this type, errors are mainly caused by the influence of the mother tongue on the target language, it may appear because the learners lack of the necessary linguistic knowledge of the target language. The second one is referred to as intralingual interference. In this type, errors are the result of a faulty or partial understanding of the target language rules, it may occur in a stage where learners have not fully acquired the target language. This type of errors in itself can be subdivided into four main categories: (1) overgeneralization, (2) ignorance of rule restrictions, (3) incomplete application of rules and (4) false concepts hypothesized.

Errors are a natural phenomenon in the process of language learning, teachers should expect their students to make sufficiently of errors in the process of learning. Teachers should not have a negative perception towards errors, since they are signaling that learning is taking place (Hendrickson, 1978, p. 388). Errors can be significant in three different ways. First, it indicates the current level of the student and how far has he/she improved and what is left to learn. Second, it provides details about the strategies used by the students in discovering and exploring the rules of the target language. Thirdly, making errors is a strategy used by the students to test the hypothesis that he/she has about the nature of the target language (Corder, 1967, p.25).

When it comes to the correction of learners' errors, each approach and theory of learning has its own view and opinion towards that issue. Audio-lingualism does not tolerate making errors, it believes that it should be avoided because it is unbeneficial for learning, since learners learn by getting things right with little need for correction. Cognitive code-learning considers making errors as a regrettable action that have to be corrected whenever they occur (Ur, 2009, p. 244). On the

contrary of what has been said, interlanguage sees making errors as a unregulatable, but as an important part of learning; correcting them improves the learners' interlanguage (Selinker, as cited in Ur, 2009, p.244). On the contrary, the monitor theory by Krashen (1982) sees that correction does not improve the language acquisition. Thus, teachers should focus on providing valuable input to the learner rather than correcting his errors (as cited in Ur, 2009, p. 244). The last one is the view of the communicative approach which believes that the ultimate goal of the language is to communicate freely. teachers should not correct all errors but rather only those that may affect the goal of communication (Ur, 2009, p.244).

Chapter Two:

Grammatical

Accuracy/ Oral Skill

Chapter Two: Grammar Accuracy/ Oral skill

Part One: Grammar Accuracy

Introduction:

From the early ages, grammar was a central debatable point from different positions. Starting with prescriptivists, who claimed that studies should care much about how language should be; the well-formed grammar. However, another group faced prescriptivists, were the descriptivists, who suggested a shift from how language should be to how language is used by society (i.e.) describing how language is and how it is used by individuals without giving judgements; it means that grammar should not be everything but rather an important feature in language. Thus, grammar has sat in the fence between being the main concern in language learning or just a part among many other parts that shape language. Nassaji & Fotos (2011) displayed the importance of grammar in language by declaring that “Grammar is fundamental to language. Without grammar, language does not exist.” (p. 01).

Therefore, in this chapter, we are going to divide it into two parts. Part “A” will be dedicated to the Grammar Accuracy in which includes: definition of grammar according to different views of scholars, display the different attitudes towards teaching grammar; whether it is central or optional. After that, we move on to the approaches of teaching grammar; deductive and inductive approach, to be able to dig in some of the methods that support teaching grammar (Grammar-Translation Method, Direct Method, Audio-lingual Method, and Communicative Language Teaching Method). Part “B” will be devoted to the Oral skill in which covers: definition of the oral skill, oral skill as a fundamental Skill in language learning, difficulties in oral performance, and ending up with oral grammar accuracy in learning English as a specialty.

1- Definition of Grammar Accuracy:

Grammar is partly the study of what forms (or structures) are possible in a language, and why these forms and structures are accepted (Thornbury, 1999, pp. 1-2). Traditionally, grammar has been concerned almost exclusively with analysis at the level of the sentence. Therefore, it is concerned only with syntax and morphology, excluding other features like vocabulary and pronunciation (Augustyn, et al., 2020).

In addition, since accuracy is defined as “the fact of being exact or correct” (CAMBRIDGE Dictionnary, 2020), grammatical accuracy is believed to have a reference to the correct usage of sentence structure either in dialogue or writing. In other words, grammar accuracy is seen as the ability to use the grammatical and morphological rules of the target language to produce complied utterances. (Zaki M., 2010, p.11).

To conclude, grammar presents the combination, organization and the change of words, parts of words and even group of words together to make meaning and how individuals use its rules. (DEGHIM & BENADEL, 2019, p. 28).

2- Attitudes Towards Teaching Grammar:

Recently, the importance of grammar in second language teaching has always been the subject of debatable opinions. The place which grammar should occupy in composition classes is a confused issue as teachers of English. (Golda, 2019)

Terrell (1991), as cited in Chaaaraoui, 2017, presents evidence that direct grammar instruction did not guarantee L2 learners the ability to freely engage in a natural conversation. In contrast, she shows in her research that grammatical knowledge plays a major role in the learners’

overall language proficiency. Terrell' study reveals the strong relationship that grammar has with all language skills (Terrell, p. 56, as cited in Chaaaraoui, 2017).

Chaaaraoui (2017) suggested three advantages of grammar instruction as the following: it accelerates learning, affects the acquisition process in the long-term accuracy, and resulting in higher language threshold level. In the same respect, Salomon (1992) reports that an immersion program in the United States started adopting explicit teaching of grammar after verifying the students' inaccurate speech. (as cited in Chaaaraoui, 2017, p. 89)

In the same perspective, Krashen (1982) stated that teaching grammar can be useful in one case, when the grammar is delivered through the target language and students are interested in grammar as a subject-matter. Therefore, both teachers and students are positive that grammar is important in second language acquisition, he stated that:

“Teaching grammar as subject-matter can result in language acquisition in one instance, however: when the target language is used as a medium of instruction. Acquisition occurs in these classes when students are interested in the subject matter, "grammar". Very often, when this occurs, both teachers and students are convinced that the study of formal grammar is essential for second language acquisition, and the teacher is skilled at presenting explanations in the target language so that the students understand.” (Krashen, 1982, p. 120).

Ellis (2006) added that students who have a level in English, intermediate and above, can learn grammar best, rather than the beginners, by saying: “Grammar is best taught to learners who have already acquired some ability to use the language (i.e., intermediate level) rather than to complete beginners”. However, when learners start to produce language, corrective feedback is found to be an effective means to teach grammar through (p. 102)

Finally, students who use Grammar-Translation Method and learn the grammar of the target language, they are hoped to be familiar with the grammar of their native language and be able to write and speak better in their native language. (Larsen-Freeman, 2000, p. 11, as cited in Golda, 2019). In other words, those bilingual people are more knowledgeable about their mother language more than monolingual people because they tend to always compare the rules of the target language with the rules of their first language.

3- Approaches in Teaching Grammar:

Teaching grammar in an EFL class plays an important role in the language teaching/learning process. Thus, finding a suitable method to teach it has been a subject of debate (R. Ellis, 2006, as cited in Benetez-Correa et al., 2019). One of the most provocative and unanswered questions regarding effective language learning is the issue of whether grammar is taught deductively or inductively. This indicates that the debate has always focused on how grammar could be taught explicitly, through a formal presentation of grammatical rules, or implicitly, through natural exposure to meaningful language use (Nassaji & Fortos, 2011, as cited in Benetez-Correa et al.,

3.1- The Deductive Approach:

Deductive teaching is a traditional way in which the teacher provides information and rules about the target language at the beginning of a lesson and supplemented with examples. Recently, researchers added that the principles of this approach are usually used in classes where the object is to teach grammar structures. In addition, these principles are appropriate for classes in which grammar translation method is functional (Nunan, 1991; Shrum & Glisan, 2016, as cited in Benetez-Correa et al., 2019).

Moreover, in a deductive lesson, the teacher should first present the grammar rules and provides examples highlighting the grammar structures. Lastly, students try to produce their own examples using the given rules. In fact, the expected outcome of a deductive approach sees the need to teach grammar in an explicit way to help learners to be aware of the grammar rules (Thornbury, 1999; Shrum & Glisan, 2016, as cited in Benetez-Correa et al., 2019).

3.2- The Inductive Approach:

On the other hand, there is an agreement that, In inductive teaching, “learners are first exposed to exemplars of the grammatical structure and are asked to arrive at a metalinguistic generalization on their own; there may or may not be a final explicit statement of the rule”(R. Ellis, 2006, p. 97). Also, other studies, done by Nunan (1999); Thornbury (1999); Shrum & Glisan (2016), supported the pre-mentioned claim by approving that in an inductive method, learners analyze examples in a context (e.g. text or audios) to extract the grammar rules by themselves. At the end of this process, after students have found out the grammar patterns, they create their own examples; thus, practicing the language (as cited in Benetez-Correa et al., 2019).

In conclusion, teaching grammar to EFL learners has some significant pedagogical implications, since, as Brown (2007) explains, and cited by Benetez-Correa et al. (2019), the adult mentality of thinking about abstract items allows them to deal with rules when they are exposed to the target language. In addition, he suggests that the deductive approach is more appropriate for adult learners. Deductive teaching meets these learners’ expectations because, for them, the presentation of grammar rules at the beginning of the lesson is really useful when learning a language. Contrarywise, young students are better at learning grammar structures from examples rather than learning them deductively; their preferred way of learning is by practicing because grammar rules are complicated for them to understand.

4- Methods of Teaching Grammar:

Grammar has always held a central role in EFL classrooms with different ways of teaching. Methods of teaching grammar have seen a significant change from one to another according to the personal and social needs and interests.

4.1- Grammar Translation Method GTM (nineteenth-mid-twentieth centuries):

Grammar Translation was the offspring of German scholarship, the object of which, according to one of its less charitable critics, was "to know everything about something rather than the thing itself" (W. H. D. Rouse, quoted in Kelly 1969: 53; as cited in Richards & Rodgers, 1986, p. 3). Richards and Rodgers, in their book entitled "*Approaches and Methods in Language Teaching*", identified seven principal characteristics of the Grammar-Translation Method as follows:

First, the aim behind learning a foreign language is to read its literature or to benefit from the mental discipline and intellectual development that are retained from foreign-language study. Therefore, memorizing rules and facts of language is the way to master morphology and syntax. (Richards & Rodgers, 1986, p. 3). Second, reading and writing are the main focus, while little attention is paid to listening and speaking. (ibid.). Third, vocabulary is taught through a list of words with their translation equivalents, and translation exercises are prescribed (ibid., p. 4). Fourth, the basic unit of teaching and language practice is the sentence, which is mainly translated from mother language to the target language and vice-versa. (ibid.). Fifth, accuracy is highlighted. attaining high standards in translation was the top concern for students. (ibid.). Sixth, grammar is believed to be taught deductively (ibid.). Seventh, the student's mother language is the means of instruction. (ibid.)

In conclusion, although the grammar-translation method provides an explicit teaching of grammatical rules; attention is paid to language forms, it lacks the absence of communication practice which is the immediate need for new immigrants. Also, when it comes to translation focus inside classroom, it will be impossible when we have a classroom with many different first languages. Lastly, when depending on reading and translating texts, some adult learners are finding difficulty in reading with their mother language. (Savage, Bitterlin, & Price, 2010, p. 6), and for that, the direct method emerged.

4.2- Direct Method (first part of twentieth century):

This method came as a reaction to the GTM. The differential aspect between the two methods is translation, which is nowhere to be found in the direct method. It was called also as the “Natural Method”. Some researchers in the Natural Method argued that a foreign language could be taught without translation or the use of the learner's native tongue if meaning was conveyed directly through demonstration and action.

The natural method is based on the following principles, as introduced by Richards & Rodgers, 1986, pp. 9-10:

- 1- The use of target language to exclusively conduct classroom instruction.
- 2- The content was about only everyday vocabulary and sentences.
- 3- Oral communication skills were developed in a carefully graded progression, organized around question-and-answer exchanges between teachers and students in small, intensive classes.
- 4- Teaching Grammar inductively.
- 5- New teaching points were introduced orally.

- 6- Concrete vocabulary was taught through demonstration, objects, and pictures; abstract vocabulary was taught by association of ideas.
- 7- Teaching Listening comprehension and Speech.
- 8- The emphasis on correct pronunciation and grammar.

In conclusion, despite of the major advantages of the direct method (the natural method) like: besides teaching grammar, lessons begin with dialog or story in the target language and the use of visuals (actions, pictures, objects) to convey meaning, the inductive presentation, which is a fundamental element in this method, is not suitable for some type of adult students who prefer extensive explanation of the rules. Also, for immigrants who plan to study or work in the target community, will suffer from the minimal reading and writing when following this method (Savage, Bitterlin, & Price, 2010, p. 6), which led to the emergence of the Audio-lingual method.

4.3- The Audio-Lingual Method ALM (1950s-1970s):

In the 1920s and 1930s applied linguists schematized the principles proposed earlier by the Reform Movement and so laid the grounds for what developed into the British approach to teaching English as a foreign language. Following developments led to the Oral Approach in the United Kingdom and Audiolingualism in the United States (Hall, 2011, p. 86).

The Audiolingualism movement or as it became known as the ‘Army Method’, focused on oral/aural work and pronunciation, realized through drills and conversation practice, with small groups of motivated learners and native speaker teachers (Richards and Rodgers, 2001, as cited in Hall, 2011). Later, “when theorists combined a ‘scientific’ theory of language (i.e., structuralism) and a ‘scientific’ approach to learning (i.e., behaviorism), the Army Method offered an apparently

successful early model from which a new method, the Audiolingual Method, was developed in the 1950s” (Hall, 2011, p. 87).

This combination of structuralism and behaviorist ideas of habit formation via stimulus-reinforcement-response led Rivers (1964: 19–22, as cited in Hall, 2011, p. 87) to outline the following assumptions of Audiolingualism:

- 1- Foreign language learning is basically as a mechanical process of habit formation.
- 2- Language skills are learned more effectively if items of the foreign language are presented in spoken form before written form.
- 3- Analogy provides a better foundation for foreign language learning than analysis.
- 4- The meanings which the words of a language have for the native speaker can be learned only in a matrix of allusions to the culture of the people who speak that language.

In conclusion, it is true that ALM has a positive emphasis on oral production, pronunciation and the use drills to reinforce grammatical patterns. However, some limitation in the method should not be ignored, such as: rote exercises reduce cognitive engagement and the activities are designed for the sake of just preventing the learner’ errors, which reduces the student’s need to negotiate meaning (Savage, Bitterlin, & Price, 2010), and therefore, students lack communication practice.

4.4- The Communicative Language Teaching Method (1970s-Today)

Ever since its introduction in the 1970s, the Communicative Language Teaching (CLT) approach has gained huge attention and has been considered the preferred way English as a second language (L2) should be taught (Savignon, 1991, as cited in El-Dakhs, 2015). El-Dakhs (2015)

added that “The earlier decades of traditional language teaching which failed to produce fluent L2 users triggered a warm welcome to the CLT. The new approach promised successful language learning if teaching emphasizes the semantic and communicative aspects rather than the formal characteristics of language. This comes in line with the CLT philosophy that language is an instrument of social interaction, and, hence, learning to communicate must be the focus of language teaching and learning”.

Although we have different versions and various ways in which CLT is interpreted and applied, educators in the area, Littlewood (1981); Finocchiaro and Brumfit (1983); Brumfit (1984); Widdowson (1978, 1979); Johnson and Morrow (1981); Richards and Rodgers (1986); Larsen-Freeman (1986); Celce-Murcia (1991) and Johnson (1982), (as cited in THAMARANA, 2014) put some of the major characteristics of CLT as follows:

- (a) CLT gives primary importance to the use or function of the language and secondary importance to its structure or form (Larsen-Freeman 1986).
- (b) Fluency is emphasized over accuracy in order to keep learners meaningfully engaged in language use.
- (c) Tasks are mostly based on rehearsing of real-life situations and providing opportunity for real communication. Emphasis is on creative role plays, simulations, dramas, games, projects, etc., which are considered as the major activities which can help the learner provide naturalness and improvisation, not just repetition and drills, in addition to the use of authentic materials.
- (d) Communicative approach is not limited to oral skills. Reading and writing skills need to be developed to promote pupils' confidence in all four skills areas. Therefore, communication is achieved through both the written and oral forms.

In conclusion, in one hand, CLTM has some major advantages in language teaching such as: Communication is the goal of instruction, emphasis on meaningful interaction, language functions are included mostly in course syllabus, and the use of authentic texts and contexts. On the other hand, CLTM has got also disadvantages such as: when students focus on communication, they may ignore about grammar, and the emphasis on fluency on the expense of accuracy may result the inability for students to attain correct grammar (Savage, Bitterlin, & Price, 2010, p. 7).

Part two: THE ORAL SKILL

Introduction:

In the course of learning a second or a foreign language there are four essential skills that every learner should have. These skills are as follow: listening, speaking, reading and writing. Among these skills, speaking is seen as the most important skill because of the fact that the learners of a language are known as ‘speakers’ of that language (UR, 2009, p.120). but it is only in the three previous decades that it became an independent branch of learning, teaching and testing on its own. Bygate (2001) attributed that to three main reasons. The first one is the effect of the grammar translation method on teaching by neglecting the teaching of the communication skills. the second one is the lack of the necessary technology to facilitate the study of talk and speaking. The third one is the exploitation of the speaking skills by the other teaching methods, where the focus of teaching oral skill was restricted to pronunciation (p. 14). Nowadays, with the absence of the previously mentioned obstacles, it is possible to teach speaking in the foreign context by providing authentic, beneficial and interesting activities. Teachers can also enhance and refine the speaking skill by providing effective corrective feedback, which can ensure the students to have a native like language.

1- Definition of speaking skill

When it comes to the classification of the main language skills, they can be divided into two main classes. The first one is receptive skills which holds both of the listening and reading skills. The second one is productive skills which holds both of the speaking and writing. Based on what have been said, the speaking skill can be identified as the skill that enables the learner to express his ideas, beliefs and knowledge in the oral form of the language. In other words, the speaking skill is the reflection of the acquired knowledge that the learner has into a meaningful message.

Communicating effectively in various learning situations demand developing the ability to speak, that is why students consider the speaking skill as the most essential skill among the language four skills. They need the speaking skill so they can communicate fluently and accurately in the real-life situations, and to avoid any gap in their performance that can cause miscommunication.

2- The speaking skill in the different teaching methods

Over the history of language teaching, many teaching methods have emerged to provide guidance on how to teach the language. Each method had its own views and priorities on what should be taught and what should not, the speaking skill was no exception. Each method had its own way of approaching the speaking skill, some methods neglected it and some other exploited it.

The first method of teaching is the grammar translation method that appeared in the 1920s. The focus of this method was on learning about the target language rather than learning it. It focuses on the analysis of the grammatical rules of the target language in order to translate from

and into the target language. the speaking skill is absolutely neglected in this method alongside with the listening skill and that is one of the biggest flaws in the grammar translation method.

The second method that came after is known as the direct method. This method believes that the learning of the second language is similar to the first language which consist of oral communication and no translation between the two languages. The direct method emphasized both speech and listening, the speaking skill is mainly used to teach only the everyday vocabulary.

The third method is the audio-lingual method. It believes that repetition is the central mean of teaching language, since it helps in memorization and automaticity. It is also the first method to intrudes a perspective of teaching the oral skill (Bygate, 2001, p.15). it also focuses on the development of the grammatical and phonological accuracy in addition to fluency. But it failed in creating a social context in addition to neglecting the relationship between meaning and language (Bygate, 2001, p.15).

The last method of teaching is the communicative language teaching. This method emphasizes on the interaction and believes that the ultimate goal of the language is to communicate. The CLT method gives a significant importance to the speaking skill by providing the students with realistic communication activities that enhances their fluency.

At the end. It is fair to say that each method has its own views and ways of dealing with the speaking skill. It is hard to create a method that is totally dedicated to the teaching of the speaking skill, simply because it may not be suitable to all learners and may not be beneficial to the overall process of learning the language.

3- Learners' difficulties with speaking

In the process of learning a foreign language and specially in the setting of the classroom, students may face some difficulties in the speaking activities that can prevent them from improving their language in general and their speaking skill in specific. These difficulties can be due to either their personality or their linguistic competence. Ur (2009) stated four major factors that may be problematic to the learners:

➤ Inhibition

While speaking, learners may feel some kind of shyness or stress due to the fact that they are performing in a foreign language and in front of an audience. so, they fear making mistakes that can result of a criticism by the teacher or classmates.

➤ Nothing to say

Some students may state that even though they are not afraid of participating and speaking, they have nothing to say or that they have no idea about the topic that is discussed. The teacher should adapt with their statement and provide a topic that is familiar to the students.

➤ Low or uneven participation

One of the major problems in the speaking activities is the time. When it comes to speaking, only one participant is to be heard in each time resulting in a little talking time for each student. and that can waste a lot of precious time in addition to the time consumed by the teacher.

➤ Mother-tongue use

When the students in a classroom share the same mother tongue, they tend to use it interchangeably with the target language because it is easier and makes them feel comfortable.

And because they cannot be criticized like it may happen if they speak the foreign language. the use of the mother tongue can be problematic, since it is hard to get the less motivated students to keep using the target language (p. 121).

It is the duty of the teacher to come out with solution to these problems in the speaking activities. Therefore, Ur (2009) suggests some techniques to deal and solve those problems. One of the techniques used to illuminate the students' inhibition is to use group work and to create a positive atmosphere for the speakers so they feel comfortable when speaking. Furthermore, the teacher should lower the level of the language used in the discussions and clarify the objective behind it, so that students have what to talk about. An additional technique is to appoint a group leader that is responsible for regulating the participation, alongside with monitoring the students' use of their mother tongue (pp. 121-122).

4- Classroom speaking activities

In a context where English is a foreign language, students may not be able to speak or use the language outside the classroom. That is why speaking activities are essential skill for the students and that is why teachers should be creative when it comes to choosing speaking activities. Harmer (2007), in his book the practice of English language teaching, suggested a collection of speaking activities that can be used by the teachers to develop the students speaking skill.

The first collection is by the name of 'acting from a script'. In the play scripts and acting out dialogs activities, teachers can either provide the students with scripts or dialogs they have written themselves. After that students are given the time to rehearse their dialogs and then present it in front of their classmates. These kinds of activities can be motivating and can improve the students' pronunciation and general language use.

The second collection is by the name of (communication games). One of these games is known as information-gap game. In this game the teacher chooses two participants who have to talk to each other in order to solve a puzzle, draw a picture or find similarities between two images. Another game is known as twenty question game. In this game the chairperson thinks of an object, and then tell the students its nature after that students ask yes or no questions in order to find out the name of the object. An additional game is by the name of 'just a minute' in this game each participant has to speak for sixty second without interrupting or making mistakes, and who ever notice a mistake gets a point and who keeps speaking for sixty second gets two points.

The third collection is by the name of 'simulation and role play'. It can be used to encourage the students' oral fluency or to train them for specific situations, especially in the case of English for specific purpose classrooms. In this activity students are asked to form group of students so they can choose a play or a movie to imitate and perform in front of their classmates. This activity can be beneficial since it is fun and thus motivating. It extends the classroom to include the world outside. Therefore, it allows the use of wider range of vocabulary and language expressions (pp. 348-353).

The teacher should not be limited to the use of these activities. He/she should be creative when it comes to the choice of the speaking activities, he/she also have to ensure that those activities are appropriate and fun. The teacher has to make sure that the speaking activity meets the characteristics of successful speaking activity which are: the high level of motivation, the use of the appropriate language and that it is devoted to the learner (Ur, 2009, p.120).

5- The role of the teacher in the speaking activities

The teacher is the core of the classroom. He is expected to have a variety of roles in the process of teaching in general and the process of teaching the speaking skill in specific. He is also responsible for developing the students' speaking skill since he is considered to be prompter, participant and feedback provider in the speaking activities.

While speaking, Students may lose the flow of ideas that we expect them to have, so the teacher has to function as a prompter. In that case the teacher is left with two options. The first one is either to let them struggle and find the flow of their thought on their own or to interfere and to help them so they do not feel frustration of losing the flow of ideas. Moreover, from time to time the teacher can function as a participant in the speaking activities. He can join his/her students in activities such as role plays, dialogs and discussions, that way he/she can maintain an atmosphere of creativity. But he/she should make sure that he does not take over the classroom so that students do not lose the opportunity to speak. The last and most important role in the speaking activities is feedback provider. The teacher should make sure that he/she is sustaining a link of interaction between him/her and the students. But he/she also should not over correct students' mistakes so he/she can ensure that their fluency and flow of ideas is not interrupted (Harmer, 2007, p.348).

The teacher role may vary depending on the different factors that may occur in the process of teaching. Such as the type of the activity, the attitude of the students and their personality. At the end we can say that there is not specific list that sites the teacher's role in the classroom.

6- Corrective feedback during speaking activities

Making errors is natural, students are more likely to make spoken errors more than any other type of errors and that is due many external factors such as “ the stage of the lesson, the activity, the type of the mistake made and the particular student who is making that mistake” (Harmer, 2007, p. 142). some Teachers choose to correct these errors so they do not lead to a state of fossilization, other teachers tend to tolerate these errors for the sake of fluency and sustaining the student’s flow of ideas. But error correction might be problematic when it comes to speaking activities. Harmer (2007) stated that “it is important for teachers to correct mistakes made during speaking activities in a different way from the mistakes made during a study exercise” (p.94).

Teachers should distinguish between two types of work in the speaking activities. The distinction is based on the objective of the activity whether it is to develop fluency or accuracy. If the nature of the activity is a fluency work. Teachers tend to delay the correction of the errors made students, the teachers note down the error that the student made during the speaking activity so they can correct him/her after they finish speaking and that is all for the sake of sustaining the communicative flow (Harmer,2007, p.94). on the other hand, if the activity is an accuracy work, teachers tend to explicitly and immediately correct the student’s error since the ultimate goal is to improve the students’ accuracy which cannot be without the error correction.

Another technique that should be taken into consideration when correcting the students’ errors in the speaking activities is the group corrective feedback. Teachers have to consider the affective factors of the students such as: inhibition, which can be negatively affected by the correction of errors. Teachers are advised to not to make the correction targeted into a single

student but rather it should be directed to the whole class without mentioning who did the error (Harmer, 2007, p.94).

Of course, there is no rules concerning the corrective feedback provision. Teachers can use whatever strategy and technique they see fits; it is all up to the teacher and how much he knows his/her students' perception and attitude towards the corrective feedback.

7- Testing speaking

testing the oral skill is perhaps the most difficult type of tests in the process of language teaching. Ur (2009) declared that “most language exams either do not include oral testing techniques or give them very low weighting in the final grade” (p. 133). That is due to the fact that there is still a debate on the necessity of testing the oral skill and how to test it.

Those who are in favor argue that speaking is with no doubt is the most important skill of all the four skills. Thus, it should be the first skill in a language test. In addition to what have been said, students who are fluent and accurate speakers may not achieve well in a test that is based on writing. On the other hand, those who are against testing the speaking skill argue that there is no model of assessing speaking, should we assess fluency or accuracy. We also should not forget the fact that testing the speaking skill consumes a lot of time, effort and money. An additional reason is that it is difficult to design a test that covers all aspect of speaking skill (Ur, 2009, p.134).

Nation (2011) recommend two methods of testing speaking. The first one is through the use of interviews that follow a series of questions in addition to a scoring scales that measures the aspects of speaking such as: accuracy, fluency, vocabulary and intelligibility. The second one which is seen to be more efficient is the use of group oral exam. In this method four or five students

are having a discussion while the teacher is observing and grading each student individually. The activity in that method can be in the form of a role play or a problem-solving activity (p. 452).

Chapter Three:

Investigation Part

Chapter Three: Investigation Part

Introduction

This chapter is devoted to the field work that investigates the teacher's corrective feedback influence on the EFL students' grammatical accuracy at the Department of Letters and English Language in Mohamed Boudiaf University, among first year EFL Students. It involves a full description of the instruments used to collect data that can answer the research questions in order to more understand the problem behind this study. Thus, in order to do so the chapter has been divided into three parts: the first one consists of analysis, discussion, and interpretation of the data gathered from the questionnaires. since it is necessary and useful in providing accurate information about the perspectives of both the students and the teachers concerning the process of CF provision. The second one is devoted to the analysis, discussion, and interpretation of the data gathered from the observation. Since it is helpful in providing an authentic and natural context to gain reliable information about the provision of teachers' corrective feedback. Which can be used as basis to either confirm or deny the results from both students' and teachers' questionnaires. By the end, a general conclusion is afforded to sum up the finding of the previously mentioned data gathering tools. also, to be followed by the limitations of the work, and some of the proposed recommendations for the corrective feedback provision.

3.1 Population and Sampling:

The target population for this study is first year license students at the Department of Letters and English Language in Mohamed Boudiaf University. The reason for choosing this sample is that first-year license students are novices and they are gradually forming their English background, trying to get an in-depth familiarization with English and how language is structured and works. Therefore, any feedback from the teacher can affect their level especially when it comes to grammar.

3.2 Data Collection Tools:

In this descriptive study, two collection tools have been used: questionnaire for both students and teachers, and observation as well as tap recording as a supporting tool for observation. The design of both observation and questionnaire was under the consultation of the supervisor, who helped in forming and directing the content. The questionnaires were distributed to fifty (50) first year license students (of a total population of two hundred and thirty-eight (238) students) and three (03) teachers (of a population of four (04) teachers) of oral expression at first year license. In order to achieve objectivity and reliability, the choice of samples was based on total randomness and anonymity.

3.3 The Pilot Study:

Introduction

Although the pilot study is a research procedure that may not guarantee the success of the study but can warranty the well design and organization of the data collection tools and that will increase the likelihood of research validity and reliability. As Simon (2011) stated: “although a pilot study does not guarantee success in the main study, it greatly increases the likelihood” (as cited in Kasri & Chouia, 2018).

3.3.1 The Observation Pilot Test:

Before collecting data using the observation schema (Appendix 01), observation was piloted for two sessions with two randomly-selected classes of phonetics module in the Laboratories of the Faculty of Letters and Foreign Languages in Mohamed Boudiaf University of M'sila, to test the designed observation tool and its outcomes. After that, there were some modifications on the observation schema to become as shown in Appendix 01.

3.3.2 The Questionnaires' Pilot Tests:

After designing the students' questionnaire and being revised by the supervisor, it was delivered to ten (10) random students from first year license at the Department of Letters and English Language in Mohamed Boudiaf University, in order to detect any misunderstood points as far as the structure and the vocabulary of the questions are concerned and to determine the given time. The participants were from the same level as the selected sample (first year license) and from the group that was excluded from the study; this group was one among six groups of first year license, it was suspended from the study because the research could not have enough sessions of observation and most of the sessions were dedicated to tests and interrogations. They realized that the questionnaire was easy and understood with some slight of explanation about it.

Also, after designing the teachers' questionnaire and being revised by the supervisor, it was checked by one teacher, in terms of the easiness of the questions and the well selection of academic vocabulary, at the Department of Letters and English Language in Mohamed Boudiaf University, who gratefully admired it and found it valuable and easy to be understood.

3.4 The Questionnaires:

Introduction

This section includes the results, analysis, discussion, and interpretation of the data gathered from the questionnaires. The data is presented in form of tables, Graphs and written interpretations. It starts by students' questionnaire giving its analysis and interpretation, then teachers' questionnaire giving its analysis and interpretation.

3.4.1 Students' Questionnaire:

3.4.1.1 Aim of the Questionnaire:

This questionnaire is designed to investigate students' awareness of grammar accuracy importance in language learning as well as their attitude towards teacher's correction to their grammatical mistakes in oral expression session. In addition, the current questionnaire aims also to explore when and how the teacher corrects the students' mistakes and does this correction affect their affective factors, in order to know their preferences and come up with some recommendations that can help in improving the deliverance and perception of the teacher's corrective feedback.

3.4.1.2 Administration of the Questionnaire:

This questionnaire is administered to fifty (50) first year license students at the Department of Letters and English Language in Mohamed BOUDIAF University of M'sila. The choice of first year license students was based on the consideration that they are novices in English language and they get affected by the teacher's corrective feedback.

3.4.1.3 Description of the Questionnaire:

This questionnaire contains four types of questions: the first one is closed-ended question; that contains "Yes" & "No" answers or multi-choices. The second type is open-ended question; that is expressed in a free answer by demanding justification for the choice or asking the students to give their opinions or ideas. The third type is Contingency question; which can be identified in the follow-up questions: "if yes, Why?", "if yes, How?" and "if yes, How often?". The fourth type of questions used in this questionnaire is the Likert question; that contains a scale: "strongly disagree, disagree, undecided, agree, and strongly disagree". The whole questionnaire consists of twenty-one (21) questions classified into ten (10) items as the following:

- **Item One:** From Question one (Q 01) to Question three (Q 03) represent an overview about students' speaking skill at oral expression.
- **Item Two:** Question four (Q 04) asks the participants for their opinion about the grammatical correctness importance in speaking.
- **Item Three:** From Question five (Q 05) to Question seven (Q 07) ask participants about their grammatical mistakes (frequency of making them, types of grammatical mistakes they made and their feelings when making mistakes).
- **Item Four:** Question eight (Q 08) tends to find out participants' opinions about whether the teacher corrects their mistakes or no.
 - **If Yes, how often:** This follow-up question is asked to know the regularity of correcting their mistakes.
- **Item Five:** Question nine (Q 09) tends to explore out the participants' feelings when the teacher corrects their mistakes.
- **Item Six:** Question ten (Q 10) tends to discover the participants' views about the best source of correction (teacher, classmate or yourself).
- **Item Seven:** Questions eleven (Q 11) and twelve (Q 12) asks about the participants' preferences towards the adequate time of correcting their mistakes and the types of questions that the teacher should focus on.
- **Item Eight:** From Question thirteen (Q 13) to Question fifteen (Q 15) query about the participants' perception towards the teacher's corrective feedback and its impact on their language level.
- **Item Nine:** From Question sixteen (Q 16) to Question nineteen (Q 19) manage to find the participants' preferences on the best strategies of correcting their mistakes by the teacher.

- **Item Ten:** From Question twenty (Q 20) to Question twenty-one (Q 21) enquire about the participants’ opinions and suggestions on the impact of teacher’s corrective feedback on their psychology and motivation.

3.4.1.4 Students’ Questionnaire Analysis:

After data collection the results have been interpreted and discussed.

- **Background Information:**

Age	17 - 19	Response	40
		Percentage	80.00%
	Above 19	Response	10
		Percentage	20.00%
Gender	Male	Response	10
		Percentage	20.00%
	Female	Response	40
		Percentage	80.00%
Years of learning English	07 -09 years	Response	45
		Percentage	90.00%
	Above 09 years	Response	5
		Percentage	10.00%

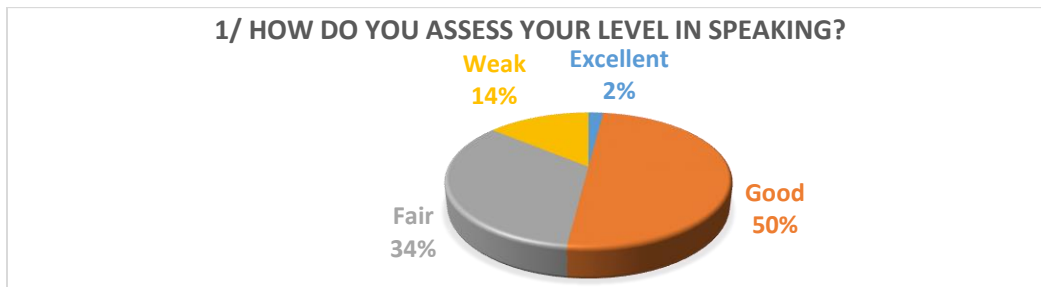
Table II: Students’ Background Information

The above table shows the background information of the students’ sample. It shows that the majority of students are between seventeen (17) and nineteen (19) years old (80%) and are females (80%), who are having experience of learning English as a foreign language between seven (07) and nine (09) years (90%). However, just few of them are above nineteen (19) years old (20%) and are males (20%), who are having and are having more than nine (09) years’ experience of studying English (10%).

1. How do you assess your level in speaking?

1/ How do you assess your level in speaking?								
Groups	Excellent		Good		Fair		Weak	
	Response	Percentage	Response	Percentage	Response	Percentage	Response	Percentage
G1	0	0%	6	60%	2	20%	2	20%
G2	0	0%	5	50%	5	50%	0	0%
G4	0	0%	7	70%	2	20%	1	10%
G5	0	0%	5	50%	4	40%	1	10%
G6	1	10%	2	20%	4	40%	3	30%
Sum	1	2%	25	50%	17	34%	7	14%

Table 1: Students' assessment of their own speaking skill level.



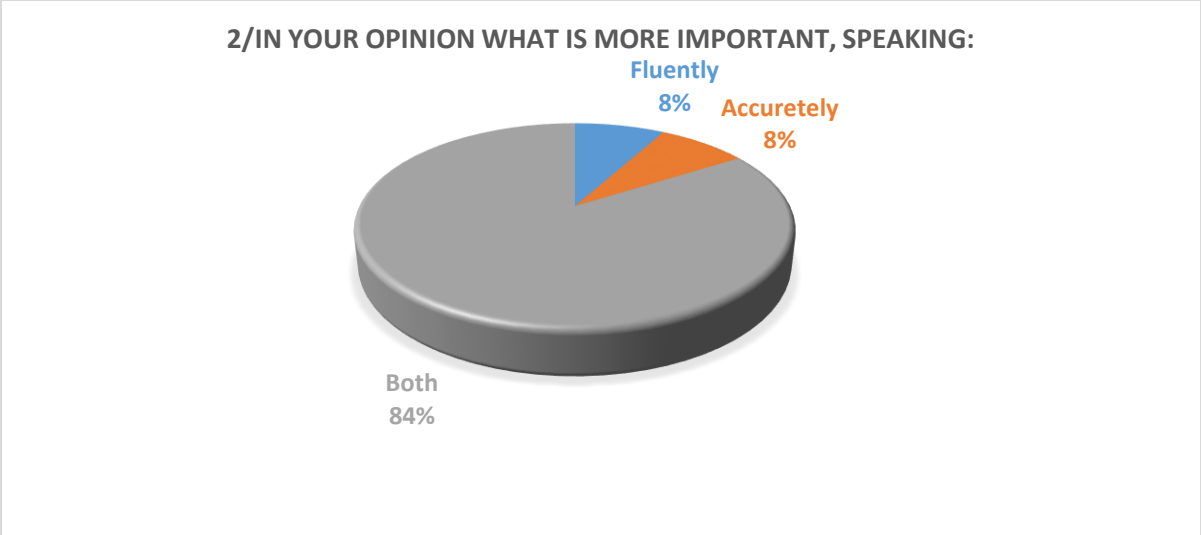
Graph 1: Students' assessment of their own speaking skill level.

This question sought to provide the study with the students' self-evaluation of their own level in speaking. The results obtained show that seven students (14%) assess themselves to be weak when it comes to speaking. While seventeen students (34%) assess their level in speaking to be fair. Moreover, the majority of the students who are represented by 25 students (50%) believe that they have a good level in speaking. At last, only one student (2%) believes that he/she has an excellent level when it comes to speaking.

2. In your opinion what is more important in speaking?

2/In your opinion What is more important speaking:						
Groups	Fluency		Accuracy		Both	
	Response	Percentage	Response	Percentage	Response	Percentage
G1	2	20%	0	0%	8	80%
G2	0	0%	1	10%	9	90%
G4	0	0%	0	0%	10	100%
G5	1	10%	1	10%	8	80%
G6	1	10%	2	20%	7	70%
Sum	4	8%	4	8%	42	84%

Table 2: students' preference between fluency and accuracy in speaking.



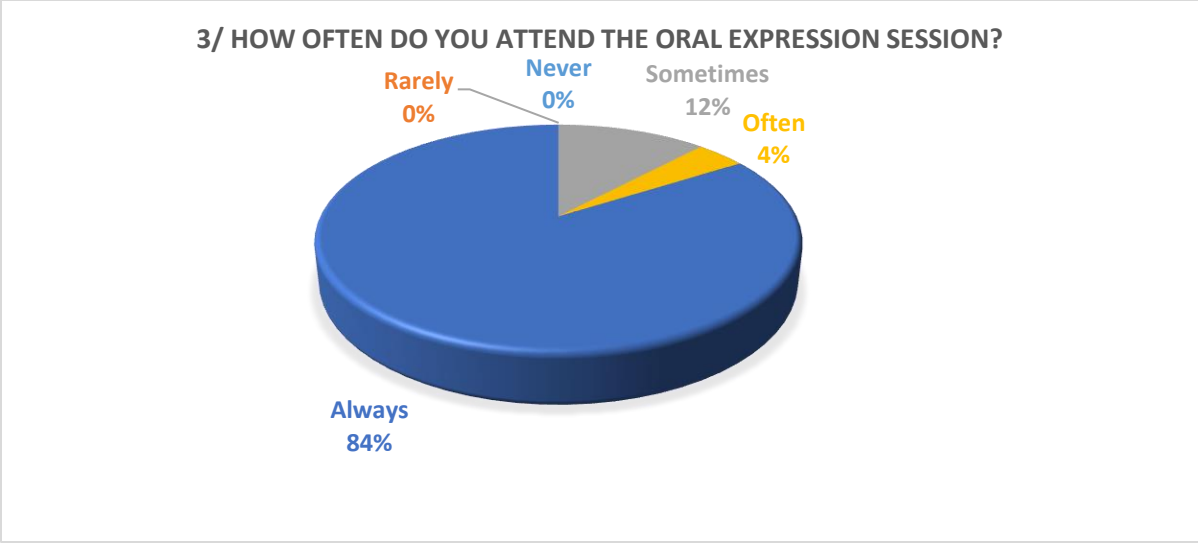
Graph 2: students' preference between fluency and accuracy in speaking.

The table identifies whether the respondents prefer speaking accurately, fluently or both. It is noticeable that both speaking fluently and speaking accurately have equal number of responses, which is four responses for each and that represent (8%) of the whole responses. On the other hand, the majority of the responses with 42 response (82%) believe that both speaking accurately and fluently have the same level of importance when it comes to speaking.

3. How often do you attend the oral expression session?

3/ How often do you attend the Oral Expression session?										
Groups	Never		Rarely		Sometimes		Often		Always	Always
	Response	Percentage	Response	Percentage	Response	Percentage	Response	Percentage	Response	Percentage
G1	0	0%	0	0%	2	20%	0	0%	8	80%
G2	0	0%	0	0%	1	10%	1	10%	8	80%
G4	0	0%	0	0%	0	0%	1	10%	9	90%
G5	0	0%	0	0%	1	10%	0	0%	9	90%
G6	0	0%	0	0%	2	20%	0	0%	8	80%
Sum	0	0%	0	0%	6	12%	2	4%	42	84%

Table 3: the frequency of students' attendance in the oral expression session.



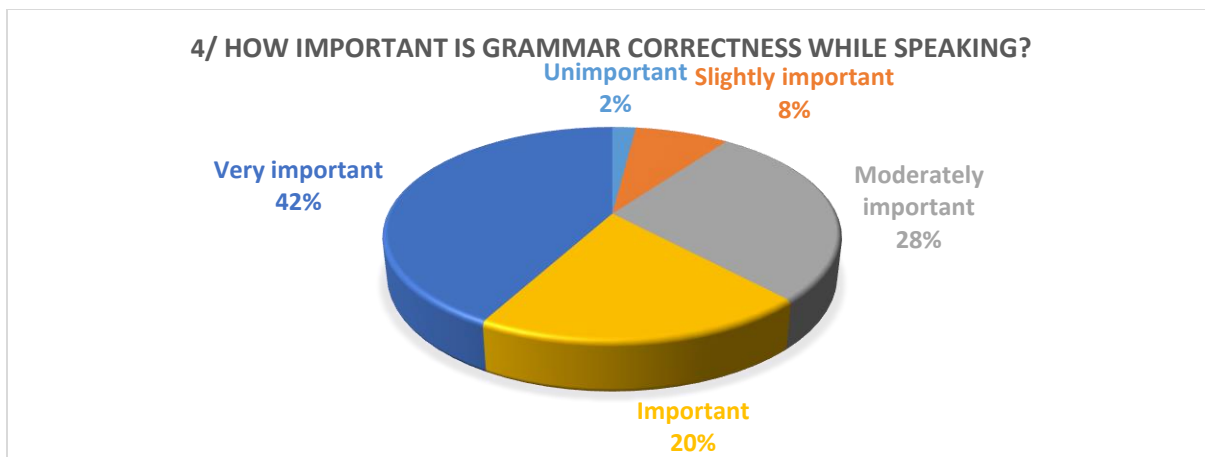
Graph 3: the frequency of students' attendance in the oral expression session.

The results obtained show that there is no participant who never or rarely attends the oral expression session. However, the majority of students (84%) attend the oral expression session all the time and do not miss any session of it. In addition, two participants (4%) attend most of the sessions and six participants (12%) attend it sometimes from time to time. And that indicates the importance of the oral expression session to the participants.

4. How important is grammar correctness while speaking?

4/ how important is grammar correctness while speaking?										
Groups	Unimportant		Slightly Important		Moderately Important		Important		Very important	
	Response	Percentage	Response	Percentage	Response	Percentage	Response	Percentage	Response	Percentage
G1	1	10%	0	0%	3	30%	4	40%	2	20%
G2	0	0%	0	0%	2	20%	1	10%	7	70%
G4	0	0%	0	0%	2	20%	2	20%	6	60%
G5	0	0%	2	20%	4	40%	2	20%	2	20%
G6	0	0%	2	20%	3	30%	1	10%	4	40%
Sum	1	2%	4	8%	14	28%	10	20%	21	42%

Table 4: the importance of the grammar accuracy while speaking.



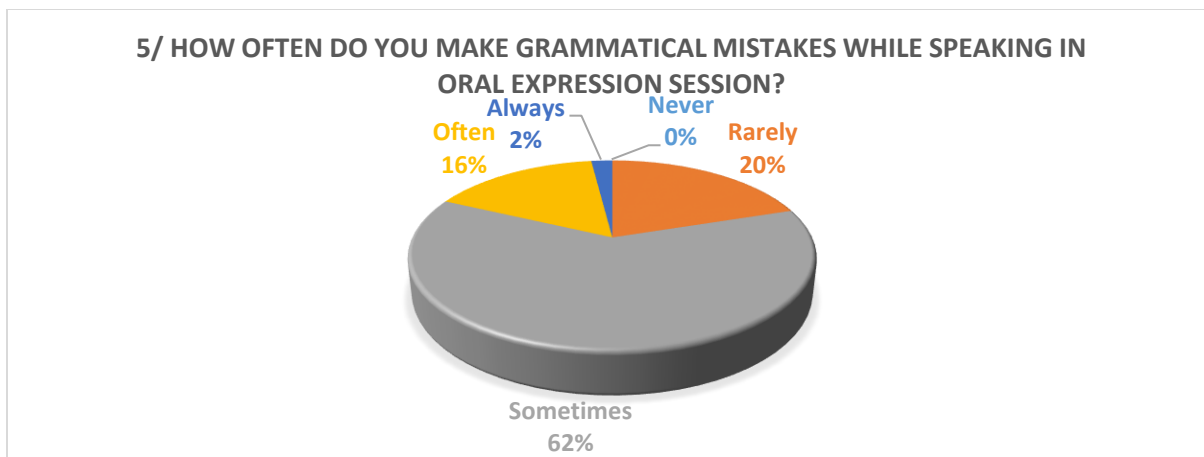
Graph 4: the importance of the grammar accuracy while speaking.

Regarding the table above, it is clear that the majority of the participants (42%) believe that the grammar correctness while speaking is very important. In the same fashion, ten participants (20%) also see the grammar correctness as an important factor while speaking. Moreover, fourteen participants (28%) are neutral and see it as a moderately important factor while speaking. However, a small proportion of four participants (8%) see it as a slightly important and only one participant sees it to be unimportant at all.

5. How often do you make grammatical mistakes while speaking in the oral expression session?

5/ How often do you make grammatical mistakes while speaking in Oral Expression session?										
Groups	Never		Rarely		Sometimes		Often		Always	
	Response	Percentage	Response	Percentage	Response	Percentage	Response	Percentage	Response	Percentage
G1	0	0%	4	40%	4	40%	2	20%	0	0%
G2	0	0%	0	0%	8	80%	1	10%	1	10%
G4	0	0%	3	30%	6	60%	1	10%	0	0%
G5	0	0%	2	20%	6	60%	2	20%	0	0%
G6	0	0%	1	10%	7	70%	2	20%	0	0%
Sum	0	0%	10	20%	31	62%	8	16%	1	2%

Table 5: students' frequency of making grammatical mistakes.



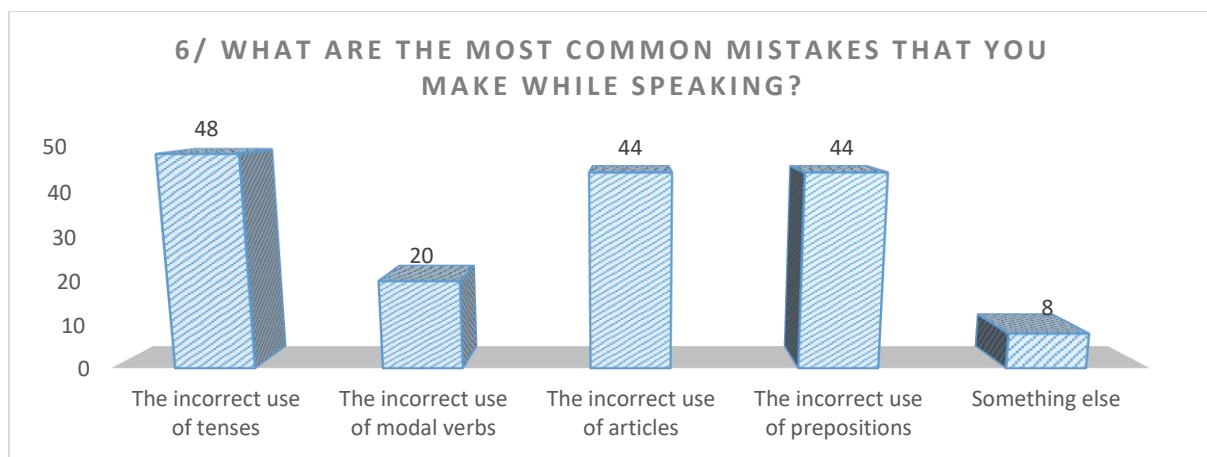
Graph 5: students' frequency of making grammatical mistakes.

This question intends to illustrate the participants' own estimation of how frequent do they commit grammatical mistakes while speaking. It is noticeable that there is no participant who claims that he/she does not make any grammatical mistake while speaking. But there are ten participants (20%) who claim that they rarely make any grammatical mistake. However, the majority of the participants (62%) reported that they sometimes make grammatical mistakes while speaking. In addition to that a respectful proportion of eight participants (16%) stated that they often make those mistakes. And at last, only one participant (2%) stated that he/she makes grammatical mistakes all the time.

6. What are the most common grammatical mistakes that you make while speaking?

6/ What are the most common mistakes that you make while speaking?					
Groups	Tenses	Modal verbs	Articles	Prepositions	Something else
	Response	Response	Response	Response	Response
G1	6	3	1	5	1
G2	4	2	3	5	1
G4	7	3	4	1	0
G5	3	0	9	5	0
G6	4	2	5	6	2
Sum	24	10	22	22	4

Table 6: the most common grammatical mistakes made by students while speaking.



Graph 6: the most common grammatical mistakes made by students while speaking.

This question was asked to find out the most common grammatical mistakes which the participants believe that they make while speaking. As it is seen in the table above, forty-eight participants out of fifty stated that the incorrect use of sentences is the most common grammatical mistake that they make while speaking. Followed by both of the incorrect use of the articles and the incorrect use of preposition, who had an equal number of responses which is forty-four out of fifty for each one. The least mistake with twenty responses is the incorrect use of the modal verbs. It is also fair to mention that eight participants provided some other grammatical mistakes that they make such as: the omission of the ‘S’ of the verbs following the third person singular subject in the simple present tense.

7. How do you feel when you make grammatical mistakes?

7/ How do you feel when you make grammatical mistakes?						
Groups	Uncomfortable	Nervous	Upset	Anger	None of the above	Something else
	Response	Response	Response	Response	Response	Response
G1	2	3	3	4	3	2
G2	2	1	1	5	1	0
G4	4	2	5	1	1	0
G5	5	3	0	3	1	0
G6	6	1	3	1	3	1
Sum	19	10	12	14	9	3

Table 7: students’ feeling towards making grammatical mistakes.



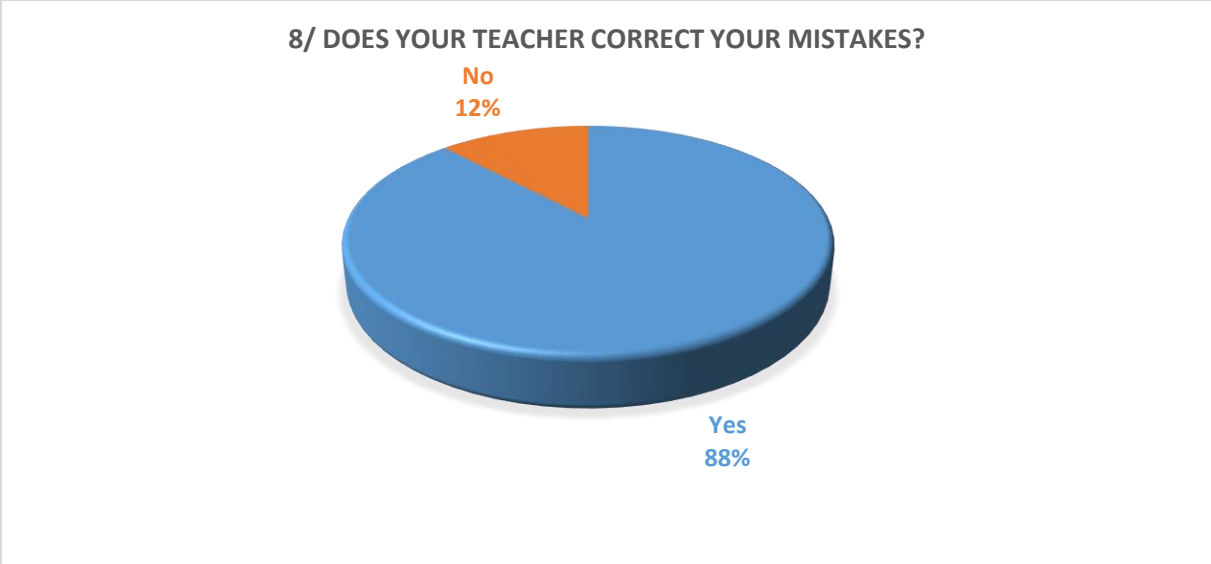
Graph 7: students' feeling towards making grammatical mistakes.

The table above represent the different feelings that the participants experience after making grammatical mistakes. It is noticeable that nineteen participants out of fifty experience a feeling of uncomfortability. And ten participants stated that they feel nervous whenever they make a grammatical mistake. Twelve participants feel upset when they make grammatical mistakes. In addition to that, fourteen participants become angry when they commit a mistake. Moreover, six students added some other feelings such as: sadness, lingering doubts. On the other hand, nine participants reported that they do not experience any of the previously mentioned negative feelings when they make any grammatical mistake.

8. Does your teacher correct your mistakes?

8/ Does your teacher correct your mistakes?				
Groups	Yes		No	
	Response	Percentage	Response	Percentage
G1	10	100%	0	0%
G2	9	90%	1	10%
G4	8	80%	2	20%
G5	9	90%	1	10%
G6	8	80%	1	10%
Sum	44	88%	5	10%

Table 8: teacher's correction of students' mistakes according to the participants.



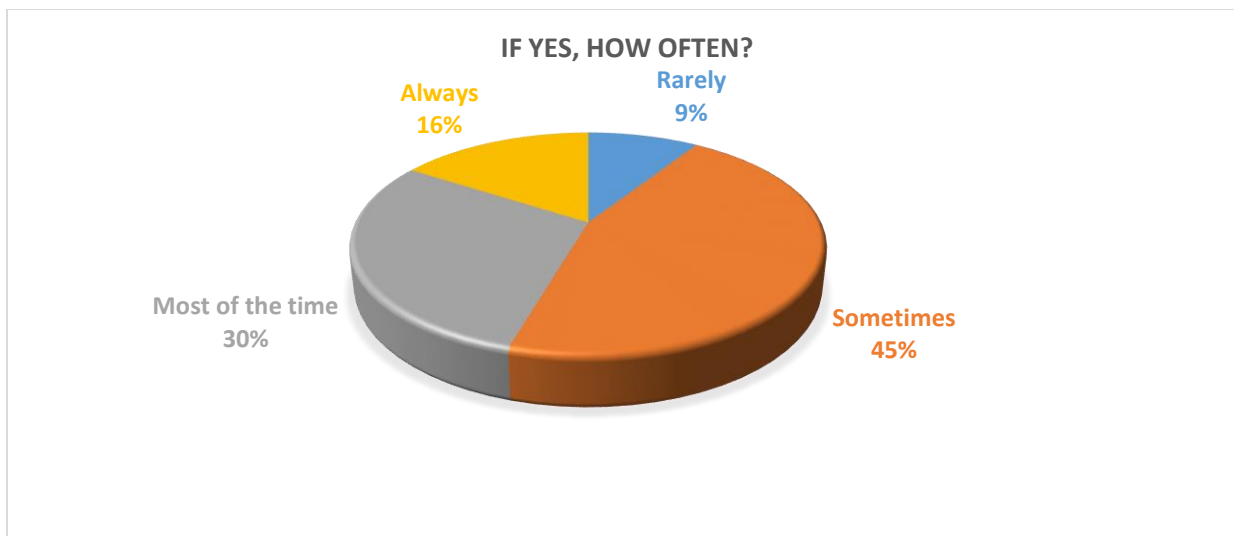
Graph 8: teacher’s correction of students’ mistakes according to the participants.

The previous table represent the participants’ own opinion on whether their teacher ever corrects their mistakes. It is noticeable that the majority of the participants which represents forty-four participant (88%) confirm that their teachers correct their mistakes. However, 5 participants (10%) reported that their teacher never corrects their mistakes.

- If yes, how often?**

If Yes, how often?								
Groups	Rarely		Sometimes		Most of times		Always	
	Response	Percentage	Response	Percentage	Response	Percentage	Response	Percentage
G1	1	10%	6	60%	2	20%	1	10%
G2	2	22%	2	22%	3	33%	2	22%
G4	0	0%	3	38%	3	38%	2	25%
G5	0	0%	6	67%	2	22%	1	11%
G6	1	13%	3	38%	3	38%	1	13%
Sum	4	9%	20	45%	13	30%	7	16%

Table 8.1: the frequency of the teachers’ correction according to the participants.



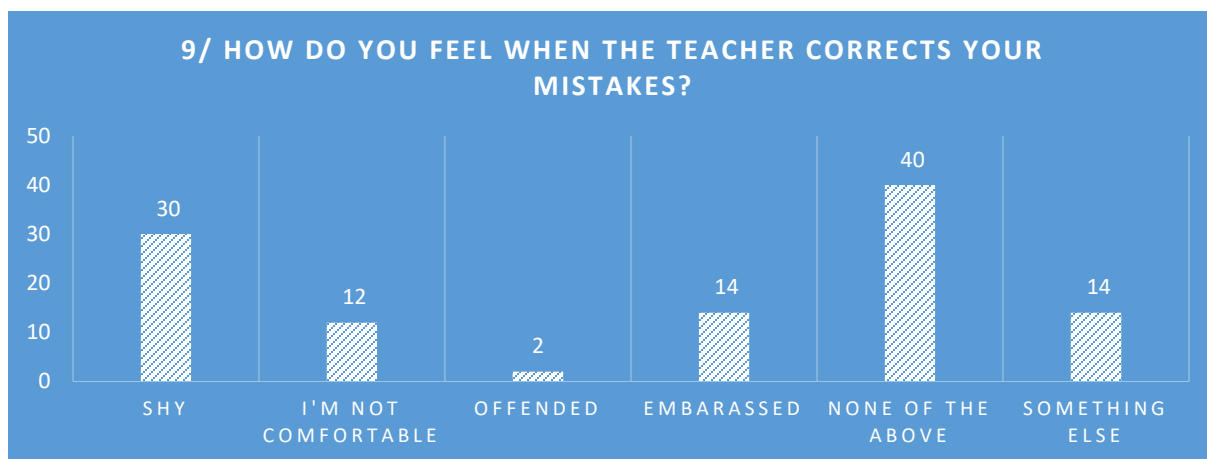
Graph 8.1: the frequency of the teachers' correction according to the participants.

This question was asked to those participants who had been corrected by their teacher, it aims to find out the frequency of their teachers' correction of their grammatical mistakes. It is clear that most of the students (45%) reported that their teacher sometimes corrects their mistakes. Likewise, thirteen participants (30%) reported that their teacher corrects their grammatical mistakes most of the time. And seven participants (16%) even claimed that their teacher corrects their mistakes all the time. In addition, four participants (9%) reported that their teacher rarely corrects their mistakes.

9. How do you feel when you teacher corrects your mistakes?

9/ How do you feel when the teacher corrects your mistakes?						
Groups	Shy	Not comfortable	Offended	Embarassed	None of the above	Something else
	Response	Response	Response	Response	Response	Response
G1	3	2	0	4	3	3
G2	0	1	1	0	6	1
G4	5	1	0	0	2	2
G5	4	1	0	1	3	0
G6	3	1	0	2	6	1
Sum	15	6	1	7	20	7

Table 9: students' feeling towards their teachers' correction of their grammatical mistakes.



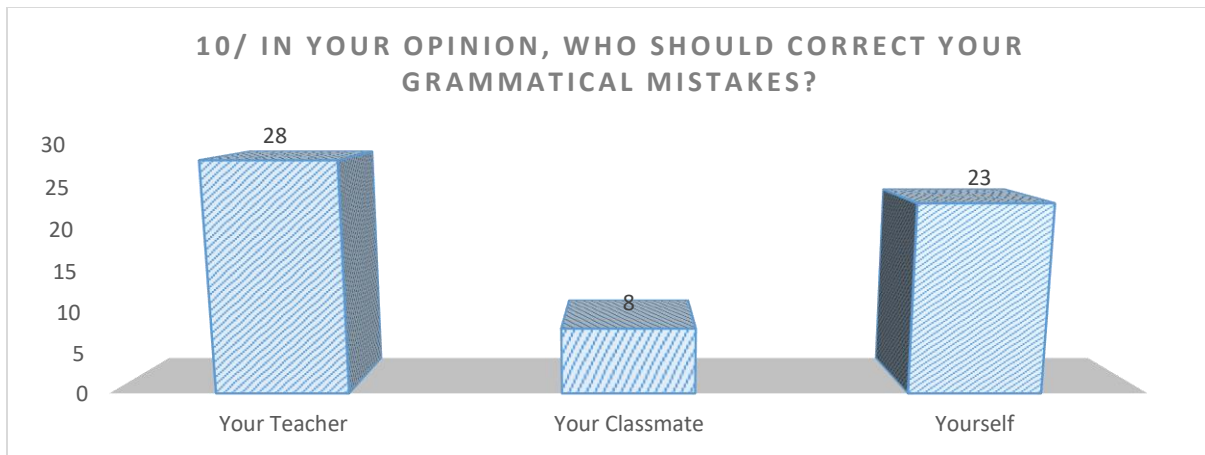
Graph 9: students' feeling towards their teachers' correction of their grammatical mistakes.

The table above represent the different feelings that the participants experience when their teacher corrects their grammatical mistakes. It is noticeable that fifteen participants stated that they feel shy when they are being corrected by the teacher. Also, six participants feel a state of uncomfortability and seven participants feel embarrassed when their teacher correct their mistakes. Only one participant feels offended by the teacher's correction. However, a respectful proportion of twenty participants do not feel any of the above-mentioned negative feelings when they are being corrected by the teacher. Moreover, seven participants reported that they like it when the teacher corrects their mistakes, because it is normal phenomenon and it helps them in improving their level.

10. In your opinion who should correct your grammatical mistakes?

10/ In your opinion, who should correct your grammatical mistakes?			
Groups	Your Teacher	Your Classmate	Yourself
	Response	Response	Response
G1	7	0	5
G2	4	3	8
G4	3	1	6
G5	6	3	2
G6	8	1	2
Sum	28	8	23

Table 10: students' preferences of their mistakes' corrector.



Graph 10: students' preferences of their mistakes' corrector.

Regarding the table above, it is clear that the most preferred source of correction by the participants is the teacher who was chosen by twenty-eight participant. After the teacher, the student auto correction comes as the second most preferred source of correction. The last preferred corrector who was chosen by eight participants is the student's classmates.

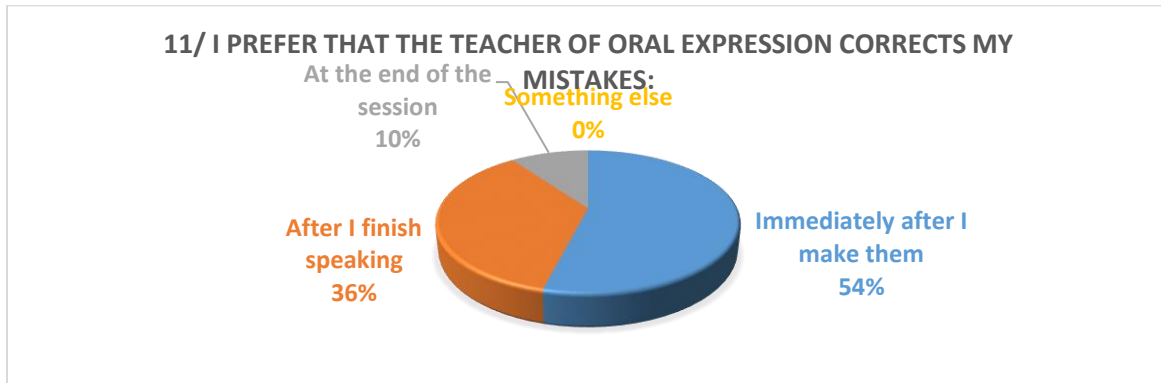
- **why?**

In this question. Participants were asked to justify their choice of the correctors that they had chosen previously. Those who chose the teacher justified their choice by saying that the teacher is more knowledgeable than their peers. The teacher provides accurate correction and he/she is more reliable. Whereas those who chose the auto correction justified their choice by saying that they learn better when they correct their own mistakes on their own, and that they feel more comfortable and remember their mistakes. Those participants who chose peer correction justified their choice by saying that they learn better when there is a positive interaction with each other, in addition to the fact that they feel shy when their teacher corrects them so they prefer their peers to correct them.

11. I prefer that the teacher of oral expression corrects my mistakes:

11/ I prefer that the teacher of Oral Expression corrects my mistakes:									
Groups	Immediately after I make them		After I finish speaking		At the end of the session		Something else		
	Response	Percentage	Response	Percentage	Response	Percentage	Response	Percentage	
G1	3	30%	6	60%	1	10%	0	0%	
G2	6	60%	4	40%	0	0%	0	0%	
G4	9	90%	0	0%	1	10%	0	0%	
G5	6	60%	4	40%	0	0%	0	0%	
G6	3	30%	4	40%	3	30%	0	0%	
Sum	27	54%	18	36%	5	10%	0	0%	

Table 11: students' preferences of the teacher's correction timing.



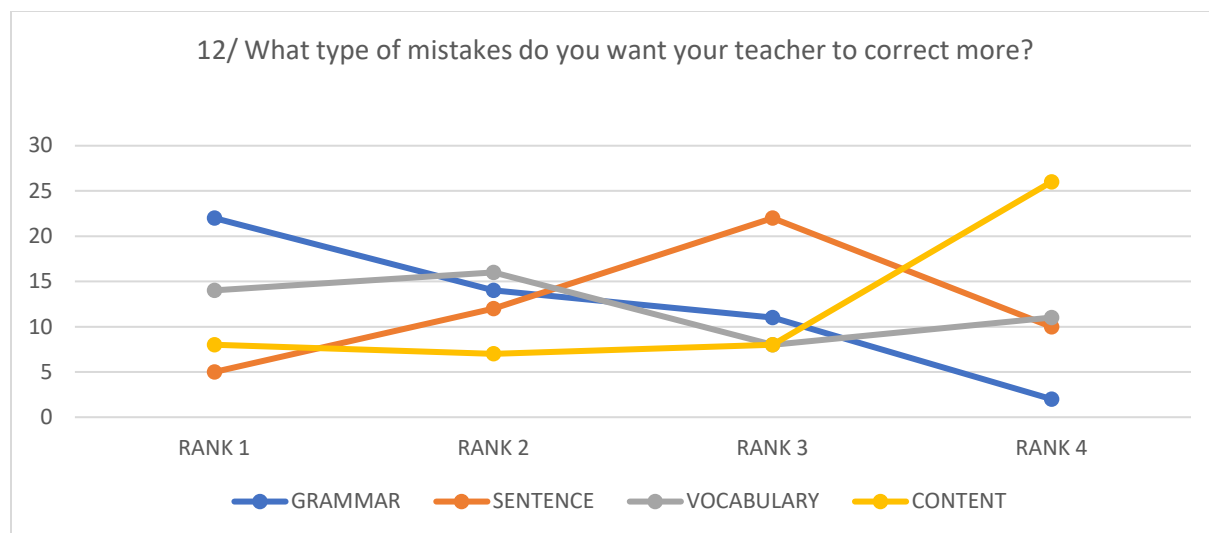
Graph 11: students' preferences of the teacher's correction timing.

From the above table, we can see that the most preferred timing of teachers' correction, with twenty-seven response (54%), is the immediate correction of the mistake. In the second place with eighteen response (36%) comes the delayed correction which is referred to as 'after i finish speaking'. The last and least preferred timing of correction is at the end of the session which was chosen by five participates (10%). Students did not add any extra preferred timing of correction.

12. What type of mistakes do you want your teacher to correct more?

12/What type of mistakes do you want your teacher to correct more?					
the type of the mistakes	rank	first	Second	third	fourth
	Grammar mistakes		22	14	11
Sentence mistakes		5	12	22	10
Vocabulary and expressions mistakes		14	16	8	11
Content and ideas mistakes		8	7	8	26

Table 12: students' ranking of which error to be prioritized in the correction process.



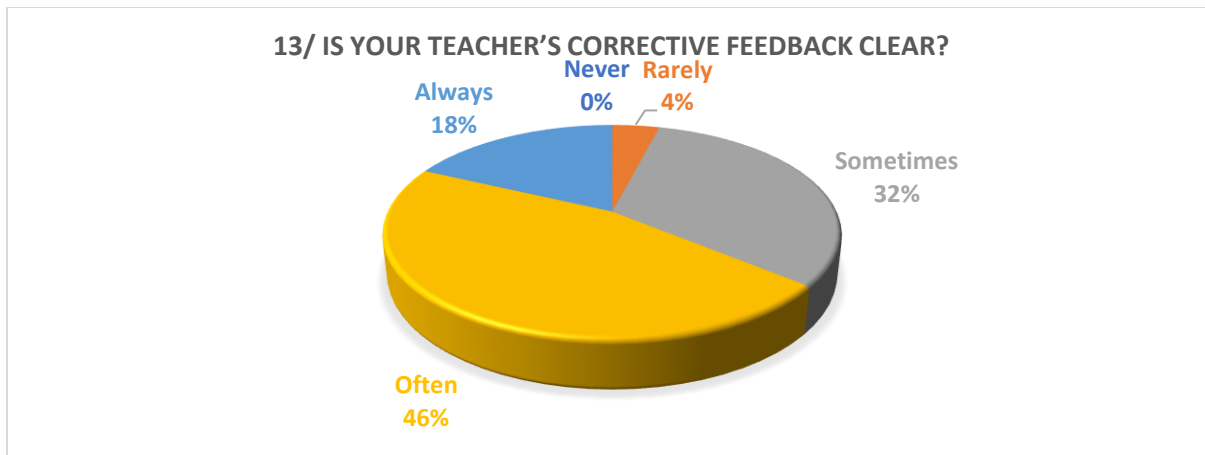
Graph 12: students' ranking of which error to be prioritized in the correction process.

This question was asked to find out which type of mistakes the participants want their teachers to correct more frequently. From the above table, We can see that the type of error that the participants want their teacher to prioritize its correction is the grammatical mistakes, which holds the first place with twenty-two vote. The second ranked mistakes by the participants with sixteen votes is the vocabulary and expressions mistakes. The third ranked mistake is the sentence mistakes which holds its position with twenty-two votes. The last ranked type of mistakes with twenty-six vote is held by the content and ideas mistakes.

13. Is your Teacher's corrective feedback clear?

13/ Is your Teacher's corrective feedback clear?										
Groups	Never		Rarely		Sometimes		Often		Always	
	Response	Percentage	Response	Percentage	Response	Percentage	Response	Percentage	Response	Percentage
G1	0	0%	1	10%	4	40%	4	40%	1	10%
G2	0	0%	0	0%	6	60%	3	30%	1	10%
G4	0	0%	1	10%	3	30%	2	20%	4	40%
G5	0	0%	0	0%	2	20%	6	60%	2	20%
G6	0	0%	0	0%	1	10%	8	80%	1	10%
Sum	0	0%	2	4%	16	32%	23	46%	9	18%

Table 13: Teacher's corrective feedback clearness.



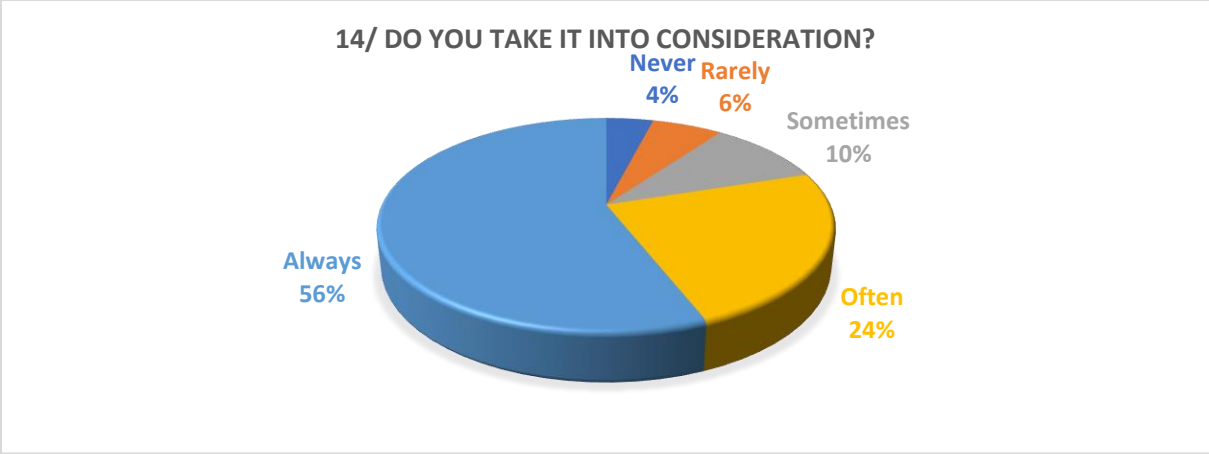
Graph 13: Teacher's corrective feedback clearness.

This question sought to identify learners' opinion about teacher's corrective feedback' clearness. According to the results, we can say that the majority of students, twenty-three students with the percentage of 46%, think that teacher's corrective feedback is Often clear, and sixteen students (32%) believe that it's just sometimes clear. However, nine students (18%) declared that the corrective feedback of the teacher is always clear, and the minority, just two students with percentage of 4%, agree that it's rarely clear. Meanwhile, no one said that it's Never clear (0%).

14. Do you take it into consideration?

14/ Do you take it into consideration?										
Groups	Never		Rarely		Sometimes		Often		Always	
	Response	Percentage	Response	Percentage	Response	Percentage	Response	Percentage	Response	Percentage
G1	0	0%	2	20%	1	10%	1	10%	6	60%
G2	0	0%	0	0%	1	10%	5	50%	4	40%
G4	1	10%	0	0%	2	20%	2	20%	5	50%
G5	0	0%	1	10%	1	10%	2	20%	6	60%
G6	1	10%	0	0%	0	0%	2	20%	7	70%
Sum	2	4%	3	6%	5	10%	12	24%	28	56%

Table 14: Students' perception towards Teacher's corrective feedback.



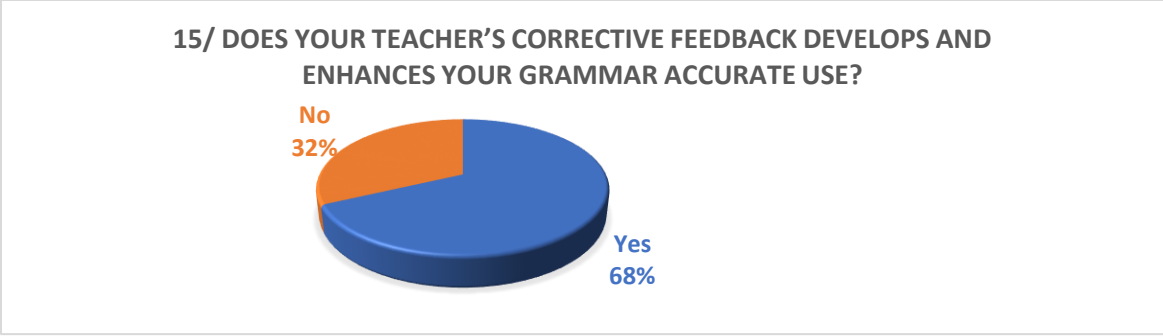
Graph 14: Students’ perception towards Teacher’s corrective feedback.

This question sought to identify Students’ perception towards Teacher’s corrective feedback, whether students take it into consideration or no. the detailed table and the chart above reveal that most of the students (twenty-eight students) with percentage of 56% said that they always take into consideration teacher’s corrective feedback. However, twelve students (24%) declared that they often take it into consideration. Meanwhile, five other students (10%) can take it into consideration just sometimes. Also, three students (6%) stated that they take it into consideration. Lastly, just two students (4%) answered that never take it into consideration.

15. Does your teacher’s corrective feedback develop and enhances your grammar accurate use?

15/ Does your teacher’s corrective feedback develops and enhances your grammar accurate use?				
Groups	Yes		No	
	Response	Percentage	Response	Percentage
G1	5	50%	5	50%
G2	9	90%	1	10%
G4	5	50%	5	50%
G5	6	60%	4	40%
G6	9	90%	1	10%
Sum	34	68%	16	32%

Table 15: Students’ attitude towards teacher’s corrective feedback influence on their grammatical accuracy use.



Graph 15: Students’ attitude towards teacher’s corrective feedback influence on their grammatical accuracy use.

This question sought to identify students’ attitude towards teacher’s corrective feedback influence on their grammatical accuracy use. The displayed results in the above chart and table reveal that most of students, 34 students answered “Yes” with percentage of 68%, confirmed that their teacher’s corrective feedback develops and enhances their grammatical accuracy use. However, sixteen students answered “No” (32%) denied the pre-mentioned claim.

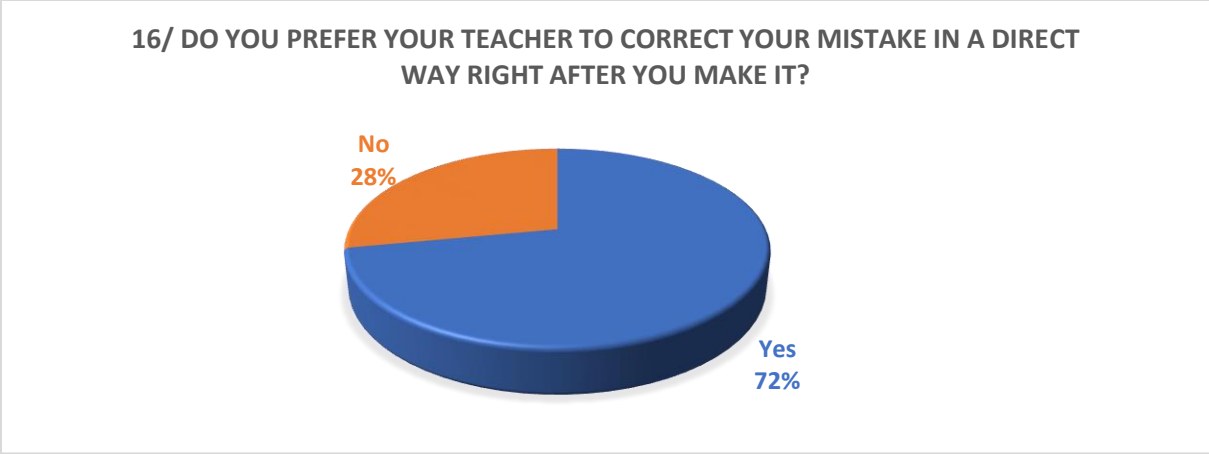
- If Yes, How?**

In this follow-up question, participants were asked to justify how does the teacher’s corrective feedback develops and enhances their grammar accuracy use. The answers were nearly closed and turn on similar ideas such as: when the teacher correct the students’ mistakes, they become more aware about it and avoid it next time, and like this, they become able to speak and write accurately.

16. Do you prefer your teacher to correct your mistake in a direct way right after you make it?

16/ Do you prefer your teacher to correct your mistake in a direct way right after you make it?				
Groups	Yes		No	
	Response	Percentage	Response	Percentage
G1	5	50%	5	50%
G2	8	80%	2	20%
G4	9	90%	1	10%
G5	9	90%	1	10%
G6	5	50%	5	50%
Sum	36	72%	14	28%

Table 16: Students’ preferences on correcting their mistakes directly by the teacher.



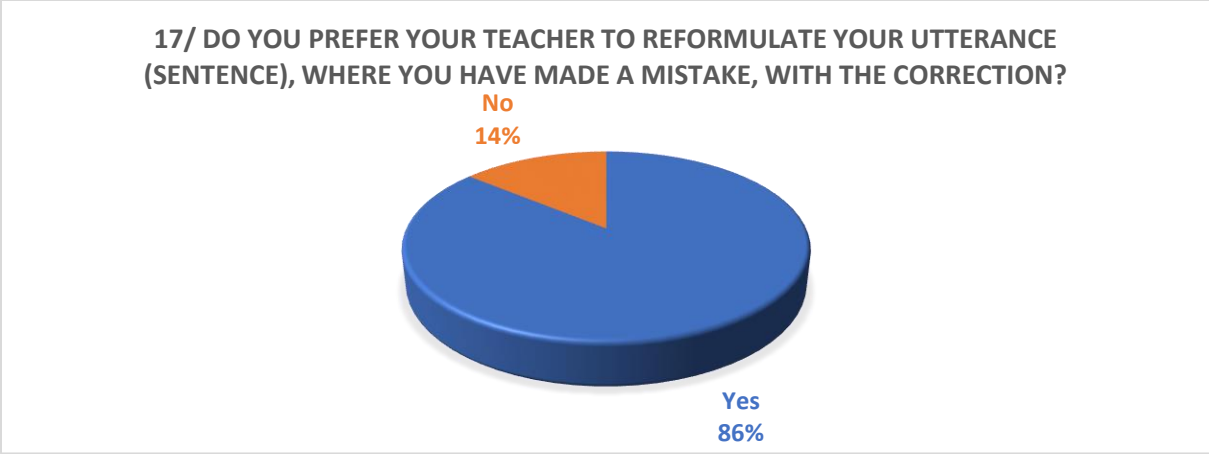
Graph 16: Students’ preferences on correcting their mistakes directly by the teacher.

This question was asked to sort out Students’ preferences on correcting their mistakes directly by the teacher. The above displayed results show that the majority of students, 36 students answered “Yes” with percentage of 72% prefer their teacher to correct their mistakes directly after they make it. In opposition, fourteen students answered by “No” (28%) refused to be corrected by their teacher directly after they make the mistake.

17. Do you prefer your Teacher to reformulate your utterance (sentence), where you have made a mistake, with the correction?

17/ Do you prefer your Teacher to reformulate your utterance (sentence), where you have made a mistake, with the correction?				
Groups	Yes		No	
	Response	Percentage	Response	Percentage
G1	8	80%	2	20%
G2	9	90%	1	10%
G4	9	90%	1	10%
G5	8	80%	2	20%
G6	9	90%	1	10%
Sum	43	86%	7	14%

Table 17: Students preferences on their teacher’s reformulation to their utterances with provision of the correction



Graph 17: Students preferences on their teacher’s reformulation to their utterances with provision of the correction

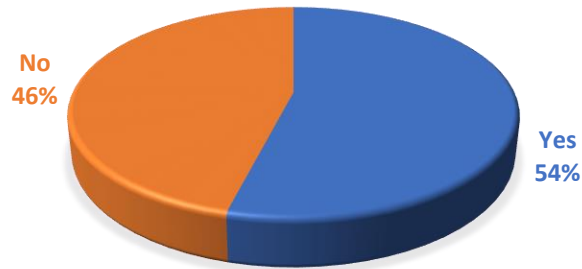
This question wanted to obtain students preferences on their teacher’s reformulation to their utterances with provision of the correction. The shown results displayed that the majority of students (forty-eight students answered “Yes” with percentage of 86%) prefer the reformulation of their mistakes with the provision of the correct form by their teacher. However, just seven students answered “No” with the percentage of 14% said the opposite.

18. Do you prefer your teacher to point out to the grammatical mistake and let you correct it by yourself?

18/ Do you prefer your teacher to point out to the grammatical mistake and let you correct it by yourself?				
Groups	Yes		No	
	Response	Percentage	Response	Percentage
G1	6	60%	4	40%
G2	9	90%	1	10%
G4	2	20%	8	80%
G5	5	50%	5	50%
G6	5	50%	5	50%
Sum	27	54%	23	46%

Table 18: Students’ preferences on their teacher’s pointing out to their grammatical mistakes and make self-correction.

18/ DO YOU PREFER YOUR TEACHER TO POINT OUT TO THE GRAMMATICAL MISTAKE AND LET YOU CORRECT IT BY YOURSELF?



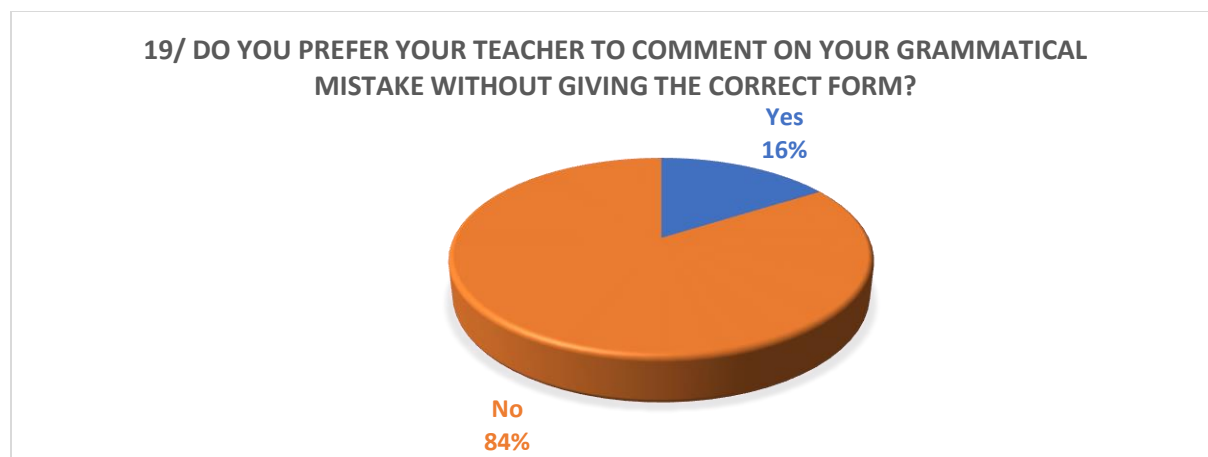
Graph 18: Students' preferences on their teacher's pointing out to their grammatical mistakes and make self-correction.

This question sought to find out students' preferences on their teacher's pointing out to their grammatical mistakes and make self-correction. As displayed by the results above, and in one hand, most of the students (twenty-seven students answered by "Yes" with percentage of 54%) prefer their teacher's pointing out to their grammatical mistakes and let them correct them by themselves. On the other hand, twenty-three students answered by "No" with percentage of 46% on the pre- stated claim.

19. Do you prefer your teacher to comment on your grammatical mistake without giving the correct form?

19/ Do you prefer your teacher to comment on your grammatical mistake without giving the correct form?				
Groups	Yes		No	
	Response	Percentage	Response	Percentage
G1	0	0%	10	100%
G2	0	0%	10	100%
G4	2	20%	8	80%
G5	4	40%	6	60%
G6	2	20%	8	80%
Sum	8	16%	42	84%

Table 19: Students' preferences on teacher's comment on their grammatical mistakes without the provision of the correct form.



Graph 19: Students' preferences on teacher's comment on their grammatical mistakes without the provision of the correct form.

This question aimed to sort out students' preferences on teacher's comment on their grammatical mistakes without the provision of the correct form. The results illustrate that just few students (eight students answered "Yes" with percentage of 16%) prefer the teacher's comment on their grammatical mistakes without providing the correct form. Nonetheless, the majority of the students (forty-two students answered "No" with percentage of 84%) do not prefer the teacher's comment on their grammatical mistakes without providing the correct form.

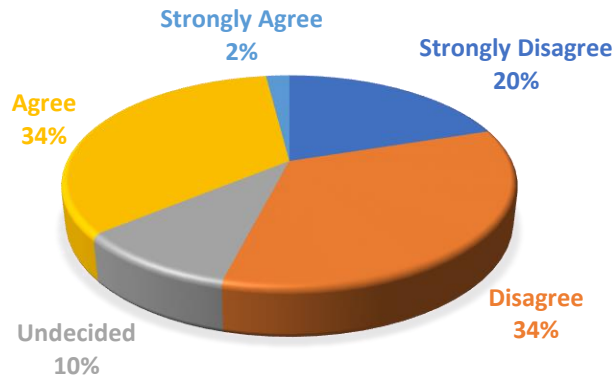
20- To what extent do you agree with the following statements?

20-1 I see making grammatical mistakes as a sign of weakness in speaking.

20-1/ I see making grammatical mistakes as a sign of weakness in speaking.										
Groups	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree	
	Response	Percentage	Response	Percentage	Response	Percentage	Response	Percentage	Response	Percentage
G1	1	10%	4	40%	1	10%	4	40%	0	0%
G2	3	30%	5	50%	1	10%	1	10%	0	0%
G4	1	10%	2	20%	1	10%	5	50%	1	10%
G5	4	40%	4	40%	1	10%	1	10%	0	0%
G6	1	10%	2	20%	1	10%	6	60%	0	0%
Sum	10	20%	17	34%	5	10%	17	34%	1	2%

Table 20-1: Students' opinion on considering mistakes as signs of weakness in speaking.

20-1/ I SEE MAKING GRAMMATICAL MISTAKES AS A SIGN OF WEAKNESS IN SPEAKING.



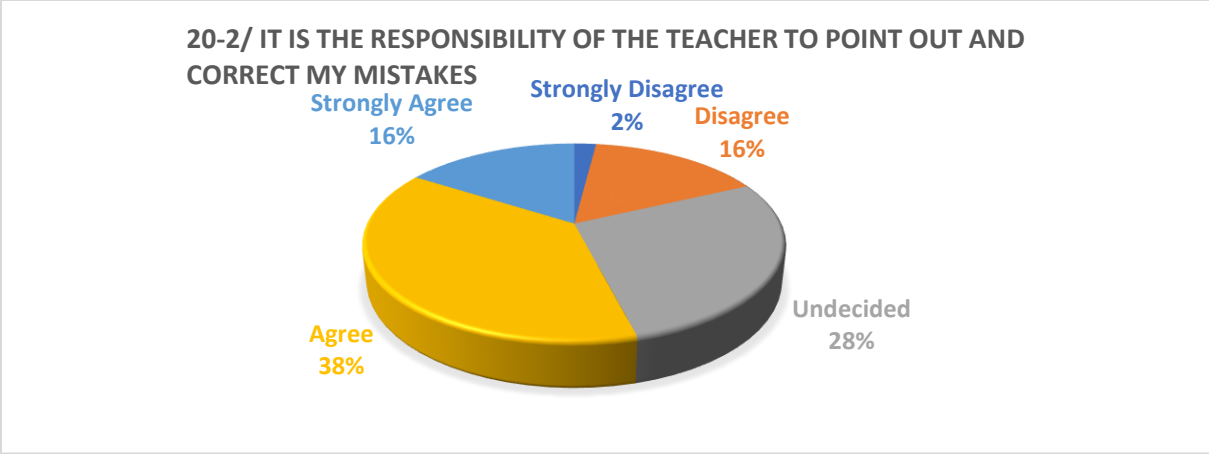
Graph 20-1: Students' opinion on considering mistakes as signs of weakness in speaking.

This question sought to identify students' opinion on considering mistakes as signs of weakness in speaking. According to the results, seventeen students with the percentage of 34% answered by "Agree" and one student (2%) selected "Strongly Agree". However, seventeen students (34%) answered the opposite by choosing "Disagree" besides ten students who stood with "Strongly Disagree" with a percentage of 20%. Lastly, five students (10%) preferred to sit on the fence and selected "Undecided".

20-2 It is the responsibility of the teacher to point out and correct my mistakes.

20-2/ It is the responsibility of the teacher to point out and correct my mistakes										
Groups	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree	
	Response	Percentage	Response	Percentage	Response	Percentage	Response	Percentage	Response	Percentage
G1	0	0%	0	0%	1	10%	9	90%	0	0%
G2	1	10%	3	30%	5	50%	1	10%	0	0%
G4	0	0%	2	20%	3	30%	3	30%	2	20%
G5	0	0%	2	20%	2	20%	4	40%	2	20%
G6	0	0%	1	10%	3	30%	2	20%	4	40%
Sum	1	2%	8	16%	14	28%	19	38%	8	16%

Table 20-2: Students' opinion on considering the teacher responsible of pointing out and correcting their mistakes.



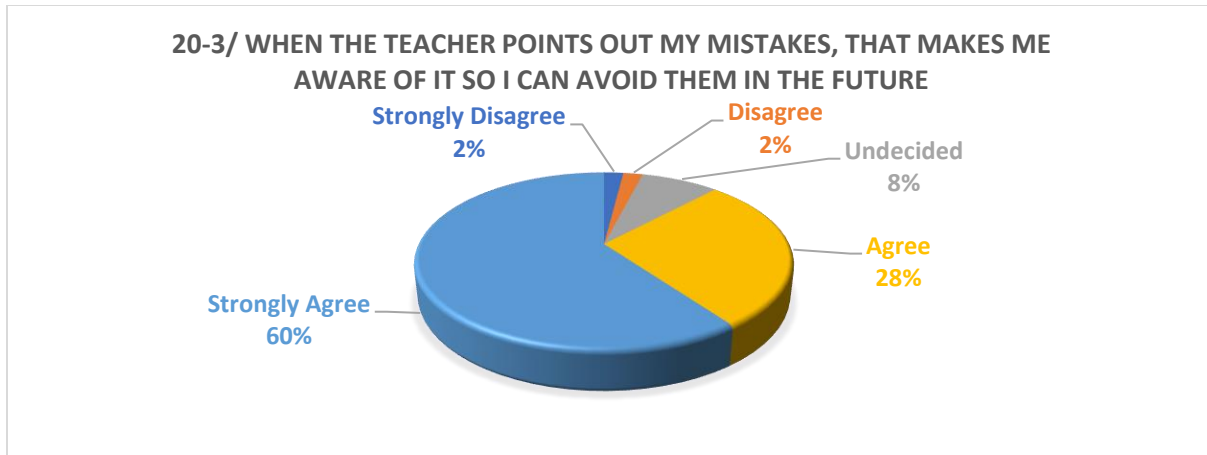
Graph 20-2: Students’ opinion on considering the teacher responsible of pointing out and correcting their mistakes.

The purpose of this question is to find out students’ opinion on considering the teacher as the responsible of pointing out and correcting their mistakes. Based on the results, most of the students (nineteen students with percentage of 38%) selected “Agree”, supported by eight students (16%) who chose “Strongly Agree”. Meanwhile, fourteen students (28%) preferred to not give their opinion and selected “Undecided”, but eight students (16%) picked “Disagree”, and one student (2%) went with “Strongly Disagree”.

20-3 When the teacher points out my mistakes, that makes me aware of it so I can avoid them in the future

20-3/ When the teacher points out my mistakes, that makes me aware of it so I can avoid them in the future										
Groups	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree	
	Response	Percentage	Response	Percentage	Response	Percentage	Response	Percentage	Response	Percentage
G1	0	0%	0	0%	1	10%	3	30%	6	60%
G2	0	0%	0	0%	0	0%	4	40%	6	60%
G4	0	0%	0	0%	1	10%	5	50%	4	40%
G5	1	10%	1	10%	1	10%	2	20%	5	50%
G6	0	0%	0	0%	1	10%	0	0%	9	90%
Sum	1	2%	1	2%	4	8%	14	28%	30	60%

Table 20-3: Students’ future awareness towards avoiding the mistake after being pointed out by the teacher.



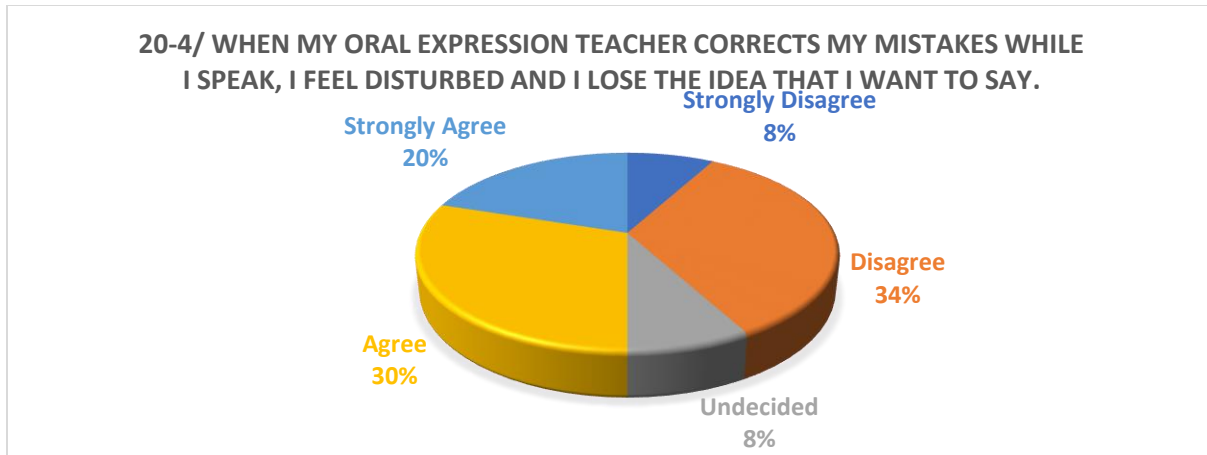
Graph 20-3: Students' future awareness towards avoiding the mistake after being pointed out by the teacher.

This question sought to find out students' attitude towards avoiding the mistake after being pointed out by the teacher. The results sorted by the above table and chart show that the majority of students (thirty students with a percentage of 60%) picked "Strongly Agree", with a support of fourteen students (28%) who selected "Agree" on the previous claim. Conversely, four students (8%) preferred to be "Undecided", one student (2%) went with "Disagree" and another student (2%) with "Strongly Disagree".

20-4 When my Oral Expression Teacher corrects my mistakes while I speak, I feel disturbed and I lose the idea that I want to say.

20-4/ When my Oral Expression Teacher corrects my mistakes while I speak, I feel disturbed and I lose the idea that I want to say.										
Groups	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree	
	Response	Percentage	Response	Percentage	Response	Percentage	Response	Percentage	Response	Percentage
G1	0	0%	3	30%	1	10%	2	20%	4	40%
G2	1	10%	3	30%	1	10%	4	40%	1	10%
G4	0	0%	5	50%	1	10%	1	10%	3	30%
G5	2	20%	3	30%	1	10%	2	20%	2	20%
G6	1	10%	3	30%	0	0%	6	60%	0	0%
Sum	4	8%	17	34%	4	8%	15	30%	10	20%

Table 20-4: Students' opinion on the teacher correction impact on their emotions by feeling disturbed and losing the idea.



Graph 20-4: Students’ opinion on the teacher correction impact on their emotions by feeling disturbed and losing the idea.

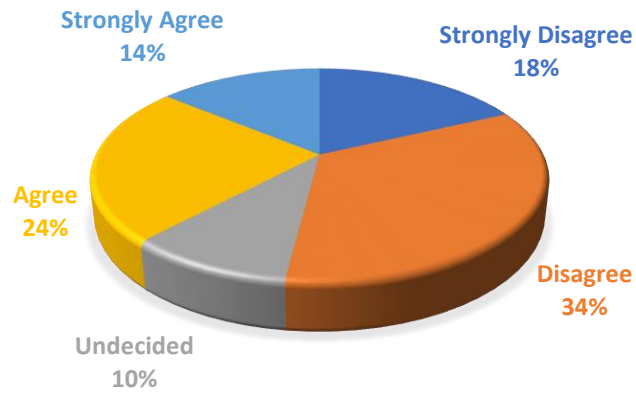
This question sought to identify students’ opinion on the teacher correction impact on their emotions by feeling disturbed and losing the idea. The results indicate that most of the students (seventeen students with a percentage of 34%) stated that they “Disagree”, supported by other four students (8%) who chose “Strongly Disagree”. In spite of this, fifteen students (30%) said that they “Agree”, reinforced by other ten students (20%) who selected “Strongly Agree”. While just four students (8%) preferred to be “Undecided”.

20-5 When the Teacher of Oral Expression keeps correcting my mistakes every time, I become unwilling to speak.

20-5/ When the Teacher of Oral Expression keeps correcting my mistakes every time, I become unwilling to speak.										
Groups	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree	
	Response	Percentage	Response	Percentage	Response	Percentage	Response	Percentage	Response	Percentage
G1	0	0%	1	10%	2	20%	5	50%	2	20%
G2	1	10%	6	60%	2	20%	0	0%	1	10%
G4	3	30%	2	20%	0	0%	3	30%	2	20%
G5	4	40%	3	30%	0	0%	2	20%	1	10%
G6	1	10%	5	50%	1	10%	2	20%	1	10%
Sum	9	18%	17	34%	5	10%	12	24%	7	14%

Table 20-5: Students’ opinion on excessive correction and unwilling to speak.

20-5/ WHEN THE TEACHER OF ORAL EXPRESSION KEEPS CORRECTING MY MISTAKES EVERY TIME, I BECOME UNWILLING TO SPEAK.



Graph 20-5: Students' opinion on excessive correction and unwilling to speak.

This question sought to find out Students' opinion on excessive correction and unwilling to speak. The results clearly show that most of the students (seventeen students with a percentage of 34%) checked "Disagree" supported by other nine students (18%) who selected "Strongly Disagree". However, twelve students (24%) picked out "Agree", supported by other seven students who selected "Strongly Agree". Meanwhile, just five students (10%) preferred to be "Undecided".

21- If you have other suggestions about the teacher's correction of your grammatical mistakes, please mention them.

In this question, participants were asked for suggestions about teacher's corrective feedback. Answers were mostly common between participants such as: the teacher should correct mistakes without embarrassing students and making laugh of them while committing mistakes. Also, some students preferred delayed correction (after finishing speaking) rather than immediate correction in addition to some activities like: role play, discussions, short stories, discussions. Finally, students prefer the teacher to use simple and clear language not a high level one.

3.4.2 Teachers' Questionnaire:

3.4.2.1 Aim of the Questionnaire:

This questionnaire was chosen to be a data- collecting tool because it is useful in providing accurate information about teachers' insight concerning teaching grammar, how and when do they respond to their students' grammatical mistakes, strategies and methods they use to provide corrective feedback, their awareness about the factors that complicate corrective feedback provision, and the time of providing corrective feedback.

3.4.2.2 Administration of the Questionnaire:

This questionnaire is administrated to all three (03) teachers of oral expression in first year license, two permanent teachers and one provisional teacher, at The Department of Letters and English Language in Mohamed BOUDIAF University of M'sila.

3.4.2.3 Description of the Questionnaire:

The teachers' questionnaire is composed of two types of questions: the first one is closed-ended question; that contains "Yes" & "No" answers or multi-choices. The second type is open-ended question; that is expressed in a free answer by demanding justification for the choice or asking the teachers to give their opinions or ideas. It includes eleven (11) items as the following:

- **Item One:** Question one (Q 01) asks about the teachers' prioritization in the oral class in terms of Fluency, Accuracy or Both.
- **Item Two:** Question two (Q 02) probes about the teaching methods used in the oral classes.

- **Item Three:** Question three (Q 03) and Question four (Q 04) ask about the teachers' opinions regarding the common grammatical errors committed by students, and if there is a necessity to correct them.
- **Item Four:** Question five (Q 05) demands the teachers' opinion about the most beneficial source of correction.
- **Item Five:** Question six (Q 06) and Question seven (Q 07) enquire about teachers' opinions regarding the degree of easiness in providing corrective feedback and if they have been trained on the fundamentals of providing it.
- **Item Six:** Question eight (Q 08) and Question nine (Q 09) inquire teachers' sights about their provision of CF for the students' grammatical errors and the time of correction.
- **Item Seven:** Question ten (Q 10) and Question eleven (Q 11) call for the teachers' ideas about the effectiveness of their CF in reducing the grammatical errors and how can they develop students' grammatical accuracy.
- **Item Eight:** Question twelve (Q 12) and Question thirteen (Q 13) query about the teachers' perception towards the factors that complicate the provision of CF and its adaptation with respect to the effective factors.
- **Item Nine:** Question fourteen (Q 14) and Question fifteen (Q 15) demand the teachers' opinions about their manners and strategies of correcting the students' grammatical errors.
- **Item Ten:** Question sixteen (Q 16) and Question seventeen (Q 17) require the teachers' views about the students' responds and attitudes towards their grammatical errors' correction.
- **Item Eleven:** Question eighteen (Q 18) and Question nineteen (Q 19) requests the teachers' thoughts about the students' overlook towards the given feedback and the continuation to make

same errors. In addition, some suggestions are demanded as strategies to support the process of giving corrective feedback.

3.4.2.4 Teacher’s Questionnaire Analysis:

After data collection the results have been interpreted and discussed.

- **Background Information:**

Background information			
	Teacher A	Teacher B	Teacher C
Gender	Female	Female	Male
Rank	//	Maître assistant A	A substitute teacher
Field of expertise	Translation and interpreting	Literature	English language
Working experience	10 years	8 years	12 years

Table III: teachers’ background information.

This collection of questions was intended to find out about the teachers’ background information. From above table it is noticeable that two out of the three teachers are female were only one teacher is male. Each teacher has a different rank, teacher (A) chose not to answer this question, were teacher (B) is Maître assistant A and teacher (C) is a substitute teacher. Each teacher has a different field of expertise teacher (A) is specialized in translation, teacher (B) in literature and teacher (C) is specialized in general English. Last but not least, teachers’ experience ranging from eight to eleven years.

1. what do you prioritize in the oral class?

2/ what do you prioritize in the oral class?				
	Teacher A	Teacher B	Teacher C	SUM
Fluency				0
Accuracy	√			1
Both		√	√	2

Table 21: teacher’s preferences between accuracy and fluency in their teaching.

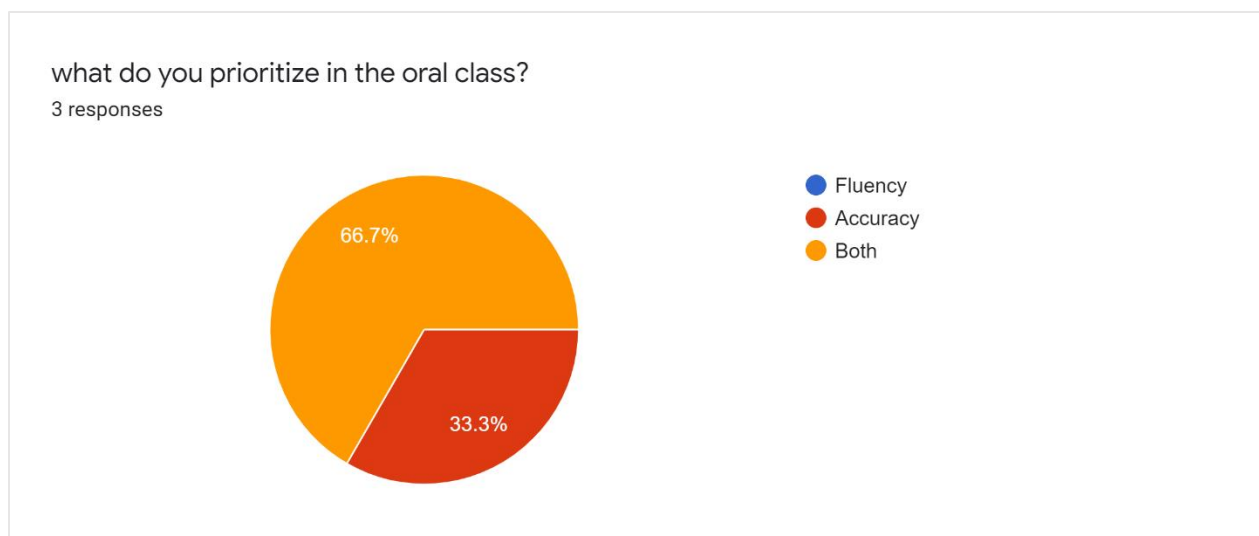


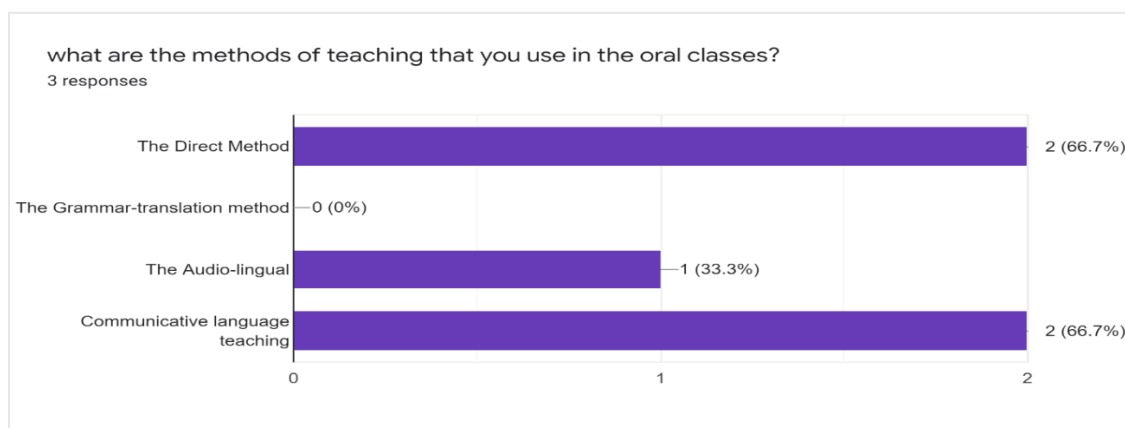
Figure 21: teacher's preferences between accuracy and fluency in their teaching.

From the above table, it is clear that both of teacher B and C prioritize fluency and accuracy equally, since they chose both of them. On the other hand, teacher A prioritizes accuracy over fluency when it comes to his teaching in the oral classes.

2. what are the methods of teaching that you use in the oral classes?

1/ what are the methods of teaching that you use in the oral classes?				
	Teacher A	Teacher B	Teacher C	SUM
The direct method	√		√	2
The GT method				0
The audio-lingual	√			1
The CLT method		√	√	2

Table 22: the teaching methods used by the teachers.



Figure

22: the teaching methods used by the teachers.

This question sought to find out the different teaching methods that can be used by the teacher in the oral class. From the obtained results that is demonstrated in the table above, it is noticeable that two out of the three teachers use the communicative language teaching method. Equally to the CLT, two teachers out of the three teachers use the direct method in their teaching. While only one teacher uses the audio-lingual method.

3. what are the most common grammatical errors do students make while speaking?

Teacher A: Tenses, word reference, link words.

Teacher B: the use of tenses.

Teacher C: tenses, the structure of the sentence.

From the teachers' statements. It is safe to say that all the teachers agree that the most common grammatical error is the incorrect use of tenses. In addition to the ill formed structure of the sentence and the incorrect use of the linking words.

4. Do you think that those mistakes must be corrected?

4/Do you think that those mistakes must be corrected?				
	Teacher A	Teacher B	Teacher C	SUM
Yes	√	√	√	3
No				0

Table 23: teachers' opinions on the necessity of correcting mistakes.

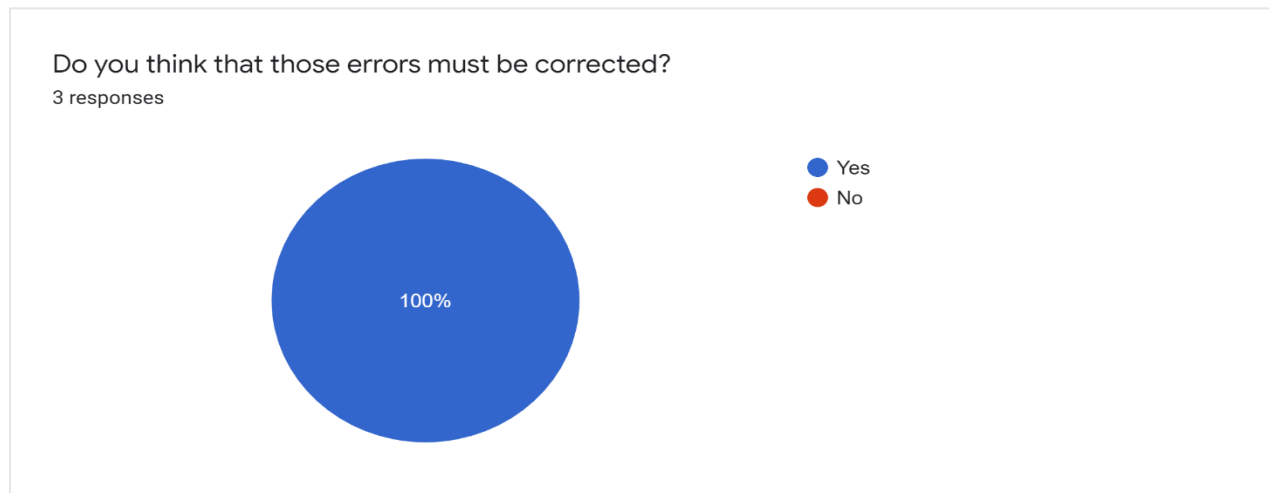


figure 23: teachers' opinions on the necessity of correcting mistakes.

From the table above. It is clear that all the three teachers agree on the necessity of correcting the students' errors.

- **If yes. Why?**

Teacher A: To ensure the correctness of the use of the language in particular contexts.

Teacher B: students need to know their mistakes to correct them.

Teacher C: to correct their language.

Based on the previous teachers' statements, we can say that the three teachers believe in the necessity of correcting students' mistakes because it helps in rising the students' awareness of their mistakes. Therefore, they will correct those mistakes and as a result of that they will improve their language and its use.

5. who is the most beneficial source of correction?

5/who is the most beneficial source of correction?				
	Teacher A	Teacher B	Teacher C	SUM
The student himself				0
The teacher	√	√	√	3
The classmates				0

Table 24: the most beneficial source of correction according to the teachers.

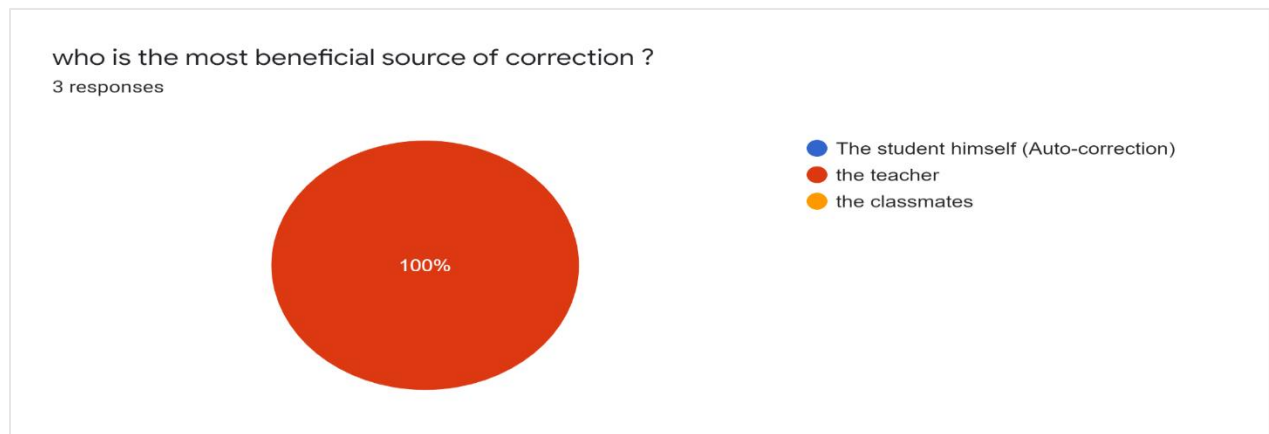


Figure 24: the most beneficial source of correction according to the teachers.

This question was asked to find out the most beneficial source of correction in the process of language teaching and learning. From the collected data it is noticed that all the three teachers agree that ‘the teacher’ is the most beneficial source of correction.

6. I believe that providing corrective feedback is an easy task.

11/ I believe that providing corrective feedback is an easy task.				
	Teacher A	Teacher B	Teacher C	SUM
Strongly disagree				0
Disagree				0
Neutral		√		1
Agree	√		√	2
Strongly agree				0

Table 25: teachers’ beliefs on the easiness of providing CF.

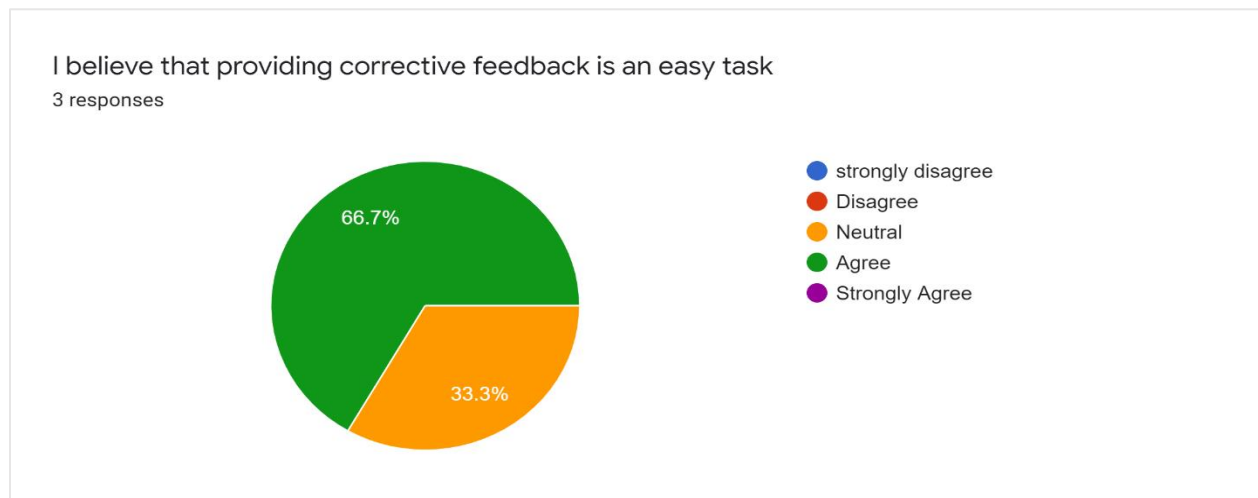


Figure 25: teachers’ beliefs on the easiness of providing CF.

From the above results. It is noticeable that two out of the three teachers (A and C) agree on that the process of providing corrective feedback is an easy task. While only one teacher (B) is neutral when it comes to the easiness of CF provision.

7. Have you been trained on the fundamentals of providing the corrective feedback?

19/Have you been trained on the fundamentals of providing the corrective feedback?				
	Teacher A	Teacher B	Teacher C	SUM
Yes				0
No	√	√	√	3

Table 26: Teachers training on the fundamentals of providing the corrective feedback.

have you been trained on the fundamentals of providing the corrective feedback?

3 responses

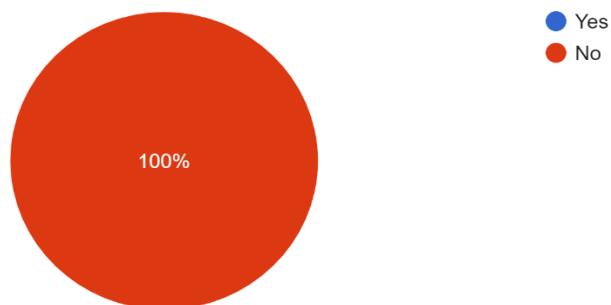


Figure 26: Teachers training on the fundamentals of providing the corrective feedback.

This question pursued to find out whether the teachers were trained on the fundamentals of providing the corrective feedback on no. The results show that all the teachers answered “No”.

- **If Yes, please provide details**

This follow-up question wanted to extract more details on the training courses about corrective feedback the teachers may receive but since all teachers received no trainings, this question cannot be analyzed.

8. Do you provide students with corrective feedback concerning their grammatical accuracy?

Do you provide students with corrective feedback concerning their grammatical accuracy?				
	Teacher A	Teacher B	Teacher C	SUM
Yes	√		√	2
No		√		1

Table 27: teachers’ provision of CF concerning their students’ grammatical accuracy.

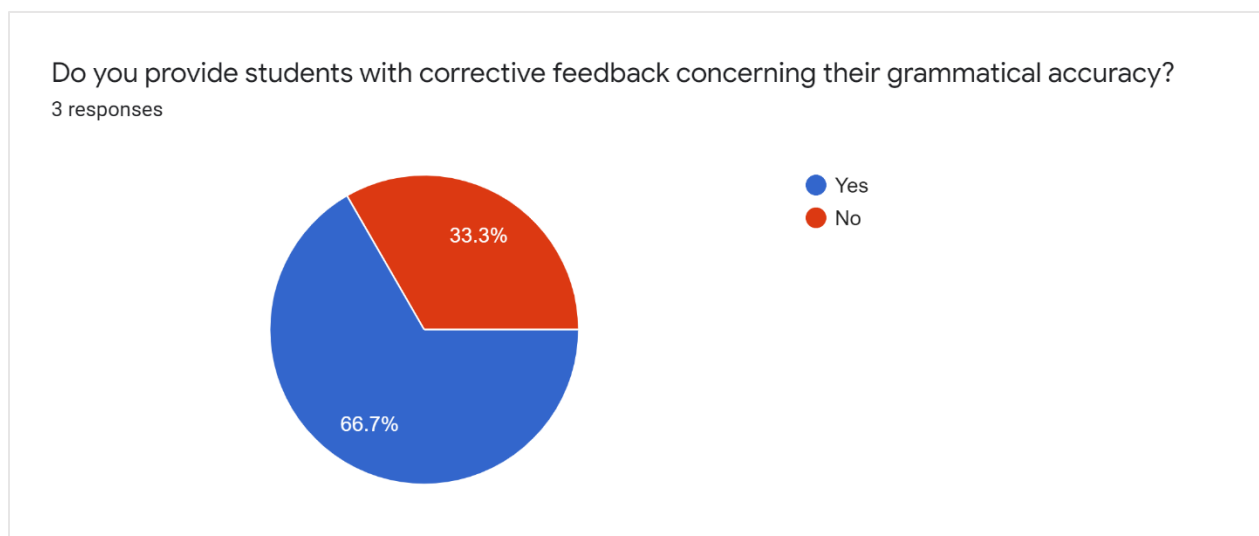


Figure 27: teachers' provision of CF concerning their students' grammatical accuracy.

From the above table. It is noticeable that two out of the three teachers answered the question with Yes, which means that they confirm their CF provision when it comes to the students' incorrect grammar. While only one teacher (B) answered the question with No, which means that he/she do not provide CF concerning his/her students' grammatical accuracy.

- **If yes, how often do you give corrective feedback?**

Do you provide students with corrective feedback concerning their grammatical accuracy?			
	Teacher A	Teacher C	SUM
Rarely			0
Sometimes		√	1
Often	√		1
Always			0

Table 28: Teachers' frequency of providing the CF concerning the students' grammatical accuracy.

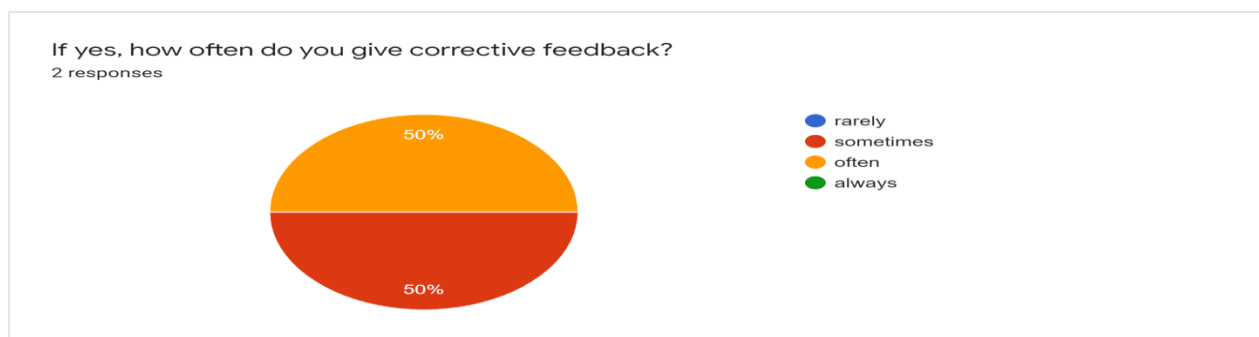


Table 28: Teachers' frequency of providing the CF concerning the students' grammatical accuracy.

The frequency of providing CF concerning the students' grammatical accuracy varies from teacher to another. Teacher C stated that he/she sometimes provides students with CF concerning their grammar. While teacher A stated that he/she often correct his/her students incorrect grammar use.

9. When do you correct the student's errors?

10/When do you correct the student's errors?				
	Teacher A	Teacher B	Teacher C	SUM
Immediately after the error occurs		√		1
After the student finishes his/her speaking	√		√	2
After the lesson is finished				0

Table 29: the teachers' timing of the CF provision

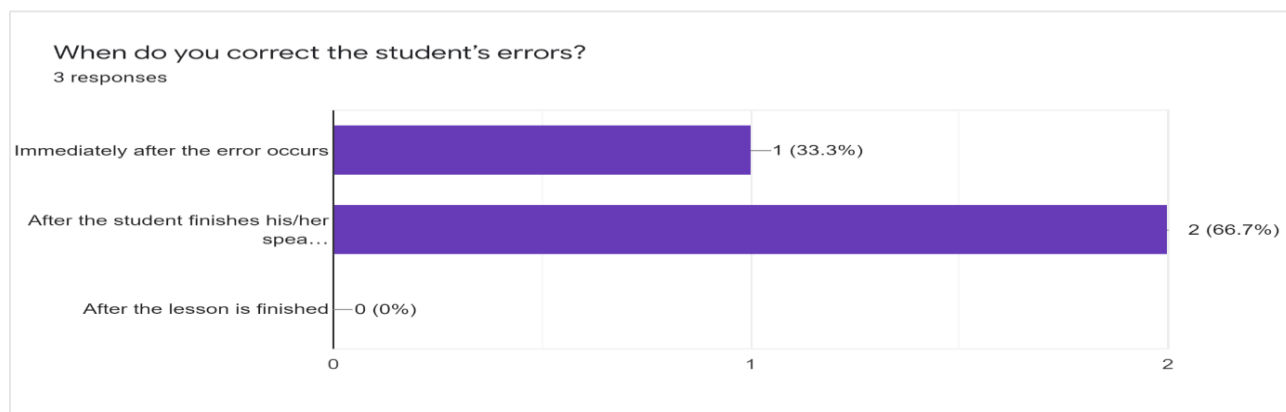


figure 29: the teachers' timing of the CF provision.

The timing of the CF provision varies from teacher to another. On teacher (B) prefers to deliver his CF immediately after the student makes a mistake. On the other hand, teacher (A) and (C) prefer to provide their corrective feedback after the student finishes his/her speaking.

10. I believe that the teacher’s corrective feedback is effective in reducing the students’ grammatical errors?

7/I believe that the teacher’s corrective feedback is effective in reducing the students’ grammatical errors?				
	Teacher A	Teacher B	Teacher C	SUM
Strongly disagree				0
Disagree				0
Neutral		√		1
Agree			√	1
Strongly agree	√			1

Table 30: teachers’ beliefs on the role of CF in reducing the students’ grammatical errors.

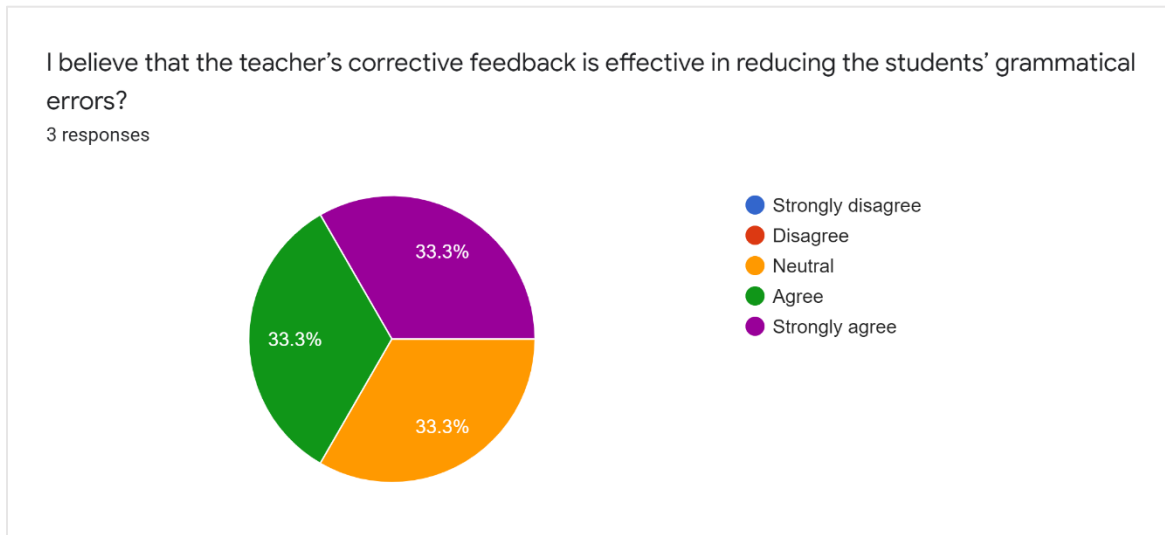


Figure 30: teachers’ beliefs on the role of CF in reducing the students’ grammatical errors.

The table above demonstrate the teachers’ opinions on the effectiveness of the CF in reducing the students’ grammatical errors. One teacher (teacher B) has a neutral opinion concerning the role of the CF, whereas the other two teachers (C and A) agree and strongly agree on the positive role that CF plays in reducing the students’ grammatical errors.

11. How can corrective feedback be used in developing students’ grammatical accuracy?

Teacher A: Students usually base and trust their corrective feedback on teachers. I believe it is important in developing their accuracy to ensure correctness.

Teacher B: explaining the mistakes and correcting them at each time may be helpful in the long run.

Teacher C: to be consistent in treating (the) errors. / to give correction without breaking the flow of communication.

The previous question aims to find out teachers' opinions on how CF can be used in developing the students' grammatical accuracy. The three Teachers agree that correcting the students' errors may be helpful in the long run, because it ensures the correctness and the accuracy of students' grammar.

12. What are the factors that complicate the task of giving corrective feedback?

This question sought to identify the factors that complicate the task of giving corrective feedback. According to the results, Teacher "A" stood with the claim that taking into consideration the student's ability to accept being corrected, and to comprehend that making mistakes and correcting them is a part of the learning process. Meanwhile, Teacher "B" answered by the factor of time. However, Teacher "C" declared that one of factors that complicate the task of giving corrective feedback is that the students are careless about the teacher's remarks.

13. Do you pay attention to students' affective factors (anxiety, self-esteem, inhibition, risk taking) before giving corrective feedback?

15/ Do you pay attention to students' affective factors before giving corrective feedback?				
	Teacher A	Teacher B	Teacher C	SUM
Yes	√		√	2
No		√		1

Table 31: Teachers' attention to the students' affective factors before giving corrective feedback.

Do you pay attention to students' affective factors (anxiety, self-esteem, inhibition, risk taking) before giving corrective feedback?

3 responses

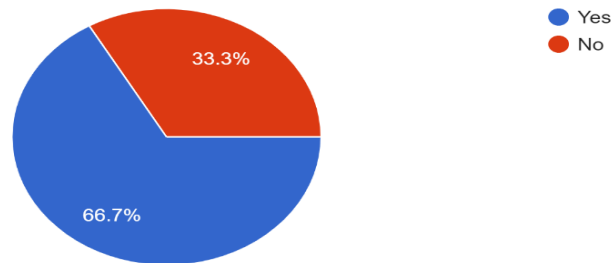


Figure 31: Teachers' attention to the students' affective factors before giving corrective feedback.

This question pursued to find out whether the teachers pay attention to the students' affective factors before giving corrective feedback or no. Based on the results, Teachers "A" and "C" answered with "Yes" (66.7%), while Teacher "B" went with "No" (33.3%).

- **If yes, how do you adapt corrective feedback according to those affective factors?**

Teacher A:

Teacher B:

Teacher C: By taking into consideration that mistakes are a part of the learning process, the student must know that there's no shame in making mistakes. what's worse is not trying at all.

This follow-up question was asked to expose how teachers, who chose "Yes" with paying attention to the students' affective factors before giving corrective feedback, adapt corrective feedback according to those affective factors. Unfortunately, although two teachers chose "Yes" but only one teacher (Teacher "C") who answered this question by claiming to take into consideration that mistakes are a part of the learning process, the student must know that there's no shame in making mistakes. what's worse is not trying at all.

14. How do you correct the student's grammatical errors?

13/ How do you correct the student's grammatical errors?				
	Teacher A	Teacher B	Teacher C	SUM
Explicitly	√			1
Implicitly				0
Both		√	√	2

Table 32: Teachers' way of correcting the students' grammatical errors

How do you correct the student's grammatical errors?

3 responses

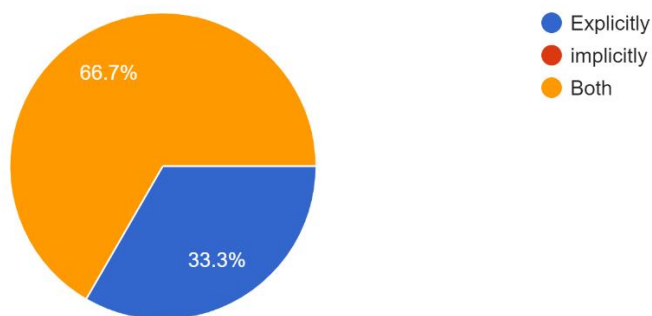


Figure 32: Teachers' way of correcting the students' grammatical errors

This question sought to identify teachers' way of correcting the students' grammatical errors. According to the above results displayed in the table and the chart, only Teacher "A" (33.3%) who stood with explicit correction. While Teacher "B" and Teacher "C" (66.6%) went with Both explicit and implicit correction. However, no teacher chose the use of only implicit correction.

- **Please explain and justify your choice.**

Teacher A: By giving the correct answer and the rule underlying the mistakes the student makes.

Teacher B: correcting explicitly students all the time may undermine their confidence.

Teacher C: I avoid interruption, and I makes notes. when the student finishes I repeat what the student has said but in a corrected form.

This is a follow-up question wanted to identify the teachers' justification for the previous choices of the manners used. Based on the claimed justifications, Teacher "A", who used explicit correction, justified his choice by giving the correct answer and the rule underlying the mistakes the student makes. Teacher "B", who picked both explicit and implicit correction, justified his choice by saying that correcting explicitly students all the time may undermine their confidence. Finally, Teacher "C", who also chose both explicit and implicit correction, went with the idea of making notes without interrupting the student, and repeating what the student has said with a corrected form.

15. What strategies of corrective feedback do you use?

14/ What strategies of corrective feedback do you use?				
	Teacher A	Teacher B	Teacher C	SUM
Explicit	√	√	√	3
Recast				0
Elicitation	√	√	√	3
Metalinguistic	√			1
Repetition	√			1

Table 33: Teachers' strategies to deliver corrective feedback

what strategies of corrective feedback do you use?

3 responses

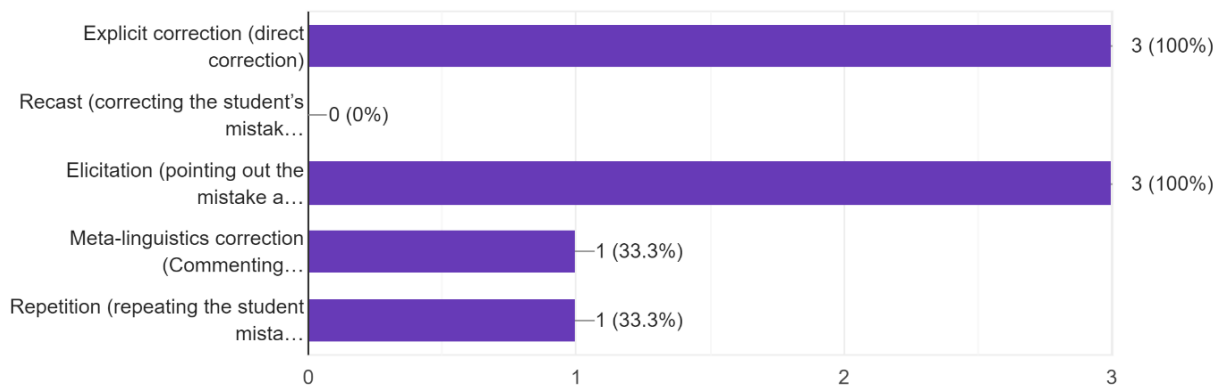


Figure 33: Teachers' strategies to deliver corrective feedback

This question wanted to identify teachers’ strategies to deliver corrective feedback. Based on the displayed results, all of the three teachers use the Explicit and Elicitation strategies. Moreover, Teacher “A” uses other additional strategies like: Meta-linguistics correction and Repetition. However, no teacher uses the recast strategy.

16. How often do students respond to your corrective feedback concerning their grammar?

16/ How often do students respond to your corrective feedback concerning their grammar?				
	Teacher A	Teacher B	Teacher C	SUM
Never				0
Rarely				0
Sometimes	√	√	√	3
Often				0
Always				0

Table 34: Students’ respond to the teacher’s corrective feedback concerning their grammar.

how often do students respond to your corrective feedback concerning their grammar?
3 responses

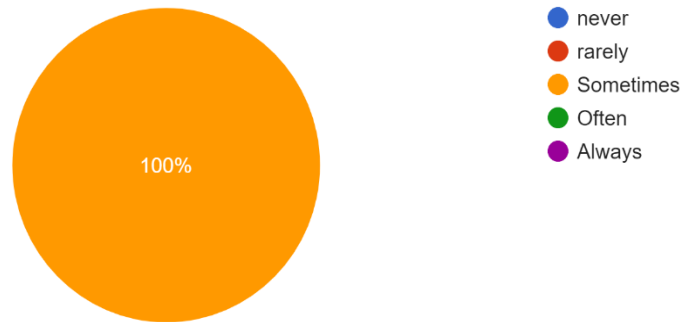


Figure 34: Students’ respond to the teacher’s corrective feedback concerning their grammar.

This question aimed to identify how often do students respond to the teacher’s corrective feedback concerning their grammar. According to the shown results, all three teachers (100%) went with “Sometimes”, and no teacher chose “Never”, “Rarely”, “Often” or “Always”.

17. Do students have a positive attitude towards corrective feedback?

17/ Do students have a positive attitude towards corrective feedback?				
	Teacher A	Teacher B	Teacher C	SUM
Definitely not				0
Probably not				0
Possibly	√		√	2
Probably		√		1
Definitely				0

Table 35: Students 'attitude towards teachers 'corrective feedback.

Do students have a positive attitude towards corrective feedback?

3 responses

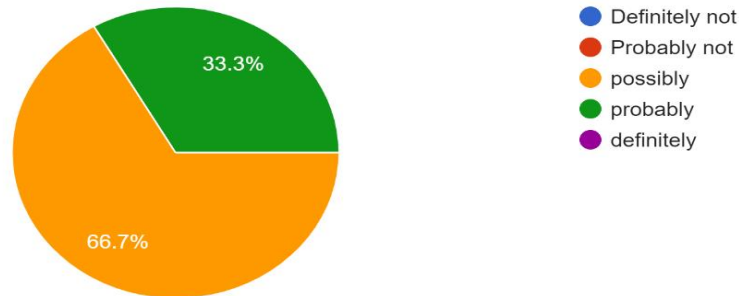


Figure 35: Students 'attitude towards teachers 'corrective feedback.

This question intended to find out whether the teachers think that students have a positive attitude towards corrective feedback or no. According to the results, two teachers (Teacher “A” and Teacher “C”) with a percentage of (66.7%) think that it’s possibly that students have a positive attitude towards corrective feedback. Meanwhile, one teacher (Teacher “B”) with a percentage of (33.3%) thinks that it is probably students have a positive attitude towards corrective feedback.

18. If students overlook feedback and keep on making grammatical mistakes, how would you persuade them to take feedback into consideration?

Teacher A: By showing them the importance of grammar in learning a language.

Teacher B: by making them understand that it is the only way to improve their language

Teacher C: I give the same remark (about the mistakes) !

This question tried to explore out the teacher's persuasion for the students to take feedback into consideration in case they overlook feedback and keep on making grammatical mistakes. The given answers were slightly different. Teacher "A" stood with showing students the importance of grammar in learning a language. Next, Teacher "B" went with making them understand that it is the only way to improve their language. Finally, Teacher "C" gave the same remark about mistakes, which is making notes without interrupting the student, and repeating what the student has said with a corrected form.

19. What would you suggest as a strategy for error correction and the process of giving corrective feedback in brief?

Teacher A: The best strategies for corrective feedback are the ones you have mentioned above: explicit correction, recast, elicitation, metalinguistic correction and repetition. The combination of these strategies would make a great way to maintaining a comprehensive approach to corrective feedback for the purpose of using grammar and other skills correctly.

Teacher B: correct and repeat at each time

Teacher C: - to point out the mistake / - to correct the mistake explicitly/ directly

This question sought to gain suggestions, from the teachers, as strategies for error correction and the process of giving corrective feedback. Unfortunately, no teacher gave any new suggestion that can be a strategy. For Teacher "A" suggested that the best strategies are the pre-mentioned ones: explicit correction, recast, elicitation, metalinguistic correction and repetition, and added that the combination of these strategies would make a great way to maintaining a comprehensive approach to corrective feedback for the purpose of using grammar and other skills

correctly. Next, Teacher “B” suggested the correction and repetition at each time. Finally, Teacher “C” suggested pointing out the mistake and correcting the mistake explicitly (directly).

3.5 The Interpretation of Questions Findings:

the results of the students’ questionnaire revealed that the participants attend the oral expression sessions all the time and that indicates their motivation to improve their speaking skill, it also revealed that students believe in the equal importance of both speaking accurately and speaking fluently. More importantly, the majority of the students believe that the grammar correctness while speaking is significantly important and that foreshadow the students’ need to develop their grammatical accuracy. This has been supported by students’ claim that their teacher should prioritize the correction of their grammatical mistakes over any other mistakes that may occur while speaking. This is due to the students’ frequent grammatical mistakes such as: the incorrect use of tenses and articles. And as a result of those mistakes students may experience a set of negative feelings that might hinder their learning process, but still they do not consider making mistakes as a sign of weakness but rather as a natural phenomenon.

Concerning the provision of the corrective feedback. Students believe that the most beneficial source of correction is the teacher because he is seen as a more knowledgeable person and a reliable source of correction, some students even go further claiming that it is the responsibility of the teacher to provide them with corrective feedback. In addition, students experience fewer negative feelings when they are corrected compared to their feelings when they make mistakes and a significant percentage of forty percent of students do not experience any kind of negative feeling that can affect their affective factors. This suggests that students have a positive attitude towards the teacher’s corrective feedback. Equally important, the questionnaire revealed that the students’ preferred timing of teacher’s corrective feedback differ from a student to another

but the most demanded timing is the immediate correction which happens right after the mistake is committed. In the same fashion, the questionnaire revealed that students' favored strategy of corrective feedback differs from student to another. But the most preferred strategy is the recast followed by the explicit correction, whereas the elicitation strategy has conflicting preferences by the students and the least preferred strategy is the metalinguistic feedback. These results can be explained by the idea that the first two strategies are clearer and more direct than the two that came after.

The last part is the students' receptiveness of their teachers' corrective feedback and its effect on their grammatical accurate use while speaking. The majority of the participants declared that they do perceive corrective feedback from their teachers, they also stated that it is clear most of the time and that points the students' awareness of the corrective feedback concept. In addition, the questionnaire revealed that they do take the teacher's CF into consideration due to the positive effect that it has on their grammatical accuracy development, because they believe that receiving corrective feedback makes them aware of their mistakes and makes them able to autocorrect it in the real time. thus, they make sure that they will not do it again in the future and they will prevent a state of fossilization. Concerning the alleged claim about the teacher's negative effect on students' communicative flow and their willingness to participate, it is unclear due to the students' conflicting opinions concerning this matter.

The analysis of teachers' questionnaire informs us that teachers tend to use a mixture of teaching methods in the oral expression session. such as: the direct method, the CLT and the audiolingual method, this mixture is an attempt to develop both of the students' accuracy and fluency which corresponds with students' preferences in speaking. It also informs us that teachers do not tolerate mistakes and that they believe it should be corrected to avoid a state of fossilization.

Not to mention, the most common mistake that students make is the incorrect use of tenses which has been confirmed by the students' questionnaire.

Furthermore, teachers agree that the most beneficial source of correction is the teacher and that matches the students' answers in their questionnaire. They also stated that they do sometimes provide their students with CF concerning their grammatical mistakes. Moreover, teachers see the corrective feedback provision as an easy task, but it still can be complicated by some external factors such as: the short of time, student's affective factors and their attitude towards teacher's CF. therefore, teachers tend to explain to their students the importance of grammar correctness and the positive effect of CF on their grammar accuracy in order to exclude any factor that may hinder the process of providing CF.

In addition, Each teacher has a preferred way of delivering CF, it is generally a mixture of both explicit and implicit correction depending on the type of the mistake. Similarly, each teacher has his/her own strategies of CF but they all do agree on two strategies which are: explicit correction and elicitation, while repetition and metalinguistic feedback are the least preferred strategies. It also worth mentioning that no teacher chose recast despite being the most preferred strategy by the students, such mismatch might be problematic. In the same manner, most of the teachers tend to deliver the correction after the student finishes speaking which make it a delayed corrective feedback. That can be due to the idea that delayed CF is helpful when it comes to the preservation of the student's communicative flow. But it contradicts with the students' preferred timing of correction which is the immediate CF.

At the end, All the teachers agree that students have a positive attitude towards their teacher's corrective feedback, and that they are aware of the positive effect that the corrective feedback may has on their grammatical accuracy. Despite not having any prior training on the

concept of feedback, teachers agree that their corrective feedback has a significant effect in reducing the students' grammatical mistakes, because it helps in pointing out the student's mistakes so he can correct it, thus improving his grammatical accuracy.

3.6 Observation and Tape Recording:

Introduction:

Observation is regarded as the most common and reliable tool for collecting data especially in behavioral sciences' studies. It is true that everybody observes what is happening around, but not everybody observes in a scientific way. According to (Kothari, 2004), when observation aids a formulated research purpose, is systematically planned and recorded and is subjected to checks and controls on validity and reliability, we can say that observation becomes a scientific tool and the method of data collection for the researcher. (p. 92)

3.6.1 Aim of the Observation and Tape Recording:

This observation aims to collect data in a real and natural context to gain reliable information about the provision and reception of teachers' corrective feedback. Tape recording as well was used in the current study to record the attended sessions and recover the data that was missing from the observation.

3.6.2 Description of the Observation and Tape Recording:

The observation was accomplished by attending ten (10) sessions of oral expression module with five groups of first year license at the Department of Letters and English Language in Mohamed BOUDIAF University of M'sila, in laboratories and in ordinary classes. Also, after taking the permissions of the teachers, the sessions were tape recorded for fifteen hours (15h).

3.6.3 Observation Analysis and Interpretations:

3.6.3.1 Observation Analysis:

According to the observation results shown in Appendix 01, we can say that:

- The most used strategy for correction is Recast, that was used thirty-one (31) times with a percentage of 70.45%. Then, Clarification request with six (06) times used and a percentage of 13.64%. After that, Metalinguistic Correction, which has been used three (03) times with a percentage of 6.82%. Next, Explicit Correction that was used two (02) times with a percentage of 4.55%. Also, Repetition was used one (01) time with a percentage of 2.27%. Finally, Elicitation was used one (01) time with a percentage of 2.27%.
- Teacher “A” uses more strategies than Teacher “B” and Teacher “C”. In other words, Teacher “A” uses Explicit Correction, Recast, Clarification Request, Repetition and Metalinguistics Feedback. Meanwhile, Teacher “C” uses Recast, Clarification Request and Elicitation. Last and not least, Teacher “B” uses only Recast and Clarification Request.
- One hundred and seventeen (117) out of one hundred and sixty-one (161) mistakes with a percentage of 72.67%, made by students, were not corrected by the teachers.
- The more the teacher does not give correction, the more mistakes are committed. Moreover, that is clear in Appendix 02 that Teacher “C”, who did not give correction for sixty-two (62) mistakes with a percentage of 88.57%, students committed seventy (70) mistakes. Next, Teacher “B”, who did not give correction for forty (40) mistakes with a percentage of 74.07%, students committed fifty-four (54) mistakes. Finally, Teacher “A”, who did not give correction for fifteen (15) mistakes with a percentage of 40.54%, students committed thirty-seven (37) mistakes.

- Regarding the time of providing corrective feedback, it is noticed that thirty-five (35) out of one hundred and sixty-one (161) mistakes (79.55%) were immediately corrected just after being committed, while nine (09) mistakes (20.45%) were delayed corrected.
- Students repaired and corrected themselves by themselves after they committed mistakes fifteen (15) times that represent percentage of 12.52%. In the same stream, Students corrected each other eleven (15) times with a percentage of 8.42%.

3.6.3.2 Observation Interpretations:

Based on the Observation data and statistics shown in Appendixes 01 and 02, we can assume that:

- Although all three teachers answered in the given questionnaire that the teacher is the most reliable source of correction, Teacher “C” was remarked as the teacher who provides almost no correction (see Appendix 02). Therefore, since most of the activities done by Teacher “C” are individual presentations and there is almost no correction, students took this mission and correct each other, that’s why the percentage of peer correction in the class of Teacher “C” is higher than in the classes of Teacher “A” and Teacher “B”.
- Concerning the timing of CF, Teacher “A” and Teacher “C”, who answered in the questionnaire that they provide delayed correction, (i.e.) correction after the student finishes speaking. However, the observation data in Appendixes 1 and 2 shows the opposite, because: for Teacher “A”, there was an immediate correction for fourteen (14) out of thirty-seven (37) mistakes and only eight (8) mistakes were delayed corrected. Also, for Teacher “C”, all eight corrections (8) were immediate. Only Teacher “B”, who was providing thirteen (13) out of fourteen (14) immediate corrections and only one (1) delayed correction, as like as the given answer in the questionnaire.

- From the analysis of the observation, it is safe to say that teacher (A) who provided his/her students with corrective feedback concerning 59.46% of their grammatical mistakes, has the most percentage of students' repair 32.43%. thus, the lowest percentage of grammatical mistakes (23.46%) among the teachers. Unlike teacher (C) who provided his/her students with corrective feedback concerning 11.43% of their grammatical mistakes, he/she has the lowest percentage of repair 1.43%. thus, the highest percentage of the grammatical mistakes (43.21%) among the teachers. This indicates an inverse relationship between the teacher's corrective feedback and the students' grammatical mistakes. Which means that indeed teacher's corrective feedback helps in reducing students' grammatical mistakes. therefore, improving their grammatical accuracy.
- The analysis of the teachers' questionnaire informs us all teachers agree that there should be a variety of strategies in correcting the students' mistakes, and some insisted on the explicit correction as a more effective way to show the importance of grammar in language learning as well as to avoid the occurrence of the same mistakes in the next time, and that was confirmed by the observation data, where all three teachers used more than one strategy of correction.
- It is predictable that because of the lack of training about corrective feedback' fundamentals, some teachers do not know when to correct the students and how to correct them, so they avoid correction most of the time.
- All teachers declared in the questionnaire that most of the students' grammatical errors were about tenses, word reference and the sentence structure, which were confirmed by the observation data.

Conclusion

This chapter focused mainly on the analysis of the observation and questionnaire findings. The findings revealed that the majority of the students agree that the best source of correction is the teacher because he/she is the highly qualified person in the classroom. However, they have different opinion on the way of correction and the time of correction; some students see that it is better to be corrected explicitly and immediately after the occurring mistake to never commit it again, while others see that teacher should delay the correction after they finish speaking and make it implicitly to never disturb them and make them shy.

On the other hand, teachers declared in their questionnaire that the most common mistakes committed by the students are related to tenses and sentence structure, and those mistakes should be corrected explicitly and implicitly, using different strategies of correction.

The observation findings show that the majority of the students' mistakes are not corrected, and that is because of students do not take the correction into consideration and that complicates the task of correction, as well as they do not respond all the time to the given corrective feedback. In addition, although teachers use variety of strategies but they focus mostly on recast strategy of correction, which stands for correcting directly without indicating the grammatical mistake, and that is for the reason of the lack of training on the essentials of providing corrective feedback.

3.7 Recommendation

Between the need to correct learners' grammatical errors and the fear of fossilization, teachers face some difficulties in the process of delivering an effective corrective feedback that can improve the students' grammatical accuracy. Therefore, this present study tends to provide some recommendations to both teachers and students alike, based on its findings.

3.7.1 For Teachers:

- Teachers should not be afraid of correcting the students' errors.
- Teachers should rise their students' awareness of the importance of both the corrective feedback and the grammatical accuracy.
- Teachers should neither overcorrect nor tolerate their students' grammatical errors.
- Teachers should ensure that their CF is clear and understood, so that their students know they are being corrected.
- Teachers should pay an attention to the student's affective factors before, while and after correcting their grammatical errors.
- Teachers are advised to vary their correction between the individual and group correction in order to avoid threatening the student's self-esteem.
- Teachers need to vary their CF strategies depending on the context of the correction.
- Teachers should base their correction timing on the type of the work done. if it is fluency work, they are advised to use delayed CF and if it is accuracy work CF should be immediate.
- Teachers are advised to select a specific error to treat in different occasions to ensure the student's full repair of this error.

- Teachers are advised to use implicit corrective feedback at first to allow student's auto correction and if that does not work, they should treat the error explicitly.
- Teachers are recommended to discuss the CF strategies and its timing with their students.

3.7.2 For Learners:

- students should not be ashamed of making errors since it is a healthy natural phenomenon.
- Students are advised to pay attention to their grammatical accuracy since it indicates a good level in the language.
- Students should have a positive attitude towards their teacher's CF.
- Students should take their teacher's CF into consideration and act upon it.

These recommendations should not be taken as an obligatory guideline presented to both teachers and students. It is more like a set of propositions that can be discussed and negotiated to reach the optimal effective CF in the context of learning a foreign language, it should be seen as fresh perspective to the teacher's corrective feedback.

3.8 Limitations of the Study

There may be some possible limitations in the present study. The first limitation is the small number of the questioned teachers, because it might not be possible to overgeneralize the finding of the teachers' questionnaire on all the teachers, for the simple reason that what works effectively with one teacher may not be equally successful with another. The second limitation of the study is the relatively small number of the conducted observations which may have prevented the study from covering all the aspects of CF provision. Therefore, the future studies are advised to overcome these limitations by extending the number of questioned teachers and the number of the conducted observations in the proses of making the study.

General Conclusion

In teaching foreign languages, grammar is a very important part that constitutes language. However, learners of English as a second language tend to make plenty of grammatical mistakes, and those mistakes need to be corrected, otherwise it will affect the quality and the value of the English language. Therefore, teachers have taken the mission of correcting those mistakes using corrective feedback.

Corrective feedback can be defined simply as any sign to the learners of their incorrect use of the target language (Chu, 2011). Moreover, teachers admit the benefits of corrective feedback but their perceptions differ based on previous education, training and experience. Those controversial perceptions are in the form of five queries: whether CF contributes to L2 acquisition, which errors to correct, who should do the correction, which type of CF is the most effective, and what is the best timing for CF. Moreover, teachers manage to use a range of strategies when delivering corrective feedback such as: explicit correction, recast, elicitation, metalinguistic feedback, clarification request, and repetition. Those strategies are used explicitly (directly after the mistake is occurred) or implicitly (indirectly after the mistake is occurred). Next, Students also have perceptions and beliefs about the teacher's corrective feedback like: they believe that it is the responsibility of the teacher to correct their mistakes with taking into consideration the notion that the teacher is the most qualified and reliable source of correction, with respect to the idea that this correction can affect their personalities and affective factors (motivation, anxiety, risk taking and inhibition) as well as their grammatical accuracy.

Next, Grammar accuracy is believed to be the combination of grammar and morphology in order to use the language correctly in dialogue or writing. The importance of grammar can be

detected in the acceleration of learning process, affecting in long term accuracy and the use of higher level of language (Chaaroui, 2017).

In addition, Teachers incline to teach grammar deductively or inductively using a diversity of methods like: the grammar translation method, the direct method, the audiolingual method and the communicative language teaching method. The deductive approach is assumed to be a traditional way of teaching grammar by showing the students a grammatical rule, explain it and then provide examples to practice it. Students here are like robots; they just take the rule as it is and fill it up with words. However, the inductive approach is expected to be a modern way that is based on giving examples to students and they are supposed to extract the grammatical rule based on the structure of sentences. In this case, students are active; they use their cognitive skills to solve this query.

Moreover, the aim of this study was to investigate the grammatical mistakes committed by learners in oral expression session, and the role of the teacher in correcting those mistakes. The interpretation of results helped the researcher to gather valuable insights about the time of correction, the strategy used, the way of correction (immediate or delayed), the best sources of correction, and the effect of these factors on the development the learners' grammatical accuracy. The gathered results from questionnaires and observation show that teachers are aware of the importance of corrective feedback and the importance of grammar in learning a foreign language. However, though none of them had a training on the fundamentals of corrective feedback, they use some of CF strategies that they may have acquired through experience like: recast, Explicit correction and metalinguistic feedback. Nonetheless, they face difficulties while providing CF, such as: the students rarely respond to the CF and they do not take it into consideration all the time, that is why teachers avoid correction most of the time.

Finally, it is clear that each teacher has his/her own teaching methods inside classroom, and students are expected to learn through their mistakes. Therefore, it is recommended for teachers to use a mixture of the strategies in correcting students' mistakes to meet all the needs of learners and to give them a chance to get the best possible quality of language. Also, it is better for this correction to be in a form of advice with a careful attention at the affective factors to not embarrass them and forbid them from participation next time, so that they become passive, and that will complicate more the mission of providing corrective feedback.

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Appendices :

Appendix 01: Observation Data.

Appendix 02: Observation Statistics.

Appendix 03: Teachers' Questionnaire.

Appendix 04: Students' Questionnaire.

Appendix 01: Observation Data

Teacher “A”: session 01

Students' grammatical errors	Teacher's corrective feedback	Students' repair	CF timing	CF strategy	context
If she prefer	No correction				Repeating the content of an audio “job interview”
Asked to the women	No correction				
He said	She.	She said	immediate	Recast	
He asked he need to help	No correction				
They will meet in Monday	On Monday	On Monday	immediate	Recast	
Can you help in my project	Use would	would you help in my project	Delayed	Explicit correction	Asking for help
Asked the women for helping him	No correction				
She asked for helping him	No correction				
The guy seem excited	The guy seems excited		Delayed	recast	
Can you come	Can you come!!		immediate	repetition	What would you say in each situation
You are a guest at somebody house	No correction				
I think, no need	I think there is no need		immediate	recast	Accepting and refusing help

Teacher “A”: session 02

Students' grammatical errors	Teacher's corrective feedback	Students' repair	CF timing	CF strategy	context
Because they eated	T: they eated? T: how do we use eat in the past	S: eat in the past S: ate, ate	immediate	Clarification request	Discussing an audio “ a dialog between two persons’
He proposed to...	The women or the man !!	She, she proposed to the man	Immediate	Metalinguistic feedback	
He accept the suggestion	Yes, he accepts the suggestion		Delayed	Recast	
The women suggest pizza	The women suggests pizza		Delayed	Recast	

The women suggests order pizza	No correction				
But the man refuse this suggestion	No correction				
The man says its good.	It is a good idea	Yes.	Immediate	Recast	
That sound good	That sounds good. Yes		Delayed	Recast	
He is late to his work	No correction				Discussing an audio ‘‘ a dialog between two persons‘‘
The women suggest him to use a car	Suggests to take a car		Delayed	Recast	
To woke up early	No correction				
He suggest to take the subway	She.	She suggests to take the subway.	Immediate	Recast	
The subway was faster	Is faster	Is faster	Immediate	Recast	
The women wants to take the subway	The man	The man	immediate	Recast	
She feels boring	Boring or bored ?	Eeh, bored	immediate	Metalinguistic feedback	Discussing an audio ‘‘ a dialog between two persons ‘‘
She feel bored	No correction				
She felt boring	She is boring or she is bored. They are not the same	She is bored	Delayed	Metalinguistic feedback	
The man suggest to call her friends	No correction				
He suggest to read book	No correction				
Why you don't go to sleep?	No correction				
She has.. she had homework to do.	She has.. the question is in the present so keep the same tense		Delayed	Explicit correction	Discussing an audio ‘‘ a dialog between two persons ‘‘
He suggest...	Suggests	He suggests to complete her work in the morning	Immediate	Recast	
The women look tired	No correction				
Because she have homework	She has	She has home work to do	Immediate	Recast	
She set up her alarm	She sets up her alarm	Yes, she sets up	Immediate	Recast	

Teacher “B”: session 03

Students' grammatical errors	Teacher's corrective feedback	Students' repair	CF timing	CF strategy	context
You should not feeling down	NO correction				Discuss a book you read ” لا تحزن ”
What do you called it	No correction				
I am thirteen	Oh. You are thirteen years old !		immediate	recast	Discussing his own life
I graduated in Batna	You graduated from batna		immediate	Recast	
I am here for develop myself	To		immediate	Recast	
I not married	No correction				
The horse dead	He died!!!!		immediate	Recast	
The book try to	No correction				
We have this two here	No correction				Give words from the same family
This is adjective	No correction				
Is it novel?	No correction				twenty question game
It is English?	It is written in English	Is it written in English	immediate	recast	
Is he from Europe?	Is he European		immediate	recast	
Is it translated	Yes, it was translated		immediate	recast	
Is it physical job	No correction				
Is it plastic object	No correction				
We need it in our life	No correction				
Is it have...	No correction				
Is it easy to broke?	Is it what???	To break	immediate	Clarification request	

Teacher “B”: session 04

Students' grammatical errors	Teacher's corrective feedback	Students' repair	CF timing	CF strategy	context
He use his hand	He uses his hand		Delayed	Recast	Comment and discuss a video
You are all considered	Included		Immediate	Recast	
He tray to say	No correction				

Depending in the subject	No correction				" Obama's speech"
He use a lot of body language	No correction				
I speak to all of you	No correction				
He convince us	No correction				

Teacher "B": session 05

Students' grammatical errors	Teacher's corrective feedback	Students' repair	CF timing	CF strategy	context
She do like this	No correction				Comment and discuss a video " Obama's speech"
Avoid to feel bored	what?	Avoid to feel boring	immediate	Clarification request	
He contacted with all of them	What?	He connected with all of them	immediate	Clarification request	
It give me an impression	No correction				
You must confused me with someone else	No correction				
His facial expressions shows	No correction				
There is no enjoyment	No what?	Enjoy, enjoyment.... joy	immediate	Clarification request	
When he speaks and deliver a speech	No correction				

Teacher "B": session 06

Students' grammatical errors	Teacher's corrective feedback	Students' repair	CF timing	CF strategy	context
We have to do it here or a video?	No correction				
Looking to the whole audience	No correction				

Teacher “B”: session 07

Students' grammatical errors	Teacher's corrective feedback	Students' repair	CF timing	CF strategy	context
It was in marsh the eighth.	No correction				individual presentation “ women’s day “
Since then we are starting to calibrates it	No correction				
The father decide to tell his sone advice	No correction				Individual presentation “ the two sons “
There was someone who live with	No correction				
His two son	No correction				
He have two sons	He has two sons		Immediate	Recast	
This two sons	No correction				
When the father decided to teach him a lesson	No correction				
The first son try hard	No correction				
Next, the father give one stick to...	No correction				
It’s a teacher that he is advising the students.	No correction				
Our brain have	No correction				Individual presentation “ memorizati on “
One of those techniques are the repetition	No correction				
It is proved scientifically	No correction				
To do list are a list contains all the tasks	No correction				Individual presentation “ the power of planning “
Today I am gonna to	No correction				Individual presentation “ exam preparation “
Listen to a comedian who make you laugh	No correction				
It is a fact that hot drinks effect ...	No correction				

Teacher “C”: session 08

Students' grammatical errors	Teacher's corrective feedback	Students' repair	CF timing	CF strategy	context
Don't feeling sorry for yourself	No correction				Individual presentation "graduation speech"
I really think you work on it	No correction				Peers' comments
I have a speech, it is encourages	No correction				Individual presentation "graduation speech"
She presents a good topic	No correction				Peers' comments
Motivation yourself	No correction				Peers' comments
Your ideas is ..	Are	Are, yeaah	immediate	recast	
It really motivates speech	We say it is	Motivational, motivational speech	Immediate	Elicitation	
When we listen to a motivation speech	No correction				
Motivation yourself by reading	No correction				
She told us how to build our confident	Confidence	Yeah, confidence	immediate	Recast	
So it make it	No correction				Individual presentation ' colors '
He said he was selfish	No correction				Peers' comments
Google tell me that	No correction				
Whether it have a solid...	No correction				Individual presentation ' martin L king speech '

Be a best version of your self	No correction				Individual presentation “the value of time “
She speaks about time	No correction				Peers’ comments
What we haven’t did before	We have not done before	Yes	Immediate	recast	

Teacher “C”: session 09

Students’ grammatical errors	Teacher’s corrective feedback	Students’ repair	CF timing	CF strategy	context
In a way that attract the audience	No correction				Discussing the prosodic patterns
The priest used a higher tone	No correction				
She say don’t touch that	No correction				
The Algerian mother leave him touch it	No correction				
To forbidding something	To forbid	To forbid	Immediate	Recast	
I wanna know what it gonna happen	No correction				
Its depend on the abject	No correction				
Leave him break it	No correction				
Did you got the idea	No correction				
I thought she love anime	No correction				Individual presentation “ anime ”
So, I talk with her	No correction				
I asked her if she watch the anime	No correction				
I feel angry	No correction				
Until.. have desire to kill her	No correction				
It is... which mean	No correction				
The anime refer, specially to, for Japan.	No correction				
When I ask my friend what they know about anime	No correction				

The anime divided according to	No correction				
The character have supernatural power	No correction				
The anime have a huge fans	No correction				
It was called mangaega, which mean ...	No correction				
Everyone watch it	No correction				Peers' comments
And she sweet one	No correction				
She puts a lot of effort	No correction				
She make a topic about that	No correction				
My mothers always take care of me	No correction				Individual presentation 'mother'
She stay awake all the time	No correction				
For make sure I am ok	No correction				
When I was children	No correction				
Usually my mothers advise me	No correction				
Someone that who know from the beginning	No correction				Peers' comments
but her idea arrived to us	No correction				
I'm gonna to talk about	No correction				Individual presentation 'motivational speech'
But totally improvement	No correction				
I did not thought that ..	I did not think	Yeah that's it. I did not think that.	Immediate	Recast	Peers' comments

Teacher "C": session 10

Students' grammatical errors	Teacher's corrective feedback	Students' repair	CF timing	CF strategy	context
It is like /b/ but more heavier	No correction				Discussing the flow of the speech
Think of all the date that Facebook have.	No correction				Individual presentation

We are the product that being sold	No correction				“Facebook”
She have charisma	Has. She has	S: What did I say? S2: you said have. S: she has charisma	Immediate	Recast	Peers’ comments
I have big heart	No correction				Individual presentation “motivational speech”
I will not talking about	No correction				Individual presentation “success”
Why this super successful humans are become like that	No correction				
Because they are hard worker	No correction				
This answer make the achievement of your goals more easier	No correction				
What is the success is?	No correction				Peers’ comments
At least moving by your hand	No correction				
When someone do not use gestures	No correction				
It’s depends on the subject	No correction				
And in another point of view	No correction				
Because she is was talking about success	No correction				
She’s language is clear	Her language?	Her language is clear	Immediate	Clarification request	
I am gonna imitate Dell Hymes speech	No correction				Individual presentation “motivational speech”
For all of you who fighting	No correction				

Appendix 02: The Observation Statistics

Teacher	Sds Mistakes & Percentage	No Correction	Teachers' Corrective Feedback	Teachers' Correction Strategy							CF Timing		Students Repair
				Explicit Correction	Recast	Charitabic Requests	Repetition	Elicitation	Metaling Feedback	Immediate	Delayed		
Teacher "A"	37	15	22	2	15	1	1	0	3	14	8	12	
	23,46%	40,54%	59,46%	9,09%	68,18%	4,55%	4,55%	0,00%	13,64%	37,84%	21,62%	32,43%	
Teacher "B"	54	40	14	0	10	4	0	0	0	13	1	2	
	33,33%	74,07%	25,93%	0,00%	71,43%	28,57%	0,00%	0,00%	0,00%	24,07%	1,85%	3,70%	
Teacher "C"	70	62	8	0	6	1	0	1	0	8	0	1	
	43,21%	88,57%	11,43%	0,00%	75,00%	12,50%	0,00%	12,50%	0,00%	11,43%	0,00%	1,43%	
Sum	161	117	44	2	31	6	1	1	3	35	9	15	
	100%	72,67%	27,33%	4,55%	70,45%	13,64%	2,27%	2,27%	6,82%	79,55%	20,45%	12,52%	

Appendix 03: Teachers' Questionnaire

The following questionnaire is part of a study we are carrying out about the effect of Teacher's corrective feedback at the Department of Letters and English Language in Mohamed BOUDIAF University of M'sila. We would be very grateful for you if you devote some of your time to answer the following questions. Thank you in advance.

Background Information:

- 1/ Gender:
- 2/ Rank:
- 3/ Field of Expertise:
- 4/ Working experience:

Teacher's perception, the used methods and strategies:

1- What do you prioritize in the oral class?

Fluency Accuracy Both

2- What are the methods of teaching that you use in the oral classes?

- The Direct Method
- The Grammar-translation method
- The Audio-lingual
- Communicative language teaching
- Other:

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3- What are the most common grammatical mistakes do students make while speaking?

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4- Do you think that those mistakes must be corrected?

Yes No

- If yes, why?

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.....

5- Who is the most beneficial source of correction correction?

The student himself (Auto-correction) The teacher The classmates

6- I believe that providing corrective feedback is an easy task

Strongly disagree Disagree Undecided Agree Strongly agree

7- Have you been trained on the fundamentals of providing errors?

Yes No

- If Yes, please provide details

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8- Do you provide students with corrective feedback concerning their grammatical accuracy?

Yes No

- If yes, how often do you give corrective feedback?

Never Rarely sometimes often always

9- When do you correct the student's mistakes?

- Immediately after the error occurs
- After the student finishes his/her speaking
- After the lesson is finished
- Other:

.....

10- I believe that the teacher's corrective feedback is effective in reducing the students' grammatical errors.

Strongly disagree Disagree Undecided Agree Strongly agree

11- How can corrective feedback be used in developing students' grammatical accuracy?

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12- What are the factors that complicate the task of giving corrective feedback?

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13- Do you pay attention to students' affective factors (anxiety, self-esteem, inhibition, risk taking) before giving corrective feedback?

Yes No

- If yes, how do you adapt corrective feedback according to those affective factors?

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14- How do you correct the student's grammatical mistakes?

Explicitly Implicitly Both

- Please explain and justify your choice.

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15- What strategies of corrective feedback do you use?

- Explicit correction (direct correction)
- Recast (correcting the student's mistake without calling attention to the mistake)
- Elicitation (pointing out the mistake and let the student correct it by himself)
- Meta-linguistics correction (Commenting of the student's mistake without giving the correction)
- Repetition (repeating the student mistake so he/she can notice it)
- Something else:.....

16- How often do students respond to your corrective feedback concerning their grammar?

Never Rarely sometimes often always

17- Do students have a positive attitude towards corrective feedback?

Definitely not Probably not possibly probably definitely

18- If students overlook feedback and keep on making grammatical mistakes, how would you persuade them to take feedback into consideration?

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19- what would you suggest as a strategy for error correction and the process of giving corrective feedback in brief?

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Appendix 04: Students' Questionnaire

The following questionnaire is part of a study we are carrying out about the effect of Teacher's corrective feedback at the Department of Letters and English language in Mohamed Boudiaf University of M'sila, with first year license students. We would be very grateful for you if you devote some of your time to answer the following questions. Thank you in advance.

Background Information:

- Age:
- Gender:
- Years of learning English:

Please, check (√) to the chosen option:

1/ How do you assess your level in speaking?

Excellent Good Fair weak

2/In your opinion What is more important speaking:

Fluently Accurately Both

3/ How often do you attend the Oral Expression session?

Never Rarely sometimes often Always

4/ how important is grammar correctness while speaking?

Unimportant Slightly important Moderately important Important Very important

5/ How often do you make grammatical mistakes while speaking in Oral Expression session?

Never Rarely sometimes often Always

6/ what are the most common mistakes that you make while speaking? (You can pick more than one option)

- The incorrect use of tenses (the past instead of the present...etc.)
- The incorrect use of modal verbs (can, might, would...etc.)
- The incorrect use of articles (a, an, the)
- The incorrect use of prepositions (in, at, above...etc.)
- Something else:

7/ How do you feel when you make grammatical mistakes? (You can pick more than one option)

- uncomfortable
- Nervous
- Upset
- Anger
- None of the above
- Something else:

8/ Does your teacher correct your mistakes?

Yes No

- If Yes, how often?

Rarely Sometimes Most of the time Always

9/ How do you feel when the teacher corrects your mistakes? (You can pick more than one option)

- Shy
- I'm not competent
- Offended
- Embarrassed
- None of the above
- Something else:

10/ In your opinion, who should correct your grammatical mistakes?

Your teacher Your classmates Yourself

- Why?

.....
.....

11/ I prefer that the teacher of Oral Expression corrects my mistakes:

- Immediately after I make them
- After I finish speaking
- At the end of the session
- Something else:

12/ What type of mistakes do you want your teacher to correct more? (please order them from the most important to the less important)

- Grammar mistakes
- Sentence mistakes
- Vocabulary and expressions mistakes (lexical mistakes)
- Content and ideas mistakes
- Something else:

13/ Is your Teacher's corrective feedback clear?

Never Rarely Sometimes often Always

14/ Do you take it into consideration?

Never Rarely Sometimes often Always

15/ Does your teacher's corrective feedback develops and enhances your grammar accurate use?

Yes No

- If Yes, How?

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.....

.....

16/ Do you prefer your teacher to correct your mistake in a direct way right after you make it?

Yes No

17/ Do you prefer your Teacher to reformulate your utterance (sentence), where you have made a mistake, with the correction?

Yes No

18/ Do you prefer your teacher to point out to the grammatical mistake and let you correct it by yourself?

Yes No

19/ Do you prefer your teacher to comment on your grammatical mistake without giving the correct form?

Yes No

20/ To what extent do you agree with the following statements?

	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
1- I see making grammatical mistakes as a sign of weakness in speaking.					
2- It is the responsibility of the teacher to point out and correct my mistakes					
3- When the teacher points out my mistakes, that makes me aware of it so I can avoid them in the future					
4- When my Oral Expression Teacher corrects my mistakes while I speak, I feel disturbed and i lose the idea that I want to say.					
5- When the Teacher of Oral Expression keeps correcting my mistakes every time, I become unwilling to speak.					

