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Oral Errors Correction in EFL Classrooms: The Case of Second LMD English Students at Ahmed SALHI University Center of Naama.

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Dedication

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Abstract

The present research is designed to be a case study which sample is 44 students of the second year LMD at the University Center of Ahmed SALHI, Naama. The research used a structured questionnaire yielding quantitative and qualitative data. This research aimed at determining the most effective techniques used to correct oral production errors, an aspect of teaching which has long been discussed by educators and researchers. It also aimed at discovering students' attitudes and preferences toward the techniques used to correct oral production errors by EFL teachers. Taking into account the reviewed literature regarding the topic two instruments were designed: a class observation checklist and a questionnaire addressed to students. In general, results revealed that teachers use different techniques but they stress only on using explicit correction which was also preferred by the vast majority of students. It was also shown that students have positive attitudes toward the oral corrective techniques used by their teachers .As a conclusion, each professor is encouraged to explore and discover the error correction strategy which best suits students according to level and personality. This discovery should always be subject to change, for effective techniques for one group of students may vary from another.

List of Abbreviations and Acronyms

- EFL English as a Foreign Language
- LMD License, Master, Doctorate
- L1 First Language
- L2 Second Language
- OCT Oral Correction Techniques

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General Introduction

General Introduction

Error correction has been one of the main areas in the field of English language teaching. Therefore, errors are bound to happen in foreign language learning and there is absolutely no doubt that correcting students' errors is very significant in making the teacher aware of his students' progress, what should be taught further and what strategies they use in learning. Oral corrective feedback plays a dynamic role that cannot be neglected in second and foreign language learning.

However, oral correction is a very debatable phenomenon in this regard. On the one hand oral errors' correction should not be taken into consideration and it should not be used at all considering the fact that correcting students' oral errors would cause many problems in their language learning progress. On the other hand, oral correction is an indispensable part of the language development as it helps students to get rid of the slips that would grow up later and will help his oral proficiency from reaching the best linguistic level.

Besides, learner's attitude is another factor that has a chief role in the learning process. It is defined as the learner's perception of the language, its speakers and the learning context which can determine learner's success or failure. It is becoming increasingly obvious that error correction is useful and can be very helpful in learning a language.

Yet, although English language teachers at the University Center Ahmed SALHI of Naama are sufficiently trained, however, they do not know the appropriate techniques to correct their students whenever they commit an error in oral interaction. They may think that errors are likely to happen and students will identify their errors and correct them by themselves in the long run. Furthermore, another idea that may spring to teachers' minds is that frequent error correction can hinder student's progress of oral proficiency and fluency.

Accordingly, this research is conducted for the sake of shedding light on this topic and find out some solutions to these problems. Therefore, this work attempts to explore the main research question:

- How do EFL teachers correct students' oral errors during oral interaction?

Hence, from the main question the following sub-questions are derived:

- What are the attitudes of EFL students towards the ways used by teachers to correct oral errors?
- What are the oral corrective feedback techniques that students prefer more?
- What kind of errors do EFL students commit mostly during oral interaction?

Thus, the previous questions lead the researcher to postulate the following hypotheses:

- Teachers use explicit correction as a fundamental technique for correcting oral errors.
- They prefer explicit correction rather than other ways of correction.
- Students have positive attitudes towards the ways that their teachers utilize to correct oral errors.
- They often commit grammatical errors and pronunciation errors during oral interaction.

This research paper consists of two chapters organized as follow:

- Chapter one deals with knowing the terms and concepts; errors and their types, oral errors correction, oral corrective feedback and oral errors correction techniques.

- Chapter two deals with the data collection and analysis, two different instruments were derived, classroom observation checklist and questionnaire for students.

Chapter One

Chapter One:

Key-concepts and Definitions of Terms

1.1. Introduction.

1.2. Definition of Error.

1.3. Defining the concept of Error.

1.4. Errors vs. Mistakes.

1.5. Types of Errors.

1.6. Causes of Errors.

1.7. Categorization of Learner's Errors.

1.8. Error Correction.

1.8.1. Definition of Error Correction.

1.8.2 Error Correction Techniques.

1.9. Oral Corrective Feedback.

1.10. Error correction vs. Corrective Feedback.

1.11. Conclusion.

1. Introduction

This chapter sheds light on some definitions of error and mistake and the difference between them, and exposes the importance of knowing its role in the process of teaching/learning language. Next, a description of error, its types and its causes will be given. Moreover, this chapter will cover the general area of error correction, oral corrective feedback and its types and the difference between error correction and corrective feedback, then, a closer look will be taken at the error correction techniques.

1.2. Definition of Error

- **Background**

The aspect of error in foreign language learning has been changing through time. In prior psychological research, error in learning was considered as a factor indicating a decreased quality of learning. In a traditional way, pedagogy has viewed error as a measure of degree of failure and as a criterion for assessing students. Besides, it is worth stating that the concept of error was linked to a failure resulting from a series of unwanted consequences. Nowadays, the standpoint has changed. Research on errors can be regarded as a significant source of the process of learning. It enables the teacher to adjust and direct the process of learning. In addition, errors function as a good feedback for teachers on efficiency of the selected teaching methods and techniques, or even on their methodological flaws and teaching experience as well.

Generally, when it comes to talking about errors made by learners of FL (foreign language), it is advisable to compare their utterances with the utterances of native speakers. This comparison is said to be a polemical issue; especially due to one aspect as Corder states that: **"when talking about errors committed by learners we are clearly applying to their language intuitions about the grammatical rules possessed by the speakers of the target language"** (1981, p. 57). This means that the learner is not yet a speaker of that language. This is like saying that a French speaker speaks erroneous

English. Nevertheless, this might be very advantageous for the learner in acquiring the rules of the target language (French speaker is not meant to be trying to speak Standard English). Hence, the quest on native speaker's language use has shown that even native speakers themselves often make a lot of errors of all types. Lightbound (2005) states the following distribution of native speaker errors is generally found:

- 15% - grammatical errors
- 12% - lexical errors
- 33% - errors of style
- 40% - errors of spelling

The fact that even native speakers are impeccable and bound to make errors leads to ask ourselves what is an error and what are its types and sources.

1.3. Defining the concept of Error

To define the term error is not an easy task because many teaching language theorists have attempted to define it, but they have not reached an agreement on a common definition. However, many scholars and researchers state that errors are the deviations from the correct linguistic form when using the language and the correct form stands for the way the native speakers produce "Native speaker's norm" or the standard variety of speaking.

Errors can simply be defined as the learner's inability and difficulty to use the linguistic structures they have been taught.According to Brown errors refer to: **"ideocyncracies in the interlanguage of the learner which are the direct manifestation of a system within which a learner is operating at a time''**(2007, p. 258). This means that error is "un-nativelike" part of language produced systematically by a foreign language learner. In another way an error is a noticeable deviation from the adult grammar of a native speaker, reflecting the interlanguage of the learner. It can include a morpheme, a phoneme, a word, a sentence or a paragraph.

In most general terms, James states that: **"error is an unsuccessful bit of language"**(1998, p. 1). However, this definition is too broad and not enough for the researcher's purpose. Additionally, Long (1991) notes that errors are pervasive, systematic, remediable, and persistent foreign language forms. They are pervasive because they frequently exist; they are persistent because it takes the learner time to alter the rules he/she has shaped at one particular phase in the process of learning the language; they are systematic because they are based on a rule; and they are remediable because the learner will modify the trial rule he/she has formed as he/she is exposed to more of the target language. It is believed that errors should be avoidable and preventable from occurring and if they occurred, they should be dealt with straight away and eliminated totally. In contrast, Brown (1987) takes errors to be inevitable and more likely to happen for any language learner. Corder (1985, p. 170) believed that errors are:**"an inevitable and indeed necessary part of the learning process"**. In simple words, during the process of learning a foreign language there is absolutely no doubt that a learner will not commit an error especially in the early stages of learning even though the learner struggles to avoid committing errors but that would be impossible to happen because making errors helps the learner to identify his/her linguistic level.

Additionally, Richards et al (1985, p. 95) defined error as: "**the use of a linguistic item (e.g. a word, a grammatical item, a speech act, etc.) in a way which a fluent or native speaker of the language regards as showing faulty or incomplete learning**." According to Richards et all's definition, errors are identified according to the rules of grammar and use accepted by fluent or native speakers of the language. He believes that an error is any language structure that native speakers consider it erroneous as it displays incomplete learning of the language system.

Corder (1967,p.168) states: **"The error of performance will characteristically be unsystematic, and error of competence is systematic."**This definition leads to identify the opposition between systematic and unsystematic errors. On the one hand, Unsystematic are errors that are randomly made in learner's speech (in L1 or L2) and of

which he/she became immediately aware of. Speakers themselves correct such errors - also called 'a slip of a tongue'. They usually exist under certain psychological and emotional conditions of speakers' such as (tiredness, memory lapses, concentration, ect). On the other hand, systematic errors are a consequence of learner's transitional competence or the current stage of his/her foreign language development. Unsystematic errors are thus errors of performance whereas systematic errors are errors of competence. So, it can be said that according to the nature of the error, the teacher can know what type it is in regard to the learners attitude towards his utterance, whether to correct himself or to be erroneous. Edge (1989, p. 9) holds that: **"An error is what a learner cannot self-correct".** It means the learner cannot correct himself considering the fact that he/she does not know that he/she is erroneous in his language use because of incompetence.

As a deduction, it can be stated that errors play a dynamic role in the assessment of language learning in general. Linguists are enthusiastic in errors, since they are accepted to have advantageous data on the procedures that people use to learn a given language and help the teachers to cope with the barriers that may face them by finding ways to reduce the appearance of errors in foreign language classrooms though it is impossible.

1.4. Errors vs. Mistakes

One of the crucial issues that English langue teachers face is how to distinguish between errors and mistakes. Such issue attracted many linguists and practioners, thus, they consider the distinction between the two notions as a crucial need that would be of benefit to future teachers to determine if errors should be corrected or only mistakes that should be corrected.

Consequently, Corder (1985) distinguishes between errors and mistakes. He points out that errors are competence criteria, whereas mistakes are performance criteria. Larsen-Freeman and Long (1991), James (1998) and Ellis (2000) described the term 'mistake' as a random slip of a tongue and provided a criterion that might explain the distinction between errors and mistakes. According to these authors, a mistake is a performance fault that the learner is able to correct when he is willing to correct it, whereas, an error is

believed to be not self-corrected since a learner cannot correct it when he intends to correct it. Errors represent a lack of learner competence, are systematic, and they might be hard to be recognized by the learner.

Besides, Edge (1989) uses the term 'mistake' as an umbrella term to refer to incorrectness in general. If the anomaly causes a breakdown in communication, he calls it a 'mistake of meaning'; if the inaccuracy is only structural, he calls it a 'mistake of form'. However, according to Edge (1989), a teacher has to decide, based on an individual learner's level of progress in the language, whether a mistake of form is a 'slip', an 'error', or an 'attempt'. A 'slip' refers t a type of mistake which a learner can self-correct. Sometimes, learners try to express themselves using structures they have not yet been exposed to, and, as a result, make mistakes. Other times, it may not be possible for the teacher to say what structure the learner is trying to use when mistakes are made. In such cases, the mistakes are referred to as 'attempts'. If, the students have already been exposed to a rule and they still make mistakes that the teacher deems they cannot self-correct, such mistakes are regarded as 'errors'.

1.5. Types of Errors

According to Corder (1973) Errors fall for four main categories:

1-Omission:is considered as the absence of an item that should appear in a well-formed utterance. It involves the omission of certain etymological structures by the learner as a result of unpredictability.

For example:

1. Ahmed is nice guy.
2. Jack is best student in his class.

In utterance number 1 the student omits an indefinite article "a" for Ahmed is a nice, while in utterance number 2 a definite article "the" is omitted for Jack is the best student in his class.

2-Addition: Unlike omission, addition is characterized by the presence of an item which must not be present in a well-formed utterance. Dullay (1982) divides addition errors into three types: double marking, regularization, and simple addition.

a. Double Marking : Many addition errors are more precisely described as the failure to delete certain items which are required in some linguistic constructions but not in others.

Examples:

- He does not dresses up well.
- My father did not arrived on time.

In above utterances, the two items rather than one are marked for the same feature (tense in these examples).

b. Regularization: regularization error refers to an error having exceptional items of the given class that do not take a marker.

Examples:

- Womans.
- Buyed.
- Childs, etc.

c. Simple Addition: Errors of simple addition refer to the addition of one element to the correct utterance.

Examples:

- I am “is” a student.
- You can “to” come visit me anytime.

3-Misformation: Misformation errors are characterized by the use of the inappropriate forms of the morpheme or structure. There are two subtypes of misformation errors, archi-form, and alternating form.

a. Archi-forms: The selection of marker of one member of a class of forms to represent other in the class is a common characteristic of all stages of foreign language learning and second language acquisition. The forms selected by the learner are called archi-forms.

The following examples are dealing with the use of demonstrative adjective like *this, that, these*, and *those*.

- That chairs.
- This students.
- These pen.
- Those table.

This type of misformation errors is called archi-forms. *That* should be followed by singular form, while *these* should be followed by plural form.

b. Alternating Form: As learner's vocabulary and grammar grow, the use of archi-form often gives away to the apparently free alternation of various member of class with each other.

- I seen him yesterday.
- He would have saw them.

The utterances above have incorrect use of the verbs *seen* and *saw* instead of *saw* and *seen* respectively.

4. Misordering: The incorrect placement of a morpheme or group of morphemes in an utterance characterizes misordering error. Misordering errors occur systematically for both L1 and L2 learners.

- Do you know who is she?
- What you are thinking about?

1.6. Causes of errors

Errors in language have plenty of reasons and causes. Touchie (1986) assumes that learners fail to use the language properly due to the following common problems:

1-Simplification:

Learners often tend to select simple forms of language rather than choosing complex ones. An example of simplification might involve the use of simple past instead of the past perfect continuous.

2-Overgeneralization:

This involves the use of one construction in one context and expanding its application to other contexts where it should not apply. An example of overgeneralization might involve the use of *runed* and *eated* as the past tense of *run* and *eat*. It is worth noting that learners use simplification and overgeneralization in order to diminish their linguistic burden.

3-Hypercorrection:

Sometimes enthusiastic teachers put in a lot of efforts to correct their students' errors by inducing the students to make errors in otherwise correct forms. This type of error is called "induced errors". For example, the teacher insists that Arab EFL learners produce the phoneme */p/* correctly prompts them to always produce*/p/ where* the phoneme /*b/*is required. Consequently, Arab EFL learners say *poat* and *pasket* instead of *boat* and *basket.*

$

4-Faulty teaching:

Sometimes learners' errors are caused by the teacher and they are called teacher-induced ones, i.e., caused by the practitioner, teaching material, or the order of the presentation. This factor is closely tied to hypercorrection above.

5-Fossilization

This factor includes errors that last for a long period of time and become hard to get rid of especially those of pronunciation. An example of fossilized errors in the omission of the 'stress'.

6-Avoidance:

Learners often find some syntactic structures hard to produce. Thus, learners avoid using complex structures and use simpler ones.

7-Inadequate learning:

This factor states that some errors are caused by the ignorance of rule restrictions and incomplete learning. For instance the omission of the third person singular*s* as in: He *write.*

8-False concepts hypothesized:

Many learners' errors are created by wrong hypotheses about the target language. For instance, some learners think that '*was'* is the indicator of past tense. So they say: It was rained yesterday.

1.7.1 Categorization of learner's errors:

Learner's errors can be categorized based upon of the linguistic levels. Lee (1990), for example, lists the following classification of learner's errors:

● ***Grammatical (morphosyntactic) errors***: which emphasize on the need of grammatical accuracy in both speech and writing. However, this may hinder communication because errors at the sentence level "often reflect performance "mistakes" in which instant teacher correction is not essentially appropriate".

● ***Discourse errors***: depend on the observance of the rules of speaking and writing and reflect learners' cultural and pragmatic knowledge of language use.

● ***Phonologically-induced errors***: occur in wrong pronunciation and/or intonation; in the case of English studied as a foreign language such errors presuppose timely correction on the part of the teacher because vowel length, voiced and voiceless last consonants, word stress, etc. may have other meaning, as in *live/leave*, *leave/leaf*, *exit (n.)/exit (v.)*, and so on.

● ***Lexical errors*:** in combination with errors belonging to the other linguistic levels, may also hamper communication and intelligibility.

1.8. Error correction

There is a common view that error correction is regarded as an isolated phenomenon that just happens in the classroom because learners are bound to produce inaccurate language forms and teachers have to deal with them in one way or another, as it is part of their job. However, error correction is indispensable part of language teaching and learning. Learning a foreign language is a lifelong and a gradual process, during which errors are likely to occur at all stages of learning. Errors will not disappear simply because they have been pointed out to the learner, contrary to what some language learners and teachers believe.

1.8.1. Definition of error correction

The term *error correction* generally has several meanings. Typically, it refers to a corrective activity aimed at elimination of a recognized discrepancy. Jefferson et al. (1977, p. 363) state that the term usually refers to: **"the replacement of an 'error' or 'mistake' by what is 'correct'"**. James (1998) observes that there are three main meanings of the term *correction*:

1. Letting the learners know that there is an error and keeping them to discover it and repair it themselves.

2. Giving treatment or information that leads to the reconsideration and correction of the specific error without aiming at hindering the same error from existing later. Besides, the corrector can specify how and where, propose an alternative option, provide a hint.

3. Providing learners with information that enables them to revise or eliminate the incorrect rule they were working with when they produced the error.

Although the three-way definition seems precise, the first definition is better. When the teacher lets learners to correct themselves and only points out that an error or a mistake has been made, then it is not *error correction*, but rather *error corrective feedback*.

Moreover, correction should not be completely understood as criticism or punishment of errors. As Edge (1989, p. 20) points out that, **"Correction is a way of reminding students of the forms of Standard English"**. During correcting, teachers help students become more accurate in their FL performance. It should not mean insisting on everything being totally correct; conversely, correction should be perceived as a tool of assisting learners on their way to mastering the FL, not as a tool for reaching perfection. In addition, error correction is the classroom activity that most people think as one of the language teacher's most important functions (Nunan, 1989). This is because most of the time the teacher is the one who corrects.

1.8.2. Error Correction Techniques

Although giving correct forms of learner errors is one of the most popular techniques among many language teachers (Hendrickson,1978), has been recommended to use of different types of correction techniques as it is considered to be more effective

and successful than depending upon a single technique. Many specialists put forward that teachers should not use the techniques which make learners feel embarrassed or annoyed. Therefore, teachers should be more sensitive about how to respond to learner errors.

Fanselow (1977) has argued that different people need to be treated in different ways, thus, teachers should offer learners the greatest possible variety of corrections because. In addition, teachers need to keep on using different possibilities of feedback that would have to be delivered in such a way as to provide affective support, so the learners will not be demoralized, at the same time as the negative information is transmitted.

Once teachers decide to treat errors, they should have a variety of techniques to apply. Allwright (1975) points out the complexities of the teachers' task. In the case of error correction, this can be illustrated by the following options confronting the teacher in the face of a leaner's error:

- To correct or to ignore the error completely.
- To correct immediately or delay the error.
- To allow another student, a subgroup or the whole class to find the correct form.
- To return or not to the original error-maker after correction.
- To test for efficacy of correction.
- To transfer correction or not.
- To let it be self-corrected.

All these suggested options are appropriate in different moments; the teacher only needs to develop the intuition through experience. Long (1977) also notes that teachers have three choices in deciding what to do when they find the error:

- To inform the learner that an error has been made
- To inform the learner of the location of the error
- To inform the learner of the identity of the error

Over and above all, it can be stated that errors are unavoidable, but if there are too many it is most likely the result of inefficient practice. Teachers have plenty of techniques and strategies to deal with any correction that needs to be made. Correction techniques should be helpful and supportive. When an error is detected, the next problem is that teachers would have to choose the best type of correction to provide in order to help the foreign language learners achieve this required purpose.

1.9. Oral corrective feedback

Chaudron (1998) believes that the term corrective feedback incorporates different meanings. In his view, the treatment of error may simply refer to any teacher behavior following an error that minimally attempts to inform the learner of the fact of error. Lightbown and Spada (1999) define corrective feedback as any indication to the learners that their use of the target language is incorrect. This includes various responses that the learners receive. Ellis (2009) holds that corrective feedback takes the form of a response to a learner utterance containing a linguistic error. This wrong utterance could be in the form of an oral production of FL or a piece of writing that means teachers can give feedback to both writing and speaking of FL learners. However, this paper only focuses on corrective feedback which is given to oral erroneous utterances.

1.9.1. Types of corrective feedback

Lyster and Ranta (1997) distinguished six different types of feedback in their study as follows:

1-Explicit correction: refers to the explicit provision of the correct form. As the teacher provides the correct form, he or she clearly indicates that what the student had said was in correct.(e. g. "Oh, you mean," "you should say"). L (learner): He was *quiet* (sounds like *kite*). T (teacher): not *kite*/kaɪt/: it is *quiet*/ˈkwaɪət/.

2-Recast: without directly indicating that the student's utterance was incorrect, the teacher implicitly reformulates the student's error, or provides the correction. L: what this

word means? T: you mean: what does this word mean? L: Oh! yes, sorry what does this word?

3-Clarification request: usually by using like "Excuse me?" or "I don't understand," the teacher indicates that the message has not been understood or that the student's utterance contained some kind of mistake and that a repetition or a reformulation is required. This is type of feedback can refer to problems in either comprehensibility or accuracy, or both. L: why *does* he go to Oran *last week*? T: Pardon? L: why *did* he go to Oran last week?

4-Metalinguistic feedback: without giving the correct form, the teacher asks questions or provides comments or information related to the formation of the student's utterance. L: I went to the airport and *pick up* my grandmother. T: Use past tense constantly. L: I went to the airport and picked up my grandmother.

5-Elicitation: teachers directly elicit the correct form from the student. Teachers can elicit completion of their own utterance by pausing to allow students to "fill in the blank", or use questions such as "How we say X in English?" to elicit correct forms, or directly ask students to formulate their utterance. L: once upon a time, there *lives* a poor child T: once upon a time, there? L: there *lived* a poor child.

6-Repetition: refers to a teacher's repetition, in isolation, of a student's erroneous utterance. Usually, teachers change their intonation so as to highlight the error. L: Mr. Omar works hard last year. T: Mr. Omar *works* hard last year? L: Mr. Omar worked hard last year.

1.10. Error correction vs. Corrective Feedback

Many specialists seek to distinguish between *error correction* and corrective *feedback* in the language classroom on grounds that the latter is a much broader concept than the former and encompasses it. Majer (2003) writes, for example, that giving feedback is not equivalent to simply correcting errors. Error correction is part of language

teaching, whereas feedback belongs in the domain of interaction. Thus, all error correction is feedback, much as its actual realization may depend on a particular pedagogic objective. However, there are cases in which the term *feedback* is used nearly in the same way as *correction*, but a particular author chooses to make a distinction between the two for reasons that may not be entirely clear. James (1998), for example, sees correction as a reactive second move of an adjacency pair to a first speaker's or writer's utterance by someone who has made the judgment that all or part of that utterance is linguistically or factually wrong, but he calls the term *feedback* only its subset, namely a situation in which a learner is merely informed that an error has been made and it is up to him or her to fix it. Therefore, Pawlak (2013) sates that when responding to an erroneous form in learners' speech or writing, teachers are undoubtedly more concerned with the consequences of their corrective reactions rather than such terminological issues that are of little importance in classroom reality. Besides, the term *error correction* is so famous and so widely used that it is impossible to be replaced with the term *feedback* in practitioners' descriptions of how they deal with learners' inaccurate output.

1.11. Conclusion

This chapter has discussed error correction, error corrective feedback and its complex structures. Correction impacts not only the learner who has committed an error, but also everybody present in the learning process. Research shows that correction in general is useful, as it can speed up the language proficiency. Although some language theorists still stand against correction, their arguments are not strong enough. Even though correction might be only to some extent helpful, it is still more effective than no correction at all.

Chapter Two

Chapter Two

Research Findings, Analysis and Discussion

2.1. Introduction

2.2. Sample Population

2.2.1. Students' Profile

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2.1. Introduction

This chapter presents the results of data analysis related to the main study. As it has already been explained in the general introduction, the data gathering tools for this study were a questionnaire addressed to students and classroom observation checklist addressed to teachers in order to explore the techniques used by EFL teachers to correct oral errors. The questionnaire and the observation also aimed at discovering the different attitudes of students towards oral errors correction ways used by EFL teachers.

2.2. Sample Population

The ground that was picked to conduct this research is Ahmed SALHI University center of Naama, it is a new establishment and the first of its kind in the Wilaya of Naama. This sample was chosen because it can show the different attitudes and preferences towards oral correction techniques used by EFL students better than another scope, and the number is sufficient to conduct the study. Their profiles are displayed as follow:

2.2.1. Students' Profile

The subjects of this case study are second year students of English. Forty four (44) students were selected and they were asked to take a part in the questionnaire. Ten (10) males and thirty four (34) females in Ahmed SALHI University center of Naama. They were chosen among the total number of seventy one (71) students in the English department. The age of these students varies from 19 to 33 years. They studied English for 7 to 9 years.

2.2.2. Teachers' Profile

The target sample consists of three (03) teachers from Ahmed SALHI university center of Naama to be observed. Their experiences range from three (03) years to thirteen (13) years.

2.3. Research instruments

The selected tools to accomplish this research are: a questionnaire for students, in addition to classroom observation which was taken from the attendance of some oral production sessions. The following section will deeply focus on describing and defining the research instruments used.

2.3.1. The Questionnaires

Questionnaires are considered as the most fundamental tool that is used in any research work. In this respect, Mulder (1989:12) regards the questionnaire as a data collecting method in general as "**a powerful, structured set of questions that can be used to obtain the opinions of a large number of respondents in writing, without necessarily making contact with the target group**". Whereas, Babbie (1990) refers to questionnaires as a document consisting of questions and other types of items designed to solicit information appropriate to the analysis. Hence, questionnaires have been used to obtain different attitudes, preferences, perspectives and opinions about the techniques that are used by English teachers to correct oral errors. They were designed in simple English words and distributed to forty two students.

2.3.2. Classroom observation

A classroom observation is the purposeful examination of teaching and/or learning events through the systematic processes of data collection and analysis. According to Johnson & Johnson (1998:41), classroom observation is "**a means of undertaking research into what occurs in classrooms by attempting systematically to observe and keep records of classroom events**". Moreover, classroom observation has been used to observe the oral correction techniques and feedbacks that were used by English teachers when an errors shows up in oral sessions.

2.4. Data Collection Phase

2.4.1. Data Collection Procedure

The data collection started on the 25th of March, by the researcher personally distributing 65 questionnaires among the students of all second year groups studying English at Ahmed SALHI University center. By the 10th of April 44 answered questionnaires were gathered back by the researcher and with the help of some teachers and participants. Besides, on 25th March the researcher also started attending oral expression sessions with all groups and different teachers in order to observe the teachers and their behavior in the classroom and the ways they use to correct oral errors committed by EFL learners.

2.4.2. Students' Questionnaire

Students' questionnaire consists of eleven questions (see Appendix I). They are either closed questions requiring from the students to pick up Yes/No answers, or to choose the appropriate answer from the number of options. The whole questionnaire was organized in the form of two rubrics. The first category of questions is demographic questions. It consists of 3 items with the goal of acquiring a general idea about the participants' age, gender and years of studying English language at University. The second category is chiefly concerned about the importance of oral errors corrections. It is also concerned with knowing students' definition of the word error and the reaction of both teachers and students when the error occurs during oral interaction. Besides, this category contains questions that aim at knowing students beliefs and feelings towards the techniques implemented by teachers in correcting oral errors. It also consists of questions that aim at discovering students' preferences of the ways that their teachers use when they make oral errors. Thus, the questions are as follows:

- **Question one:** gender, age and years of studying English language at University.

The first question of almost every questionnaire describes the age and the gender of the sample population of its research. Age is an independent variable and it can tell us to what generation the participant belongs to and gender is also an independent variable and it helps set the percentage of male and female in the sample, the environment and the behavior differs between genders. Concerning the question of years of studying English language at University; experience and exposure to the target language are very important in learning a language especially in knowing whether students are competent or not in terms of fluency and accuracy.

- **Question two:** Do you think that oral errors correction is important in English language learning?

  The opinion of the students has the utmost importance, this question attempts to discover students' point of view about the significance of oral errors correction in English language learning.

- **Question three:** According to you, an error is?

  The aim of this question is to know students' definition of the notion error.

- **Question four:** When you realize that you made an error during speaking, what is your typical reaction?

  This question endeavors to find out students' typical reaction when they realize that they made an error during speaking.

- **Question five**: When you commit an error during speaking, what is your teachers' reaction?

  The purpose of this question is to know teachers' reaction when the students commit an error during oral interaction.

- **Question six:** How often does your teacher correct your oral errors?

This question attempts to discover how many times the teacher corrects his students' oral errors.

- **Question seven:** What do you feel when your teacher corrects you?

The purpose of this question is to know student's feeling and emotions when he gets corrected by his teacher.

- **Question eight:** When do you want your spoken errors to be corrected?

This question seeks to find out the time that students want to be corrected when committing an error.

- **Question nine:** When you make an error during speaking, it would preferable if the teacher?

The objective of this question is to know the oral corrective techniques that the students prefer when they make spoken errors.

- **Question ten:** Do you want your teacher to: keep correcting the way he does, or change it?

This question aims at knowing whether the students want their teachers to keep correcting the ways they do or change them.

- **Question eleven:** In what aspect do you often commit an error?

This question seeks to find out in what aspect that students often commit an error.

2.4.3. Classroom Observation Checklist

To investigate whether teachers give importance to error correction and the techniques they use to correct oral errors, classroom observation was carried out to

explore what goes on inside the classroom. The observation was applied with (3) groups from 2nd year LMD English students at Ahmed SALHI University center of Naama.

The presence of the researcher in the classroom should be neutral and must not interfere with the ordinary environments in which both teachers and students used to behave and participate.

The observation of those groups was made by observing them in seven different sessions, with different teachers and at different times. Each group session consists of one hour and half to explore how teachers correct oral errors and the perceptions of students when they get corrected during oral expression course.

The observation checklist consists of ten oral correction techniques (see Appendix II). Each technique is defined and illustrated with examples. In addition, this checklist aims at knowing how many times the teachers use each technique and knowing the frequency of their usages.

2.5. Data Analysis Phase

In data analysis phase, both questionnaire and classroom observation checklist will be analyzed in the following tables and charts**.**

2.5.1. Analysis of Students' Questionnaire

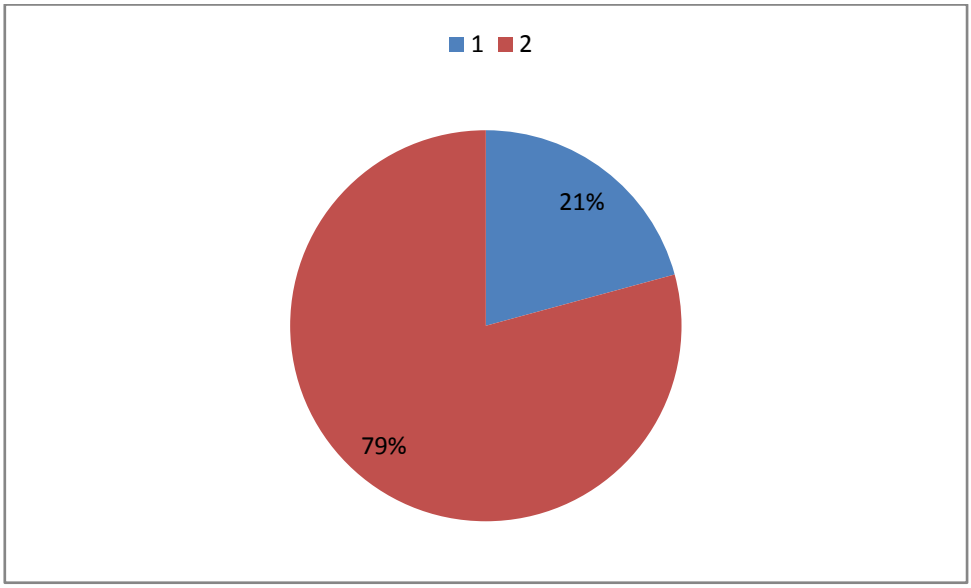
Question one: this table below shows the different variables (age and gender) and years of studying English language.

Age	Gender		Years of Studying English Language
Between 19 to 33	Male	Female	Ranged from 2 to 4 years
	10	34	
	23%	77%	

Table 2.1: Age and Gender and Years of Studying English Language.

The 44 participants are divided into males and females and, thus constituting a percentage of (23%) males 10 and 77% females 34 and their ages are between 19-33 years old as shown in the table above. This variety can give different beliefs and attitudes on how the process of oral errors correction goes in the classroom although the number of the participants was small because they did not answer and they did not take the questionnaire seriously. It also shows that the majority of students have studied English language at University for many years so that they already have a background about it and their linguistic level is advanced.

Question two: this graph below represents the importance of oral error correction in English language learning.



Graph 2.1: The Significance of Oral Error Correction.

The results show that the majority of students (95%) believe that oral error correction is important, whilst only (5%) do not think so.

Question three: According to you an error is?

Statement	Participants	Percentage
1. A word, figure, ect. that is not said correctly	20	45%
2. A small mistake, usually made by being careless or not paying attention.	22	50%
3. Anything that a native speaker would not say (=slang, informal words etc are not considered as error).	7	16%
4. Anything that violates the rules of a successful communication.	16	36%

Table 2.2: Definition of the Term Error.

As the table above shows that 20 students (45%) define the concept error as a word, figure, ect. that is not said correctly. The majority of students (%55) believe that the

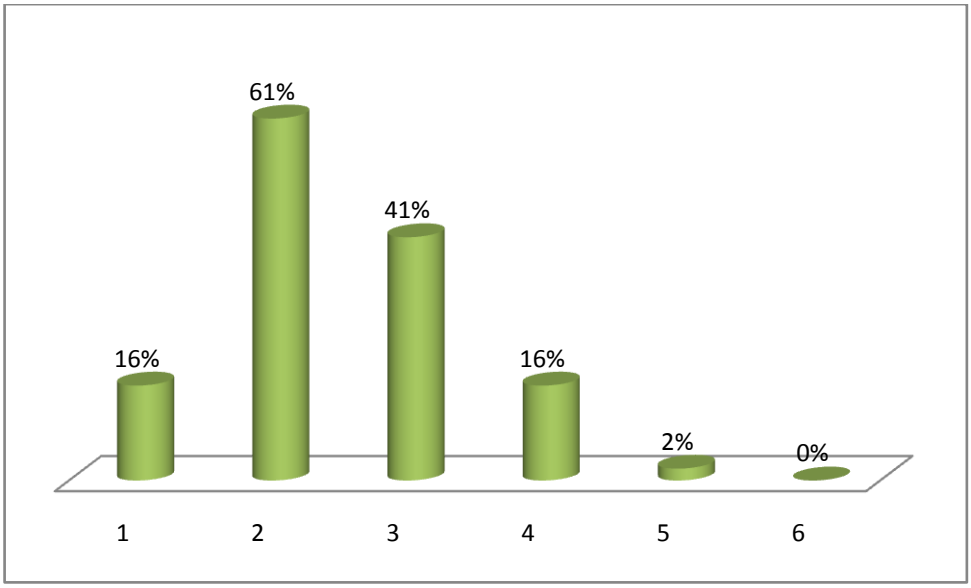
term error is a small mistake, usually made by being careless or not paying attention. 7 students (16%) think that the word error is defined as anything that a native speaker would not say (=slang, informal words etc are not considered as error). Whilst ,16 students representing (36%), define error as anything that violates the rules of a successful communication.

Other definition

In trying to find other definitions, students were asked this open question, in fact the majority of student did not answer. Just 3 respondents who represent (7%) gave some answers and they are as follow:

1- An error is a wrong action or statement.
2- A mistake made by a person.
3- The lack of speaking or writing a sentence correctly**.**

Question four: this graph below represents students' reactions when they realize that they made an error.



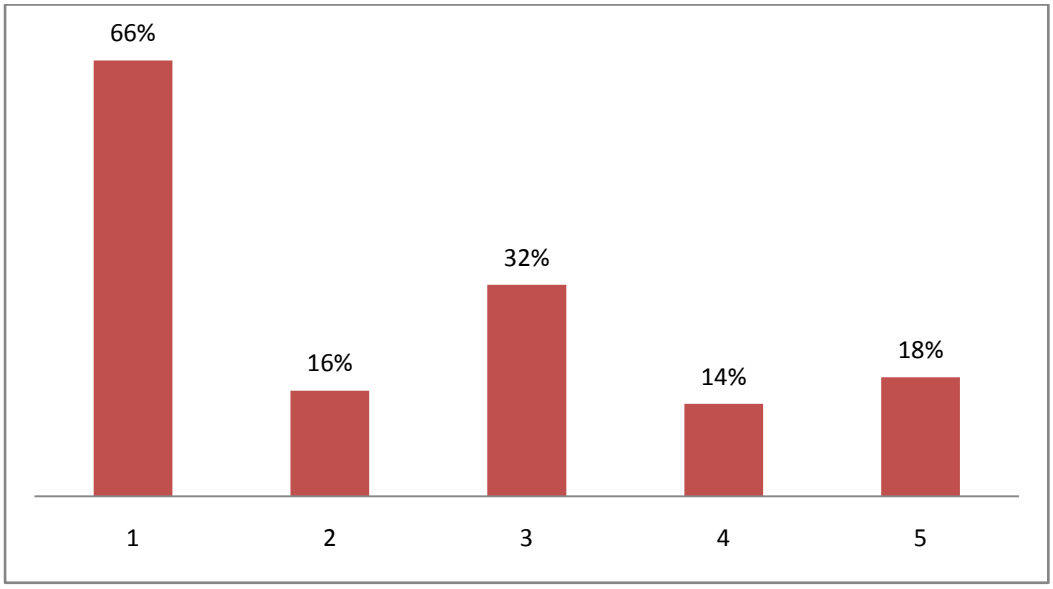
Graph 2.2: Students' Reactions When They Make Errors

The question about students' typical reactions to error turned out as one of the most interesting ones. As can be seen above the highest score was in option two 27 respondents represent (61%), where students admit the error, correct it and then carry on talking. It is obvious that students are self-confident and they do not mind correcting errors in front of their classmates. As it is illustrated in the graph above, the second highest option was 3, 18 respondents represent (41%) claim that they ask their teachers to provide them with the correct form. This shows that students put their trust on their teachers and they have no problem being corrected. Option 1 and 4 had similar scores, 7 respondents represent (16%). Option 1 where students do not react at all and they carry on speaking; this means that the majority of students react and want to correct their errors as opposed to these 7 students. Concerning option 4, where students wait for their classmates to correct them, it shows that most of the students do not rely on their classmates to correct and consider it as a non-useful way to get their errors corrected. The lowest score was option 5 with 1 respondent represents (2%). This shows that students do not get nervous when they make error during speaking and they think that it is natural in the process of learning a foreign language.

Other option:

In trying to find other options, students were asked this open question, in fact none of the students answered.

Question five: the following graph represents teachers' reactions when students commit errors during speaking.



Graph 2.3: Teachers' Reactions When Students Make Errors.

In this question, students were asked to state what are their teachers' reactions when they make errors. As can be seen in the graph above, the highest score was in option 1, 29 respondents represent (66%) state that teachers correct them when errors occur. This means that teachers are working on developing the level of students' langauge proficiency. Option 3 received the second highest score, 14 respondents represent (32%) claim that their teachers correct their oral errors only when necessary depending on the error, this proves that teachers are wise and well- trained and they know when and how to correct the errors. Option 2, 4 and 5 almost received equal scores. Option 2, 7 respondents represent (16%) claim that their teachers do not correct them, this low score shows that only few students who do not get corrected and proves that teachers are careful and attentive to their students oral errors. Also option 4 , 6 respondents (14%) claimed that their teachers do not react but their classmates do. Probably the teachers give other students chances to correct their classmates in order to create collaborative learning. In addition, option 5, 8 respondents (18%) demonstrate that teachers sometimes let the students correct themselves.

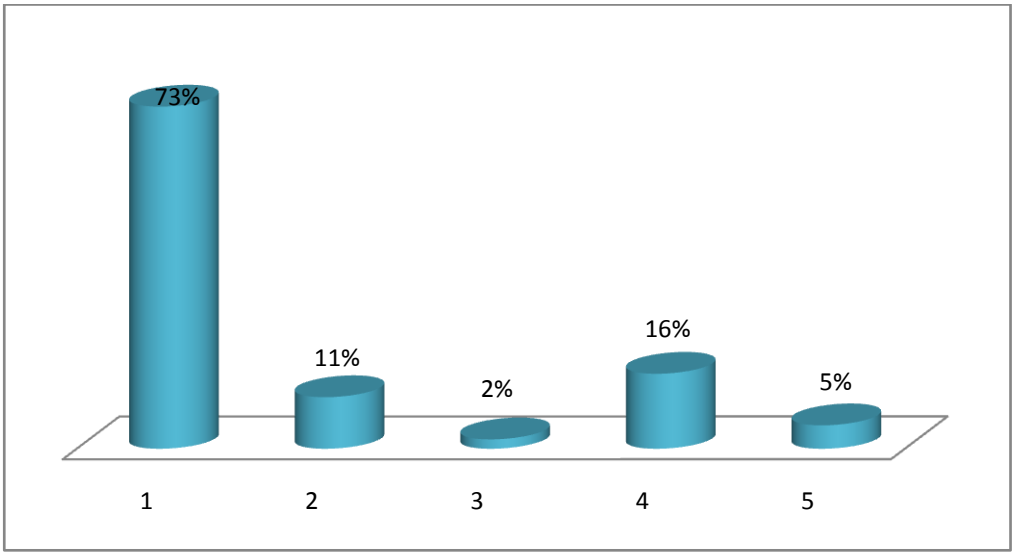
Question six: the table below shows how frequently teachers correct students' oral errors.

Frequency	1.Always	2.Usually	3.Sometimes	4.Hardly ever	5.Never
Participants	3	4	29	6	2
Percentage	7%	9%	66%	14%	5%

Table 2.3: Frequency of Oral Errors Correction.

The table above shows that 29 respondents of the whole sample (66%) which is the highest score, claim that their teachers sometimes correct their oral errors. This means that teachers are giving corrective feedback. Option 6 was the second highest score 6 participants (14%) claim that their teachers correct them hardly ever; maybe teachers do not pay attention to errors. The options 1, 2 and 3 had nearly the same scores. Option 1, 3 students (7%) claim that their teacher always correct them, this may mean that teachers do not want make the sessions so boring by correcting each error. 4 respondents (9%) in option 2 claim that teachers usually correct them, this may mean that these students are making errors too much and their teachers are trying to help them get rid of them. Last but not least, option 5 received the lowest score, 2 respondents (5%), maybe this is because these students do not make a lot of errors.

Question seven: The graph below shows students' feelings when their teachers correct them.



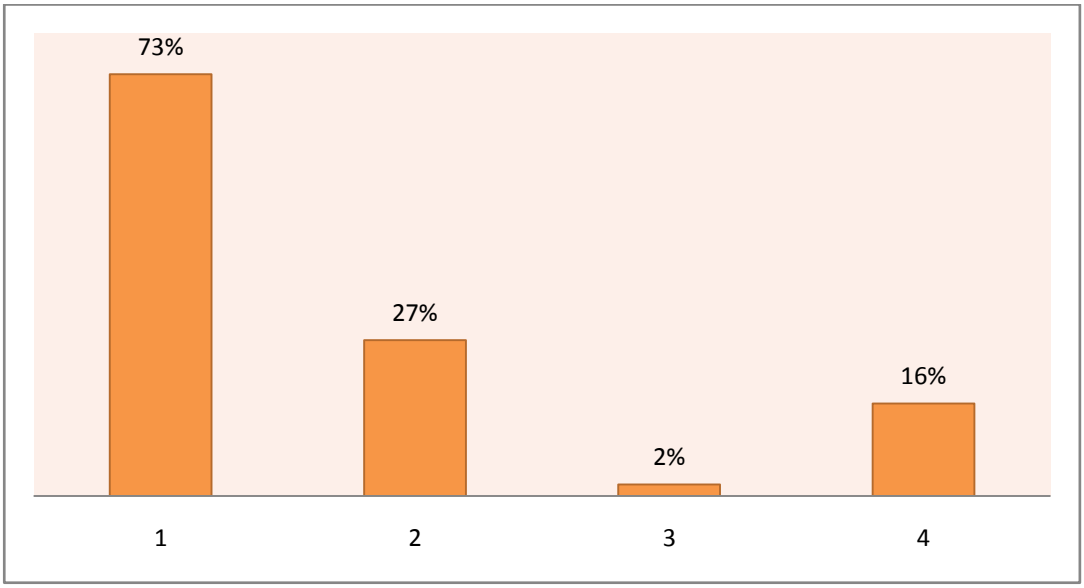
Graph 2.4: Students' Feelings after Error Correction.

The graph above shows that the majority of participants have chosen option 1, 32 respondents (73%) claim that they feel fine and they have positive attitudes towards oral error correction. The second highest score was option 4, 7 respondents (16%) said that they feel confused when their teachers correct them, perhaps these students do not like being corrected and they think errors will disappear automatically. In addition, option 2, received 5 respondents (11%) claim they feel embarrassed when teachers correct them, maybe these students suffer from psychological problems like: stress and anxiety. Only 1 student (2%) has chosen option 3. This student claims that he feels annoyed when he gets corrected, probably the teachers do not use the suitable techniques of correction.

Others:

In seeking at finding other options, students were asked this open question, only 2 students representing 5% answered and said they feel good about it.

Question eight: the graph below shows the time students prefer to be corrected when committing an error during speaking.



Graph 2.5: Time of Error Correction.

As it can be seen in the graph below question eight received different scores, the highest was in option 2. 24 participants 55% want their errors get corrected after they finish speaking; this is because correction in the middle of speech is not accepted by anyone so that it makes students confused and stop speaking. The first option had the second highest score, 14 students 32% want their errors to be corrected as soon as they occur even if it interrupts their conversation. This may mean that these students welcome error correction even if it interrupts their speech and they want their talk to be correct at all costs. 5 participants representing (11%) in option 4 like their errors to be corrected at the end of class, maybe they feel shy when they get corrected in front of their classmates. The lowest score was in option 3, only 2 students like correction after the activities, this may mean that these students also may get confused when their teachers correct them in front of their classmates.

Question nine: the table below shows students preferences of oral correction techniques.

Statement	Participants	Percentage
1. Does not correct me at all.	3	7%
2. Tells me that I have made an error but I must self-correct.	14	32%
3. Tells me about the error and corrects me.	16	36%
4. Tells me the correct form and lets me repeat it.	10	23%
5. Lets other students correct my error.	3	7%
6. Corrects my error and explains what was wrong and why.	12	27%
7. Corrects me implicitly, without directly declaring that I made an error.	7	16%
8. Others.	0	0%

Table 2.4: Students' Preferences of Error Correction Techniques.

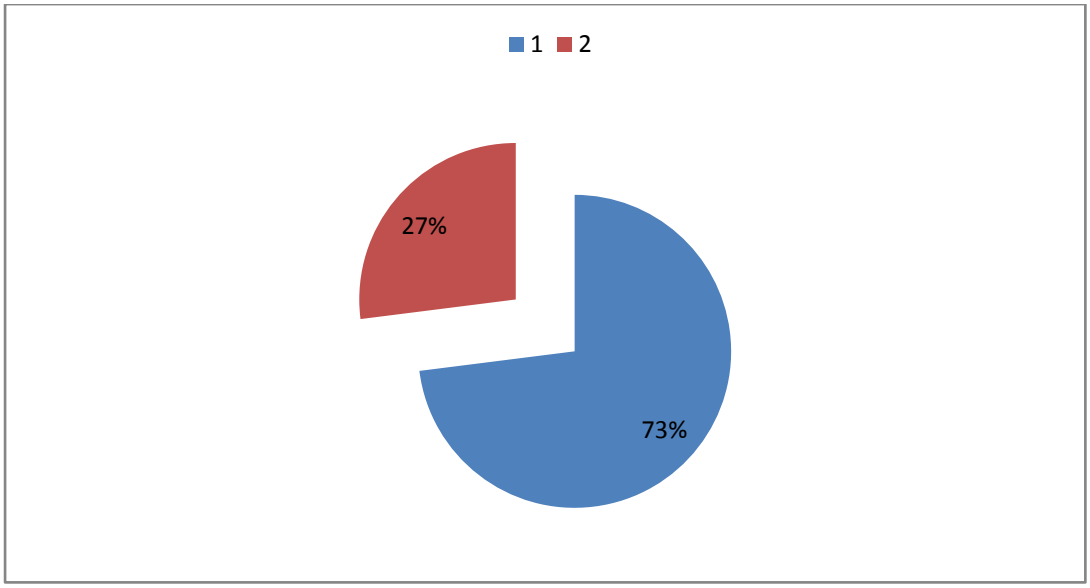
The table above shows that this question received approximately the same scores. Option 2 got the highest score, 16 students representing (36%) prefer the correction from the teacher. This may mean that students know that their teachers are sufficiently trained and competent. The second highest score was in option 3, 14 participants 32% claim that they prefer if the teachers inform them that they made an error and force them to correct errors by themselves. The scores of option 6 and 4 are quite similar. Option 6 received 12 respondents (27%) who favor the correction with the explanation; probably these students want to be satisfied and learn more. Whilst in option 4, 10 students (23%) prefer the technique of repetition after knowing the correct form. 7 students (16%) prefer implicit correction; this means that some students do not like explicit correction and want it to be smooth. In addition, option 1 and 5 received the same scores. Option 1 had 3 respondents (7%) who do not want their teachers to correct them at all; this may indicate that these students were corrected in a wrong way when they produced incorrect utterance.

Similarly, Option 3 got only 3 respondents (7%) who chose peer-correction; this small number indicates that the majority of students do not bear being corrected by their classmates and may consider it as humiliation.

Other option:

In trying to find other options, students were asked this open question, in fact none of the students answered.

Question ten: the graph below shows students' opinions about ways of error correction.



Graph 2.6: Students' opinions about ways of error correction.

As can be seen above option 1 received the highest score, 32 participants (73%) want their teachers to keep correcting the ways they do; this means that teachers are working on developing students' accuracy and fluency. Whilst option 2 had 12 respondents (27%) who want their teachers to change their oral corrective techniques; this is because some teachers sometimes do not employ the appropriate ways of correction.

Question eleven: the table below shows the aspects in which students often commit errors.

Statement	Participants	Percentage
1. Pronunciation.	17	39%
2. Grammar.	23	52%
3. Vocabulary.	10	23%
4. Word order.	3	7%
5. Whole sentence.	3	7%

Table 2.5: Aspects of Errors That Are Often Committed.

As can be seen in the table above, the most frequently committed types of error as perceived by the students are grammar and pronunciation errors. 23 students (52%) selected that grammatical error is the most common committed type of error. Pronunciation errors received the highest score, i.e. 17 students (39%). This fact leads EFL teachers to make solutions for these problems and try to look for the useful techniques to help the students master pronunciation and grammar. Vocabulary error was not chosen by many participants, 10 students (23%) claim that they find vocabulary errors as the most frequent committed ones. Word order and whole sentence are the least frequently committed errors, only 3 students (7%) claim that they often make these kinds of errors. This proves that the linguistic level of students is sort of advanced since they do not often lack constructing a whole sentence or misordering words.

2.5.2. Analysis of Classroom Observation Checklist

The table below presents oral correction techniques that were used by (3) EFL teachers during (7) oral sessions.

No	Type of Oral Correction Technique	Number of times used by teacher (1).	Number of times used by teacher (2).	Number of times used by teacher (3).	Total
01	Recast.	1	2	0	3
02	Clarification request.	0	0	0	0
03	Metalinguistic feedback.	1	0	0	1
04	Elicitation.	0	1	0	1
05	Explicit correction.	4	1	4	9
06	Repetition.	1	0	2	3
07	Peer-correction.	0	1	1	2
08	Self-correction.	1	3	0	4
09	Denial.	3	1	1	5
10	Ignoring	10	3	6	19

Table 2.6: Checklist of Error Correction Techniques.

As is it shown in the table above, teachers used all types of oral corrective techniques except clarification request which was not used by any of the teachers. Explicit correction (9), denial (5), self-correction (4), recast and repetition (3) were reported to be the most used types of oral corrective techniques. Explicit correction was the most preferred technique by teachers. They often use this technique to correct oral errors maybe it is the easiest way to correct oral errors and teachers employ it in order to let other students know the correct form. Denial was used as the second highest utilized technique (5), this means that teachers want their students to correct the errors, repeat them and memorize the correct form so that the errors will not occur again. Concerning self-correction, teachers give chances to students to correct themselves and make them get self-confident. Recast and repetition were also used by teachers but not so often. Recast maybe used by teachers to encourage slow learners to continue speaking without

explicitly correcting their errors. Whilst repetition was used to inform the learner that an error has occurred with changing the intonation of speech so that the learner notices that his utterance was erroneous. Metalinguistic feedback, elicitation and peer-correction were the least used types of oral corrective feedback as they had nearly similar times of usages. These techniques were not usually used by the teachers, maybe because they think that they are not appropriate for their students especially when dealing with errors that are widespread in the classroom. However, it has been observed that many errors have taken place but teachers did not react. This may mean either the teachers do not correct all the committed error and choose the biggest ones or they do not want to make students feel embarrassed or annoyed by correction each type. In addition, the observation have displayed that errors of grammar and pronunciation were the common committed errors, thus, teachers should take this fact into account and look for techniques that are efficient to get rid of any erroneous form of speech and ways that fit learners' needs, time and settings .

2.6. Data Interpretation

After analyzing the results of the questionnaires, one can say that English students at Ahmed SALHI Univesity center of Naama believe that error correction is very significant in English language learning as it helps them develop their oral proficiency. The results also revealed that teachers use different types of oral corrective techniques such as: explicit correction, self-correction, implicit correction and repetition. In addition it is noticeable the majority of students want their teachers keep correcting the ways they do. This proves that students hold positive attitudes towards all the ways that their teachers employ to correct oral errors; which means that the third research sub-hypothesis is approved. They also prefer explicit correction rather than other techniques. They consider the teacher as the primary source of correct utterances. It also has been noticed that most committed types of errors were errors of pronunciation and grammar. This means that students are facing the difficulty in pronouncing the words correctly and producing grammatically correct sentences. Therefore, teachers should be very careful and work on

helping students to get rid of all the most committed errors and provide them with proper language.

The results from classroom observation checklist have revealed that EFL teachers at Ahmed SALHI University center of NAAMA use many oral corrective techniques. Explicit correction, denial, self-correction, recast and repetition were reported to be the most used types of oral corrective techniques. Explicit correction was the most preferred technique by teachers. They often use this technique to correct oral errors maybe it is the easiest way to correct oral errors and teachers employ it in order to let other students know the correct form. Clearly speaking, the first research sub-hypothesis is confirmed. However, results have revealed that many errors have taken place but teachers did not react. This may mean either the teachers do not correct all the committed error and choose the biggest ones or they do not want to make students feel embarrassed or annoyed by correction each type.

To sum up, it appears that oral errors correction is an interchangeable process that both teachers and learners should participate in. Results have shown that the most agreed upon oral corrective technique was explicit correction and it is the most preferred techniques by the majority of students. It also has been shown that students hold positive attitudes towards all the corrective techniques especially explicit correction. In addition, results revealed that students often commit errors of grammar and pronunciation. Therefore, this means that the second hypothesis is confirmed. Thus, teachers should look for ways to stop these errors from reoccurring and protect their students from committing them again in the long run.

2.7 Conclusion

This chapter sought to describe and analyze the data collected from the research instruments, i.e., students' questionnaire, and classroom observation checklist. The type of analysis used was both qualitative and quantitative. Asking students about their own viewpoints was one of the cornerstones in this study. Students, then, ensured that they

have positive attitudes towards oral corrective feedback. In addition, observing students has helped a lot in finding how the process of oral correction goes inside the classroom, and has shown how teachers correct their students when committing oral errors. Therefore, asking and observing both students helped in confirming the three research hypotheses.

General Conclusion

General Conclusion

Learning a foreign language is a gradual process, during which mistakes are to be expected in all stages of learning. It is important for both teachers and students to accept the fact that errors are an inevitable part of the learning process. It is through students' errors that show what they are struggling to master, what concepts they have misunderstood and what extra work they might need.

Hence, the present study employed a carefully designed questionnaire and classroom observation checklist to examine its sample of population and gain qualitative as well as quantitative data about their perceptions and attitudes. The researcher selected the students of the second year LMD at the university center of Ahmed SALHI, Naama as participants in the work to represent a larger population.

The research data provided by the questionnaire and classroom observation had yielded evidence to support the main hypothesis of the research. The results obtained from students' questionnaire revealed that most of students have positive perceptions toward oral corrective techniques used by teachers. It was also revealed that they prefer explicit correction rather many suggested types. Plainly, students welcome any corrective technique that comes from their teachers.

Regarding the most frequent committed errors, results have revealed that students often commit grammatical errors and pronunciation errors. In a nutshell, students seek for ways to improve their grammar and pronunciation; they want their teachers to help them find ways to master the speaking skill. Thus, the sub-hypotheses were all proven to be right.

Hence, the end of this work can be a beginning for other works as it opens many doors for further investigation. In view of that, a deeper understanding of other aspects of error correction can be provided; which in turn better develops students' language proficiency. .

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Appendices

Questionnaire for Students

Dear students,

By filling the following questionnaire, you will collaborate at finding and examining the attitudes and preferences towards the different oral error correction techniques that your teachers use. It would be an honor if you could answer the questions below.

Please put a tick (✓) on the answer:

1)- Gender : Male ☐ Female ☐

Age: …

Years of studying English at The University:

Please put a tick (✓) on the option that suits best your opinion: **(**You may tick many answers)

2)- Do you think that oral error correction is important in English language learning ?

Yes ☐ No ☐

Why?

……

……..

3)- According to you, an error is:

1- A word, figure, etc. that is not said correctly. ☐

2- A small mistake, usually made by being careless or not paying attention. ☐

3- Anything that a native speaker would not say (=slang, informal words etc are not considered as error). ☐

4- Anything that violates the rules of a successful communication. ☐

5- Other definition:……

……...

4)-When you realize that you made an error during speaking, what is your typical reaction?

1- I do not react at all, I keep on speaking. ☐

2- I admit the error, correct it and then I carry on. ☐

3- I ask my teacher to provide me with the correct form. ☐

4- I wait for my classmates to correct me. ☐

5- I get nervous and I cannot continue speaking. ☐

6- Other option: ……

5)- When you commit an error during speaking, what is your teachers' reaction?

1- He corrects me. ☐

2- He does not correct me. ☐

3- Only when necessary, depending on the error. ☐

4- He does not correct me, my classmates do. ☐

5- He does not correct me, I must self-correct. ☐

6)- How often does your teacher correct your oral errors ?

1- Always. ☐

2- Usually. ☐

3- Sometimes. ☐

4- Hardly ever. ☐

5- Never. ☐

7)- What do you feel when your teacher corrects you?

1)- Fine. ☐

2)- Embarrassed. ☐

3)- Annoyed. ☐

4)- Confused. ☐

Others (please explain): ……

……

8)- When do you want your spoken errors to be corrected ?

1- As soon as errors are made even if it interrupts my conversation. ☐

2- After I finish speaking. ☐

3- After the activities. ☐

4- At the end of class. ☐

9)- When you make an error during speaking, it would preferable if the teacher :

1- Does not correct me at all. ☐

2- Tells me that I have made an error but I must self-correct. ☐

3- Tells me about the error and corrects me. ☐

4- Tells me the correct form and lets me repeat it. ☐

5- Lets other students correct my error. ☐

6- Corrects my error and explains what was wrong and why. ☐

7- Corrects me implicitly, without directly declaring that I made an error. ☐

Others:……

……

10)- Do you want your teacher to:

1- Keep correcting the way he does. ☐

2- Change his way of correction (how?): ☐

……...

11)- In what aspect do you often commit an error?

1)- Pronunciation. ☐

2)- Grammar. ☐

3)- Vocabulary. ☐

4)- Word order. ☐

5)- Whole sentence/utterance. ☐

Thank you very much for your collaboration

Observation Checklist

No	Type of OCT	Definition	Example	Number of times used by teacher	Comment
01	**Recast**	The teacher corrects the incorrect utterance and repeats what the learner has said substituting the error.	S: I was with my big brother. T: You mean your elder brother, and then?		
02	**Clarification request**	Usually by using phrases like ‘’Excuse me’’ ‘’ Pardon me’’, the teacher indicates that the message has not been understood or student’s utterance contains an error that repetition or rewording is required.	T: What is your father? S: He is out of town. T: Excuse me, I mean what is your father’s job? S: He is a farmer.		
03	**Metalinguistic feedback**	Without providing the correct form, the teacher asks questions or provides comments or information related to the formation of the student's utterance.	S: Can I remember you of what we have seen last time? T: Do we say ‘remember’? S: Oh sorry, ‘remind’.		
04	**Elicitation**	The teacher directly elicits the correct form from the student by asking questions by pausing to allow the student to complete the teacher's utterance.	T: ‘I …..’ say it. Or "It's a...."		
05	**Explicit correction**	The teacher explicitly corrects the learner when he commits an error.	S: Sorry for the late. T: No you should not say that, you should say sorry for ‘being’ late.		
06	**Repetition**	The teacher repeats the student's error and adjusts intonation to grab student's attention to it.	S: He have to attend tomorrow. T: He have? (with emphasis) S: He has to…		

07	Peer-correction	The teacher allows learners to correct each other when they commit an error while interacting face-to face. (working in groups ect.)	S1: Now let's go started. S2: You mean let's get started.		
08	Self-correction	The teacher allows the learner to correct himself immediately when he makes an error.	A student answers a question: T:What did you do so far? S: I **revise** …I **revised** only linguistics.		
09	Denial	The teacher informs the learner that he/she his utterance contains an error and he/she should say it correctly.	"That's not correct, could you try again?"		
10	Ignoring	The learner commits an error and the teacher does not react.	----------		