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Teachers' Use and students'Attitudes toward Oral Corrective Feedback in Developing the Speaking Skill: The Case of Third Year Students of English at Mouloud Mammeri University of Tizi Ouzou

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Abstract

The present study is mainly concerned with teachers' use and students' attitudes towards Oral Corrective Feedback for developing the speaking skill. It attempted to determine whether Oral Corrective Feedback helped students to master Oral skill and help them to carry out their English language study. The investigation was conducted in the department of English at Mouloud Mammeri University of Tizi Ouzou, under Lyster and Ranta's(1997) Discourse Model Theory on Oral Corrective Feedback. Our research is based on a mixed method approach which combines quantitative and qualitative methods. Thus, two questionnaires were administered to third year students of English as well as their teachers of the oral module and a structured interview recorded six teachers in the same department. The results of our investigation revealed that teachers of the oral module provide their students with the correction most of the time. In this respect: recast, metalinguistic request, elicitation and repetition types of correction are mostly used. Furthermore, from the analysis of the students' questionnaire we have found that they like their teachers' oral feedback types; however they show their dislike over repetition as a corrective strategy. Lastly, we can say that not all students' benefit from the teachers' corrective feedback; according to teachers, this is due to: "student's level and understanding", "intelligence" and "capacities".

__Key words__: Oral corrective feedback, speaking skill, oral feedback types, repetition, recast, metalinguistic request, elicitation.

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List of Abbreviations

- CF: Corrective Feedback

- CLT: Communicative Language Teaching

- EFL: English as a Foreign Language

- ESL: English as a Second Language

- IL: Inter Language

- OCF: Oral Corrective Feedback

- QCA: Qualitative Content Analysis

- TL: Target Language

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General Introduction

☐ Statement of the Problem

In the field of second or foreign language learning/ teaching, the most significant issue that attracts our attention is the oral interaction that occurs between teacher and students. The interaction between the teacher and the students is very important in that it enables them to clarify things either during or after the student's response. In this regard, we consider the classroom contact as one of the most indispensible area in the context of teaching. In other words, one of the most concerns of learning English as a foreign language which has been closely taken into account is the issue of oral feedback.

Oral corrective feedback is one of many communication forms where students receive feedback from their teachers who either corrects them implicitly or explicitly or by asking them to clarify what they say. It has been defined differently by different scholars. According to Pica (1994, cited in Tabatabaei & Birjandi, 2009), oral feedback is the information that students receive about their language production, information that gives them the opportunity to modify their outputs. This brings to light the importance of teacher's reaction to students' utterance which needs improvements.

There is a divergence of thought regarding the effectiveness of oral corrective feedback in second language learning. Some educators and researchers find it indispensible and helpful for the learning process (Lyster et al, 2013; Ellis, 1994), whereas some others come to prove the opposite (Truscott, 1999; Krashen, 1985, etc). However, it is worth mentioning that the teacher correction plays a major role in the speaking process, in particular when learning English as a foreign language, as in this stage some forms are unfamiliar for learners, so when they shift from their mother tongue to the target language, they may make

errors either at the level of language form or meaning. So, it is the teachers 'responsibility to notice these errors, interfere and correct them because he should be an expert in the foreign language.

In recent years, a large number of research has been conducted on oral corrective feedback. As far as the Algerian context is concerned, there are few studies carried out on the issue of oral Corrective feedback. For example, we find the master thesis conducted by Ms ATTALAH Dihia and AILI Lilia (2015) on the effectiveness of teachers' oral feedback on students' responses in the department of English at Mouloud MAMMERI University of Tizi Ouzou; they have studied oral feedback in general. However, no research has been yet conducted on developing the English language speaking skill through oral corrective feedback relying on the 'Discourse Model of Oral Corrective Feedback' which is developed by Lyster & Ranta (1997). This is what makes of it an interesting subject to be investigated.

☐ Aims and Significance of the Study

The overall aim of the present research is to determine whether teachers' oral corrective feedback enables students to master the oral skill to help them carry out their English Language learning in the oral expression subject. In order to reach our aim, two main objectives are introduced: the first objective is to investigate third year teachers' implementation of OCF strategies at the department of MMUTO. The second aim is to investigate students' attitudes towards teachers' correction strategies. Indeed, we have chosen third year BMD students as they are aware of the language demands and the role of feedback in the classroom and in the learning process as a whole.

⬜ **Research Questions and Hypotheses:**

For the sake of investigating the subject of this study, our research questions are as follows:

1. Do third year teachers of the speaking module in the department of English at MMUTO provide their students with Oral Corrective Feedback?

2. What types of correction are mostly preferred by the students?

3. Do these feedbacks help in developing students' oral skills?

In order to answer the above mentioned questions, we favored the following hypotheses

H1. Teachers of third year English at UMMTOprovide their students with Oral

Corrective Feedback.

H2. Teachers of third year English do not provide their students with Oral Corrective

Feedback.

H3. Teachers of third year English use various types of oral correction.

H4. Students favor some kinds of oral correction over others.

H5. Teachers' feedbacks help third year students in developing their speaking skill.

H6. Teachers' feedbacks do not help in developing students' speaking skill.

⬜ **Research Techniques and Methodology**

To conduct our research, we have adopted a mixed-research method. In fact, the research combines quantitative and qualitative methods for data collection and data analysis. The research data has been collected by using two questionnaires designed for both third year

students of English at MMUTO as well as their teachers, in addition to a structured interview that targets six teachers of the oral expression module in the same department. As for the quantitative part, we have selected to use a descriptive statistical method relying on the rule of three to obtain the result. And for the qualitative part explains the results obtained by the two questionnaires and the interview that contain open ended questions through content analysis.

As for the theoretical framework, we have adopted Lyster & Ranta's (1997) Taxonomy model on Corrective Feedback. They have classified CF into six categories. They include: explicit correction, recast, metalinguistic feedback, elicitation, repetition, and clarification request. We have chosen this model as it is, in our view, the most appropriate theory that matches the aim of our research.

Structure of the Dissertation

In terms of organization, the present paper follows the traditional simple model. It includes a general introduction, four chapters and a general conclusion.

The introduction presents the background of the study; the statement of the problem of the research, the aim and significance, research questions and hypotheses, the research design and methodology. The first chapter is called "Review of the Literature" in which we are going to define some concepts related to the topic and the theoretical framework related to the study. The second chapter is entitled the "Research Design and Methodology" in which we will mention the procedures to be used for data collection and data analysis. The third chapter is labeled "Presentation of the Findings"; it is devoted to the results sorted out after the analysis of both questionnaires and the interview. The fourth and the last chapter is named "Discussion of the Findings", here the results are discussed and interpreted in relation to the theoretical framework. Finally, a general conclusion presents the summary of our work.

Chapter One: Review of the Literature

Introduction

This chapter attempts to highlight the theoretical aspects that are relevant to the present research. It is divided into three parts: the first part deals with feedback. It starts by defining feedback in the field of language learning and teaching before tackling the theme of our research which is Oral Corrective Feedback. The second part deals with the issue of speaking. Finally, the last part is devoted to the theoretical framework that will be adopted to conduct this study.

I. Feedback:

I.1. Defining Feedback

The issue of feedback in language learning and teaching has been defined by many scholars. The notion of feedback is defined in the Oxford Advanced Learner's Dictionaries as an *"information about reactions to a product, a person's performance task, etc, which is used as the basis for improvement"*. So, the purpose of providing feedback is to develop the learner's capacities. Askew (2000) defines feedback as *"a judgment about the performance of another with the intention to close a gap in knowledge and skills"*. (Cited in Mahdi and El Saadany, 2013:9). This means that it is the teacher's comments or criticism on the learner's utterance, either at the level of the information or at the level of language use. Adding to this, Pica (1994) states that feedback is the information that learners receive about their language production which gives them the opportunity to modify their outputs for the next time (Cited in Tabatabaei and Birjandi, 2009). That is to say, it is used for the purpose of improvement for the future tasks.

According to Hattie & Temperly's (2007:81), feedback can be defined as"*information provided by agent with respect to one's performance or understanding*". In other words, feedback is the hearer's reaction on the speaker's utterance.

I.2. Types of Feedback

I.2.1. Written and Oral Feedback
a. Written Feedback

Written feedback is generally given after a task in a written form. It provides students with a record of what they are doing well for example, 'well done!', 'good work', etc or what needs to be improved and also suggest to make some revisions for a future tasks for example , revising the present simple, the passive voice, etc.

b. Oral Feedback

Oral feedback can be defined as verbal remarks of teachers about the adequacy of the correctness of students' statements. It usually occurs during a task. It can be provided easily in face to face interaction at the teachable moment.

I.2.2 Positive and Negative feedback

a. Positive Feedback

According to Krashen (1994), positive feedback is regarded as an important and crucial technique in adult second language acquisition. It is used to praise students for doing a good job in order to develop good self-confidence when learning a foreign language (Rydahl, 2005:4). In other words, it is used to praise and reinforce the correct action.

b. Negative Feedback

Rydahl (2005:4) declares that negative feedback is a teacher's information about something being incorrect at the student's utterance; an utterance which may also provide instructions about how to correct the mistake. That is to say, it is a teacher's reaction to prevent the incorrect action being repeated. Veliz C.L (2008:285) distinguishes two types of negative feedback: "*preemptive and reactive. The former tries to prevent learners from making mistakes by giving clear instructions and explanations together with explicit grammar rules. The latter takes place after the mistake has been made by the learner*". In other terms, preemptive feedback is given before the task to indicate what the student should do, while the reactive one is given after completing a task. Adding to this, the author states that it is also the teacher's reaction to the learner's errors which can be made either explicitly or implicitly. Explicitly by telling them for example "it is wrong" and giving them the correct answer, or implicitly by using clarification questions such as "sorry" (Ibid).

I.3. Criteria of a Good Feedback

There are many criteria that teachers follow to provide their learners with appropriate feedback. Black and William (1998) state that: "*feedback to any pupil should be about the particular qualities of his or her work, with advice on what he or she can do to improve, and should avoid comparison with other pupils*". This means that the teacher has to specify where the error is on the learner's own work without relating them to others' work. Along the same line with this, Black and William (2002) claim that: *"It is the nature, rather than the amount, that is critical when giving students feedback*". So the teacher had to take into consideration the choice of words because the aim is to correct the error in a systematic and in a consistent way.

I.4. Corrective Feedback

Corrective feedback is a frequent practice in the field of second language learning and teaching. Several attempts are made among scholars to define the term corrective feedback as well as error correction. Chaudron (1977:31), for example defines oral corrective Feedback as *"any reaction of the teacher which clearly transforms, disapprovingly refers to, or demands improvement of the learner utterance"*. This means that corrective feedback refers to teacher's response that indicates that the learner's utterance is not correct, thus needs amelioration. Long (1996) defines CF as an information following an error produced by the language learner. Said differently, it is a teacher's reaction of a particular learner's mistake. Corrective feedback is also defined as *"responses to learner utterances containing an error"* (Lyster, Sato & Saito, 2013:02). Furthermore, Russell and Spada (2006) explain that *"the term corrective feedback refers to any feedback provided to a learner; from any source that contains evidence of learner error of language form"* (2006: 143). In addition to this, Ellis et al (2006) define it as follows: *"Corrective Feedback takes the form of responses to learner utterances that contain error. The responses can consist of (a) an indication that an error has been committed, (b) provision of the correct language form or(c) metalinguistic information about the nature of the error, or any combination of these"* (Ellis, et al 2006:340). In other words, CF is the teacher's reaction on the learner's errors. It takes many forms; mentioning the error directly, giving the correct answer, mentioning the nature of the error or by combining all these together.

I.4.1. Explicit versus Implicit Corrective Feedback

According to Bower & Kawaguchi (2001), there exist two types of corrective feedback which are explicit and implicit corrective feedback. Explicit feedback shows directly that there is an error in the learner's speech. That is, the teacher modifies the learners' mistakes immediately. On the other hand, implicit corrective feedback do not show the error

directly, but teachers push students to make changes and adjust their utterances. Another definition is provided by Vasfandrani and Basturkmen(2009:8) in which they have defined explicit corrective feedback as *" the process of providing the learner with direct forms"*.

I.4.2. Formative Feedback and Summative Feedback

Formative feedback and summative feedback are two categories of corrective feedback which provide information about the type of prior errors which direct learners towards the correction of their errors (Payne & Hauty, 1955). But, in fact, there is a major difference between them. Summative feedback focuses on the provision of summaries on past errors, whereas the formative type recommends strategies in order to improve the performance in the future. In this respect Mc Alpine (2004) claims that formative feedback provides the resources of development to progress during the learning process, while summative feedback is a feedback type that gives more attention to the learning product to encourage learners to produce an outcome that is indicative of their capabilities. In short, formative feedback represents information communicated to the student that aims to modify the learner's thinking and behavior for the purpose of improving learning (Shute,V, 2007).

I.5. Errors

The term error has no commonly accepted definition. It is defined differently by different scholars and educators. Chauldron (1988) defines it as *"linguistic forms or content that differs from native speaker norms or facts or any other behavior signaled by the teacher as needing improvement"*. This means that errors are incorrect reconstructions and use of the target language that are indicated by the teacher and which needs adjustments from the foreign language learner. Adding to this, Brown (1987) states that errors are *"ideocyncracies in the interlanguage of the learner which are the direct manifestation of a system within*

which a learner is operating at a time" (Brown, 1987. Cited in Kassa, 2011:10). This implies that errors are manifestations of the language that the learner has formed and which is considered to be unacceptable and erroneous. Another definition is provided by Long (1991) who describes errors as a phenomenon that occurs in a repeated way and which takes time to be changed (Long, 1991. Cited in Kassa, 2011: 11). Said differently, errors are spontaneous outcomes of the language which are not easy to correct.

I.5.1. Errors and Mistakes

Although the terms error and mistake are used interchangeably, some evidence comes to prove that both terms are different. Ellis (1994) argues that errors result from lack of knowledge or competence whereas mistakes arise from the problems like fatigue, hesitation that make it difficult for the learner to access his/her knowledge. A similar distinction is given by Corder (1967) which states that an *error* is an abnormal form which results from lack of knowledge of a particular form and reflects a learners current stage in the inter-language development whereas a *mistake* refers to a learners temporary inaccuracy and performance problems and takes place when a student is familiar with the rule but uses an incorrect form because of inattention , fatigue , or as a result of a shift from the initial plan or attention during speaking. For his part, Corder (1971) distinguishes two types of errors: 'errors of competence' and 'errors of performance'. The former is persistent, systematic and serious, while the latter is unsystematic and not very serious as learners can self-correct them. This means that mistakes can be corrected by the learner him/herself while an error refers to learner's lack of competence in a particular language area and which needs assistance from others either the teacher or peers. A similar view was held by Han (2002) who affirms that errors are indication of learners' lack of knowledge; they are systematic, while mistakes are related to the inappropriate use of that knowledge (Han, 2002:13).

I.5.2. The importance of Identifying the Errors

The importance of errors in the language learning process has been acknowledged by many researchers. For example, Huang, J (2012) declares that *"errors serve as an important means for teachers and researchers to observe the learner's learning process and learning strategies"*(2012:31). In other words, errors are helpful for both teachers and researchers as they inform them about the learner's progress, weaknesses and strengths during the learning process. Within the same line , Corder (1967) states that errors are important in three different ways

> First, to the teacher, in that they tell him, if he undertakes a systematic analysis, how far toward the goals the learner has progressed and, consequently what remains for him to learn. Second, they provide to the researcher evidence for how language is learnt and acquired. Thirdly, they are indispensible to the learner himself, because error making is regarded as a device that learner uses in order to learn... it is a way the learner has of testing his/her hypothesis about the nature of the language he is learning (Corder, 1967:167).

This implies that errors are important; they inform teachers about what their students have already acquired and what difficulties they may encounter. They provide researchers with evidence about how languages are learnt; they help the learner to assess his/her knowledge, to know how far he/she has been progressed, and to be aware about his/her strengths and weaknesses. Johnson (2001:147) has suggested that: *"a good language learner is not inhibited and is willing to make mistakes in order to learn and communicate"*. In other words, successful language learners accept the fact that mistakes are part of the learning process. If someone doesn't make mistakes, he/she won't learn anything, and he adds that good learners correct their own mistakes (Ibid).

I.6. Corrective Feedback and Communicative Language Teaching (CLT)

The communicative approach is the dominant approach to language; it has gained prominence since the 1970's. Within the approach of communicative language

teaching,corrective feedback has witnessed many changes. Form focused instruction has shifted to meaning-focused instruction. Although, this is the case with CLT, many educators and researchers have emphasized the importance of error correction in language pedagogy. In this concern, Ellis (1999) states that in CLT, corrective feedback plays a crucial role in the development of second language acquisition as it facilitates both the students' reconstructing and the use of knowledge. In addition to this, Lightbown and Spada, (1990) suggest that *"accuracy, fluency, and overall communicative skills are probably best developed through instruction that is primarily meaning-based but in which guidance is provided through timely form-focus activities and correction in context"* (*Lightbown* & Spada, 1990:443), in other words, inspite the fact that the main goal of communicative language teaching is communication and meaning focused instruction, teacher's intervention to correct learners' errors is very important as it helps in improving both learners' competence and performance. A similar view was held by Han,Z -H (2002) who states that

> In classroom learning context, meaning- based practice between students is in itself insufficient for language development, and therefore needs to be enhanced by pedagogical intervention featuring forms focused instruction and correction…..It is not only possible to combine focus on form with focus on meaning but also much more beneficial than if either dimension constitutes the only focus of teaching and learning. (Han, 2002:24)

This view explains that within the approach of CLT, it is beneficial for students to incorporate form focused with meaning focused instruction and that intervention from the teacher is recommended in order to correct learners when making errors.

Lightbown and Spada (1999:121) emphasize the role of Corrective Feedback in Communicative Language Teaching as many educators and researchers agree on the fact that errors should be corrected because when teachers ignore these errors, the students will repeat them over and over again. This implies that corrective feedback has an enormous impact on learners' communicative competences as it encourages them to be both fluent and accurate in

the foreign language.

II. Speaking Skill

The process of learning English as a foreign language requires the presence or the four basic language skills, which are listening, speaking, reading and writing. Speaking and writing are regarded as productive skills whereas listening and reading are receptive skills. Foreign language learners assess their learning on the basis of their success in developing their speaking skill.

II.1. Defining Speaking

The notion of speaking has been differently defined by many researchers. According to Cheney & Tamara (1998:13) speaking is defined *as " the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of* contexts". This means that speaking refers to the ability to construct and share meaning among participants in different situations either by using the language. Another definition was provided by Brown (1994) in which he claims that*' Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information''.* In other words, speaking has multiple functions, as it helps the speaker to interact with others, to construct and receive information.

II.2. Aspects of Speaking

The speaking skill has two aspects that differ from each other, these two aspects are: accuracy and fluency.

II.2.1. Accuracy

Accuracy is defined by Baily, K (2005) as *"the extent to which students' speech matches what people actually say when they use the target language* (Baily, 2005:55). In

other words, accuracy refers to the ability to use the language correctly without making mistakes with grammar structures, vocabulary or pronunciation. Therefore, learners should be aware of the correct use of grammar rules in order to be understood when speaking the target language.

II.2.2. Fluency

Fluency is defined as *"the extent to which speakers use the language quickly and confidently, with few hesitations or unnatural pauses, false starts, word searches, etc"* (Baily, K 2005:55). This means that fluency is related to the use of the language in a spontaneous way without taking errors into consideration (either grammatical or any other type of errors). In other words, it focuses more on communicating effectively and allows for mistakes as long as communication has been successful.

II.3 Importance of Speaking

Language is regarded as a tool for communication, people communicate in order to express ideas, thoughts, share their views, emotions and feelings. Thus, the process of communication could not take place without speaking which is a vital part in the learning process. The speaking skill is considered as the most demanding skill that any foreign language learner should develop during his/her learning process. In this respect, Ur, P (1996) states that *"of all the four skills (listening, speaking, reading and writing), speaking seems intuitively the most important"*. Therefore, knowing how to speak a foreign language is a priority for any language learner. Although, all the four skills are required when learning a language, speaking has its prominence among the other skills.

II.4. Speaking and Feedback

II.4.1. Richards and Lockhart's Contribution on Speaking and Feedback

Richards and Lockhart (1996:189) have distinguished between the feedback provided on content and that of form, they suggest that concerning content, the strategies that are used are acknowledging a correct answer, indicating an incorrect answer, praising, expanding or modifying a student answer, repeating, summarizing, or criticizing.

As regard strategies for form this includes

- Asking the student to repeat what he/ she said

- Pointing out the error and asking the student to self- correct

- Commanding on an error and explaining why it is wrong, without having the student repeat the correct form

- Asking another student to correct the error

- Using a gesture to indicate that an error has been made

(Richards and Lockhart 1996:190)

II.4.2. Harmer's Contribution on Speaking and Feedback

II.4.2.1. Feedback during Accuracy Activities

Activities during accuracy are teacher controlled, and the focus is on form rather than meaning whereas activities during fluency are not controlled.

Showing incorrectness: this includes

- Repeating

- Echoing: - repeating what the student has said by emphasizing the error

- Statement and question

- Expression(facial expression)

- Hinting: it is used to activate rules the learner already know, for example by countable, past simple.

- Reformulation: (it is used both for accuracy and fluency work), here the teacher gives the direct version of the learner mistake.

• Getting it right

(Harmer, J (2003, 144-145)

II.4.2.2 Feedback during Fluency Activities

Errors are more tolerated during fluency sessions than in accuracy work. Sometimes, the teacher may intervene to correct learners' errors during fluency work, but this should be done once the activities are over. In this concern, Harmer, (2003) states that *" there are times when we may wish to intervene during fluency activities, just as there are ways we can respond to our students once such activities are over"* (Harmer, 2003:145). The techniques used for fluency work include,

• Gentle correction: this includes teacher's reformulation of students utterance

• Recording mistakes: either by using charts audio or video recorders

• After the event: this includes putting some of the recorded mistakes on the board and asking students to put them right; writing individual notes to students, recording mistakes

(Harmer, 2003: 145- 147)

III. The Theoretical Framework:

The last section of the review of the literature review aims at presenting the analytical framework of corrective discourse model which has been developed by Lyster and Ranta (1997). They have distinguished between six different types of corrective feedback: explicit correction, recast, clarification requests, metaliguistic feedback, elicitation, and repetition. Which are then classified into two broad CF categories: reformulations and prompts. Reformulations include recasts and explicit correction, while prompts include: elicitation, metalinguistic clues, clarification requests, and repetition that push the student to self repair. .

III.1. Lyster and Ranta's (1997) Oral Corrective Feedback Strategies

a. Explicit Correction:

According to Lyster & Ranta (1997:46) explicit correction *"refers to the explicit provision of the correct form. As the teacher provides the correct form, he or she clearly indicates that what the student had said was incorrect*.e.g. *"Oh, you mean", "You should say"*. So, the teacher directly gives the right answer. As for Fungula, B (2013) it refers to the explicit provision of the correct form by the teacher. As he/ she clearly indicates that the student utterance was incorrect, then he/she provides the correct form.

b. Recast:

For Lyster and Ranta (1997:46) recast *"involves the teacher's reformulation of all or parts of a student's utterance, minus the error... Recasts are generally implicit in that they are not introduced by phrases such as 'you mean', 'you should say'*. This means that it is a teacher's reformulation of all or part of student's erroneous utterance.

c. Clarification Requests:

According to Spada and Frohlich (1995), clarification requests indicate to the students either that their utterance is misunderstood or incorrect. This involves repetition or reformulation (Cited in Lyster and Ranta 1997:47). A clarification request may include phrases such as: 'Sorry, what do you mean by X'?

d. Metalinguistic Feedback:

It may include comments or questions about the student's error, without giving the correct answer directly. Generally the teacher's comment indicates that there is an error somewhere or it may shows the nature of the error(grammatical, lexical, etc) but attempts to elicit the correct answer from the student (1yster & Ranta, 1997:47).

e. Elicitation :

According to Lyster and Ranta (1997:48), elicitation includes at least three strategies that teachers use to elicit the correct form from the student. First, the teacher waits the competition of their own utterance by the student. In other words, the teacher starts the utterance and he/she pausing to make the student to complete the utterance. Second, the teacher asks the student some questions to elicit the correct form "How do we say X in English", but we don't say "Do we say that in English" because if so it would be a metalinguistic request, not elicitation. Third, the teacher asks to the student to reformulate his/her utterance (Ibid). According to Tedick (1998:3) elicitation means that the teacher directly elicits the correct form from the student by asking questions and pausing to allow the student to complete the teacher's utterance or by asking the student to reformulate the utterance (Cited in Mahdi & El Saadany, 2013).

f. Repetition:

As for Lyster and Ranta (1997:4), repetition "*refers to teacher's repetition…to students'*

erroroneous utterance… teachers adjust their intonation so as to highlight the error". This means that the teacher repeats what the student said with a certain intonation in order to indicate the error by drawing the student's attention to it.

Adding to the six above feedback types, Lyster and Ranta have included a seventh kind of oral correction called "Multiple feedbacks", which referred to the combination of more than one feedback type (Ibid). In this case the teacher uses an eclectic strategy to correct the student's error.

	Implicit	Explicit
Reformulations	**Conversational recast** a reformulation of a student utterance in an attempt to resolve a communication breakdown often take the form of a confirmation checks	**Didactic recast** a reformulation of a student utterance in the absence of a communication problem **Explicit correction** a reformulation of the student utterance plus a clear indication of an error Explicit correction with metalinguistic explanation in addition to signaling an error and providing the correct form, there is also a metalinguistic comment
Prompts	**Repetition** a verbatim repetition of a student utterance, often with adjusted intonation to highlight the error Clarification request a phrase such as 'Pardon? 'and 'I don't understand' following a student utterance to indirectly signal an error	**Metalinguistic clue** a brief metalinguistic statement aimed at eliciting a self- correction from the student **Elicitation** directly elicits a self-correction from the student, often in the form of wh-question **Paralinguistic signal** an attempt to non-verbally elicit the correct form from the learner

Lyster and Ranta's classification of Oral Corrective Feedback Strategies (2013:5)

III.2. Uptake

Uptake is defined by Lyster & Ranta, (1997) as "students' *utterance that immediately follows the teacher's feedback and that constitutes a reaction in some way to the teacher intention to draw attention to some aspect of the student's initial utterance''.* In other words, uptake refers to learner's observable immediate response to the corrective feedback in his / her utterance. Another definition has been provided by Slimani (1992) in which he consider uptake as *"what learners claim to have learned from a particular lesson"* (Slimani, 1992, Cited in Lyster & Ranta 1997:48). Said differently, uptake refers to the students'reached outcomes.

The significance of learner uptake has been acknowledged by many educators. According to Chaudron (1977), uptake could serve as an indicator of the effectiveness of CF. A similar view was provided by, Machey et al (2000) who state that learner uptake serves as evidence that learners have understood the corrective nature of the interlocutor's move and that uptake may help learners to notice the gap between the target form and the interlanguage form. This means that uptake shows if the student is aware of teacher correction or not.

Lyster & Ranta (1997) have divided uptake into two types: uptake that results in repair of the error on which the feedback focused on; the learner here produces a correct form in the target language. Needs repair is defined as the uptake that results in an utterance that still needs repair. Here the learner has noticed the difference between the teacher's correct forms, but he still has problems to produce the target like form.

Conclusion

This chapter has dealt with the review of the literature; it shows that feedback in language teaching is defined differently according to different educational specialists; we

have also reviewed its diverse types. Besides, we have shed light on another concept which is oral corrective feedback in the context of second language teaching. Furthermore, we have taken into account feedback and speaking and the different techniques used in this field. Then, we have introduced the theoretical framework which is Lyster & Ranta's(1997) Discourse Model on Oral Corrective Feedback on which our research study is based.

In the next chapter, we are going to deal with the research design and methodology, where we will explain the procedures used for data collection and data analysis.

Chapter Two: Research Design

Introduction

This chapter is devoted to the methodology we have used in our study. It is designed to describe the research techniques used to carry out our investigation and to answer the fundamental research questions stated in the general introduction of the work. It gives also information about the sample population exploited for the study. Furthermore, it explains the procedures of data collection which consist of two research tools, which refers to two questionnaires. The first one is administered to teachers of oral expression in the department of English at MMUTO and the second one to third year BMD students. In order to get more reliable data we have added another research tool which is a structured interview. This section also shows the procedures of data analysis; the statistical method of the rule of three. As for the analysis of the open ended questions of the questionnaires, qualitative analysis is used to interpret the data. In addition to this, the results of the structured interviews and the questionnaires are explained separately.

1. Research Methods

To carry out our investigation, we have adopted for a mixed method that combines the quantitative and qualitative research tools for data collection and data analysis since it ensures credibility in reporting the findings and guaranties flexibility. In fact, as it is known, the quantitative method is generally concerned with numerical and statistical data, whereas qualitative ones involves the interpretation and explanation of the collected data (Kothari, C.R. 2004)

As stated above, the present study employed multiple procedures for data collection. Hence, the quantitative and qualitative data are gathered through two questionnaires and a structured interview. More specifically, the quantitative data is achieved through close-ended questions, involved in both questionnaires, and seeks for quantitative description that should

be represented using percentages, pie charts and tables. The qualitative data, on the other hand, is obtained via open-ended questions and a structured interview to get more reliable data.

2. The Context of Study and Sample Population

The current study is carried out in an academic setting more precisely in the department of English at MMUTO. The population, which is considered as the source of the data in this research, includes third year BMD students (380) as well as their teachers. The representative sample is randomly chosen. Thus, in our research, we have distributed our questionnaires to students of both specialties: "Linguistics and ESP", "Language and Literature". We have handed out eighty (80), but we have collected only sixty one (61) questionnaires. In addition to this, we have distributed ten (10) questionnaires to teachers of the oral module and we have collected only six (06). Moreover, we have conducted four (06) structured interviews with third year teachers of the oral expression module from the 10th of June until the 20th. We have recorded the teachers' answers by the means of mobile phone and by note taking.

3. Procedures of Data Collection Tools

In order to collect data for our research study we have used two instruments. We have designed questionnaires for both third year BMD students as well as their teachers of the oral expression in the department of English at MMUTO; also we have conducted a structured interview with six teachers.

3.1 The Students' Questionnaire

In this study, a questionnaire is designed for third year BMD students at the English department of MMUTO.

A questionnaire is defined by Brown (2001) as *"any written instruments that present*

respondents with a series of questions or statements to which they are to react either by writing out their answers of selecting from among existing answers" (Brown, 2001:6). This means that the questionnaire is one of the major tools for collecting information about a particular issue. The questionnaire comprises two kinds of questions: closed and open-ended questions. In the former, the researcher provides a suitable list of answers from which the respondent select one of the answers, whereas, in the latter, it is up to the respondent to answer the questions by his own words. A questionnaire has been designed and handed to both teachers and students of third year English of MMUTO.

3.1.1 Description of Students' Questionnaire:

We have handed eighty (80) questionnaires for third year students between the 27th May and the 3rd of June 2016 and we have collected only sixty one (61) questionnaires. They contain ten (09) items including open-ended, close- ended and a likert scale questions. Furthermore, the questionnaire is divided into two sections. The first one is entitled: **"The Student's Perception of Teacher's Oral Corrective Feedback".** It aims at investigating the student's position towards teacher's error correction. The second section is named: ***"The Student's Attitudes towards Teacher's Oral Corrective Feedback Types".*** It reveals students' preferences of teachers' correction strategies.

3.2 The Teachers' Questionnaire:

In order to attain pertinent information about teacher's classroom practices in terms of oral corrective feedback, we designed a questionnaire which is delivered to teachers of third year BMD classes and for teachers who have already taught the oral module.

3.2.1 Description of the Teachers' Questionnaire:

This questionnaire is addressed to third year BMD teachers of oral module. The questionnaire comprises (10) items that are of different kinds. They are categorized into close-

ended and open-ended questions. It starts with: **"Teachers' Profile"** in which we have requested teachers about their years of experience in teaching the oral module. The items are organized into two sections: the first one is called**: "*Teachers' Implementation of Oral Corrective Feedback"*,** it aims at investigating the use of oral corrective feedback in the teaching process. The second one is named: "***Teachers' Strategies for Correcting Students' Errors"*** which reveals the types of oral corrective feedback used by teachers.

3.3 Teacher's Interview

An interview is a data collection tool which is best used to gather an in depth information, where the participants deal with each question unlike the questionnaire where the respondents may leave some items. As it is asserted by Richards and Rodgers (2001:61) "*Interviews allow for a more in depth exploration of issues than is possible with a questionnaire, though they take longer to administer and are only feasible for smaller groups*".

3.3.1 Description of the Interview

The structured interview is conducted with teachers of the oral module. It intended to investigate teachers' background knowledge about oral corrective feedback, its strategies and their implementation in the classroom. The interview is composed of ten (10) open-ended questions which differ from one another. Before starting the interview, the informants are kindly asked to answer the questions and are given the objectives of the interview.

4. Procedures of Data Analysis

This section includes the procedures of data analysis. It presents the statistical and Qualitative Content Analysis (QCA) methods used to analyze and interpret the data gathered from the two questionnaires and the structured interview. The quantitative data

are analyzed and interpreted by using the Rule of Three, while the qualitative data are interpreted and analyzed through a Qualitative Content Analysis (QCA).

4.1 Statistical Method

For the analysis of quantitative data gathered through questionnaires, the results are highlighted by means of tables for students' questionnaire, pie-charts and diagrams for that of teachers which make visible both the number of answers and their related percentages. We have proceeded in the calculation of the percentages using the Rule of Three.

The rule of three is applied as follows:

$$X = \frac{\lozenge \times 100}{\lozenge}$$

X is the calculated percentage, z is the value of the similar answers, y is the total number of the participants. For open ended questions the data obtained will be interpreted using Quantitative Content Analysis (QCA).

4.2 Qualitative Content Analysis

A Qualitative Content Analysis is used in this study. It is used to analyze the open-ended questions obtained from the two questionnaires and the interview and it is mostly used in qualitative research. As it is stated by Dornyei, Z (2007:24), *"qualitative research involves data collection procedures that results primarily in open-ended non numerical data which is then analyzed primarily by non-statistical methods"*.

Conclusion:

This chapter has dealt with the methodology used to carry out our study. It presents the setting and the participants under investigation as well as the data collection and data analysis procedures. Concerning the data collection, two research tools are used: a questionnaire and an interview. Then, the collected data are analyzed and interpreted through

their suitable methods.

Chapter Three: Presentation of the Findings

Introduction

This chapter deals with the empirical side of the study. It advances the findings and the results reached after the analysis of both students and teachers questionnaires, as well as the findings of teachers' interviews. First the research opts for the statistical analysis of the closed ended questions. Then, it accounts for the qualitative content analysis for the interpretation of the open- ended questions in both questionnaires and interviews.

1.Presentation of the Questionnaires' Results:

1.1. Results of the Students' Questionnaire

Section One: Students' Perception on Teacher's Oral Corrective Feedback .

Question One: Does your teacher provide you with oral corrective feedback when you make errors?

A. Yes   B. No

	A	B	Total
Number	60	1	61
Percentage	98 .36%	1.63%	100%

Table (01): Teachers Use of Oral Corrective Feedback

The results indicate that almost the totality of students (60) representing (98.36%) declared that their teachers provide them with oral corrective feedback when they make errors. Only one student (1) representing (1.63%) declared that his/her teachers do not provide them with oral corrective feedback.

If yes, how often ?

A .Always   B. Often   C. Sometimes   D. Rarely

	A	B	C	D	No answer	Total
Number	8	28	15	6	4	61
Percentage	13.11%	45.90%	24.59%	9.83%	6.55%	100%

Table (2) : Frequency of Teachers' Use of Oral Corrective Feedback

A higher frequency of (45.90%) close to the answer (B) which is: teachers "often" provide their students with oral corrective feedback. Fifteen students (24.59%) opted for the answer (C) that they are "sometimes" provided with oral corrective feedback. And eight (08) students representing (13.11%) asserted that they are "always" provided with OCF.   Only six (6)   students selected the answer (D) "rarely" with (9.83%). However, four (04) representing (6.55%) have not answered to the question.

Question Two: Do you like it when your teachers correct your errors?

A. Yes   B. No

	Yes	No	Total
Number	58	3	61
Percentage	95.08%	4.91%	100%

Table (3): The Importance of Teachers Correction to Third Year Students

The table indicates that the totality of students (95.08%) adopted a positive view towards teachers' correction. Only three (3) students representing (4.91%) manifested a dislike towards teachers' correction. The majority of students explained the reason why they like teachers'correction by stating that it helps them to avoid making the error again. While the minority of students justified the reason of disliking teachers' correction by saying that they don't feel at ease (shyness) when their teachers correct their errors.

Section Two: Students' Attitudes towards Teacher's Oral Corrective

Feedback Types.

Question Three: When making errors, do you like your teacher gives you?

A. Direct correction   B. Indirect correction

	Yes	No	Total
Number	42	19	61
Percentage	68.85%	31.14%	100%

Table (4): Students' Preferences of Oral Correction

The table above shows that the majority of the students (42) representing (68.85%) prefer direct correction. Nineteen students (19) representing (31.14%) favored indirect correction. The majority of students explained the reason why they prefer direct correction by stating that it helps them to avoid ambiguity, to memorize the error and to avoid teacher's talk. While the minority of students who favor indirect correction justified their answer claiming that it is more effective as it makes them aware about the error.

Question Four: Do you like it when your teachers ask you to reformulate your wrong utterance (s)?

A. Yes   B. No

	Yes	No	Total
Number	47	14	61
Percentage	77.04%	22.95%	100%

Table (5): Student's Preferences of Reformulation Strategy

The results demonstrate that the majority of students representing (77.04%) like when their teacher asks them to reformulate their wrong utterances, while only fourteen students representing (22.95%) dislike the reformulation type.

Question Five: Do you like it when your teacher asks to clarify your answer?

      A. Yes   B. No

	Yes	No	Total
Number	43	18	61
Percentage	70.94 %	29.50 %	100 %

Table (6): Students' Preferences of Clarification as a Corrective Type

The result indicates that forty three students representing (70.94%) like when their teacher asks them to clarify the wrong utterance(s) while, eighteen students representing (29.50%) dislike it.

Question Six: How do you feel when your teacher repeats your own error(s) by raising his/her voice?

Students' answers for this question differ from one another. The majority of students claim that they feel not at ease and shy when their teacher repeats their ill-formed utterance by raising his/her voice. The minority of students like it by stating that the teacher motivates them in doing so.

Question Seven: Do you like it when your teacher asks you to elicit the correct form (s) of your error (s)?

      A. Yes   B. No

	Yes	*No*	Total
Number	48	13	61
Percentage	78.68%	21.31%	100%

Table (7): Students' Preferences of Elicitation as a Corrective Strategy

The table shows that the majority of students (forty eight) representing (78.68%) favored elicitation as a corrective strategy .Thirteen students representing (21.31%) dislike elicitation type.

Question Eight: Do you like it when your teacher provides you with a rule in order to correct your wrong utterance(s)?

A. Yes   B. No

	Yes	No	Total
Number	54	7	61
Percentage	88.52%	11.47%	100%

Table (8): Students' Preferences of Giving Correction by Using a Rule

The results reveal that the majority of students (fifty four) representing (88.52%) like when they deduce the correct answer of their wrong utterance from a given rule. Only seven students representing (11.47%) do not like it.

Question Nine: How much do you agree/disagree with the following statement: "I like it when my teacher asks me to find where my error is"

a. Strongly disagree   **b**. Disagree   **c**. Neither agree nor disagree

d. Agree   **e**. Strongly agree

Number of the scale	A	b	C	D	E	Total
Number of students	5	4	7	30	15	61
percentage	8.19%	6.55%	11.47%	49.18%	24.59%	100%

Table (9): Degree of Students' Preferences of Finding the Location of the Error

The results demonstrate that (49.18%) students agree with the fact that the teacher asks them to find the place of their error(s) and (24.59%) strongly agreed with the statement. (11.47%) are neither agree nor disagree with this fact. However, five participants making up (8.19%) say they strongly disagree and four participants (6.55%) disagreed.

1.2 Results of the Teachers' Questionnaire

Teacher's Profile.

Question One: How long have you been teaching the oral module?

The answers for this question vary from one teacher to another. The majority of them said that they have taught the oral module from one to nine years, except one teacher who declares that he has thirty (30) years of experience.

Section One: Teacher's Implementation of Oral Corrective Feedback

Question Two: Do you correct your learners when making errors?

a. Never   b. Rarely   c. Sometimes   d. Often   e. Always
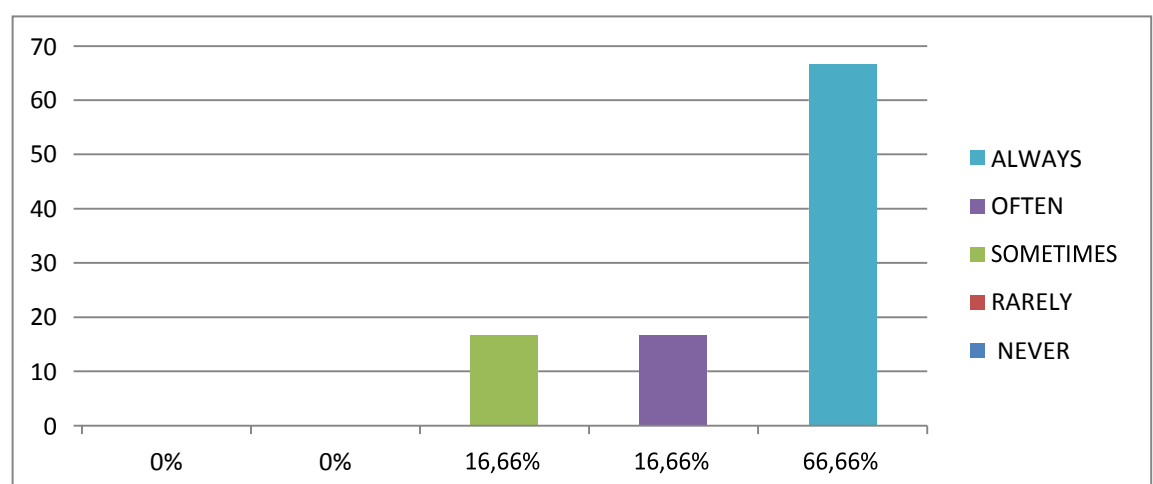
Diagram (01): The Frequency of Teacher's Provision of Oral Correction

The diagram indicates that the majority of teachers (66.66 %) have opted for the choice (e), that they always correct the students' errors. (16.66 %) are for (d) that they often provide their learners with a certain correction, the same case with (c) that they sometimes correct the students' error. None answers are opted for both (a) and (b) alternatives.

Question Three: As a teacher, do you prefer to correct students' errors or let them correct them for themselves?

The majority of teachers have claimed that they like when their students correct their errors by themselves by claiming that it is the best way to encourage them and to make them active learners. While some others claim that it depends on the situation where the student can not correct his/her error.

Question Four: When your students make errors, do you correct them

a. Immediately   b. At the end of the lesson   c. Few days later
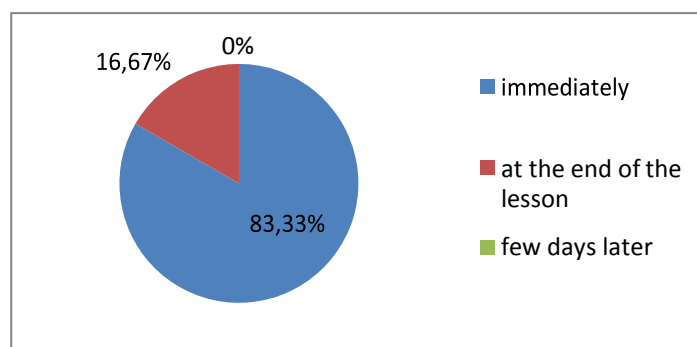
Pie Chart (01): Teacher's View about the Timing of Feedback

The result shows that almost the majority of teachers representing (83.33%) favor correcting students' errors immediately. By contrast, some others representing (16.67%) say that they prefer to let it until the end of the lesson. None teacher opted for correcting errors few days later.

Question Five: Do you think that oral corrective feedback is important when teaching

speaking?

A. Yes B. No

If yes, would you explain why?

	Yes	No	No answer	Total
Number of teachers	05	00	01	06
Percentage	83.33%	0%	16.67%	100%

Table (10): Importance of Corrective Feedback in Teaching Speaking

The result shows that almost the totality of the participants representing (83.33%)

declare that oral corrective feedback is important when teaching speaking. They have justified

their answer by saying that it makes students aware about their strengths and weaknesses in

speaking and also it helps them to avoid making the same mistakes again. However, only

teacher didn't answer this question.

Question Six: During the oral session, do you usually focus on

a. Grammar structures (accuracy)   b. Communicative tasks (fluency)   c. Both
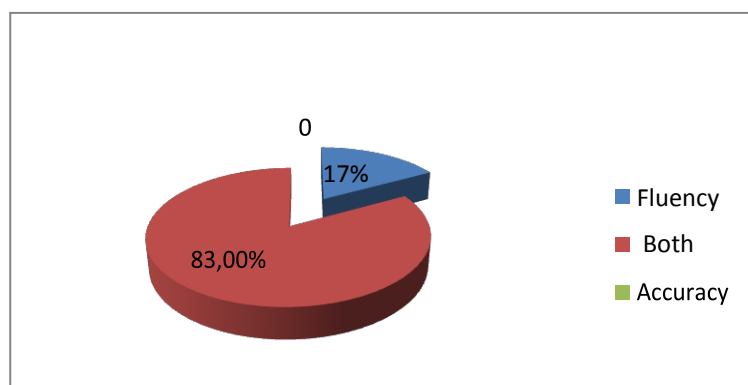
Pie Chart (02): Teacher's Focus during Oral Sessions

The results show that the majority of teachers representing (83%) focus on both accuracy and fluency while some others representing (17%) focus only on the aspect of fluency. None of them opted for the answer (a) which is accuracy.

Question Seven: Do you think that the amount of time devoted to oral expression is sufficient to correct students' errors? (Would you justify your answer)

The majority of the participants believe that the amount of time devoted to the oral expression is not sufficient to correct students' errors by claiming that there are a large number of students and each individual student need to be corrected when necessary. In contrast, the minority of the participants think that it is sufficient since students can use their oral abilities in other modules.

Section Two: Teacher's Strategies for Correcting Students' Errors

Question Eight: Do you correct your students' errors?

a. Explicitly   b. Implicitly
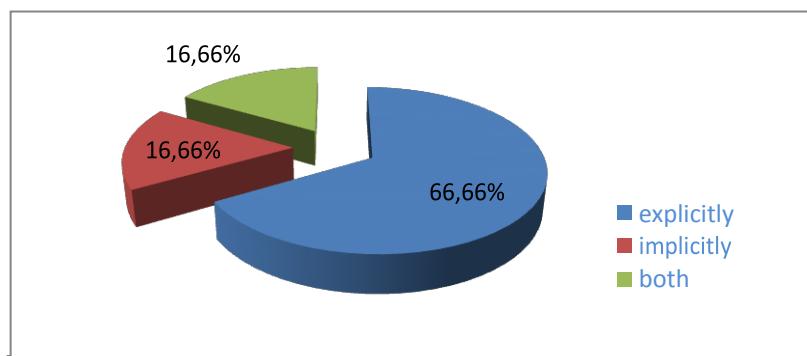
Pie Chart (03): The Manner of Correcting Students' Errors

The findings show that the majority of teachers representing (66.66%) favor explicit correction. (16.66%) of the participants prefer implicit correction, whereas one teacher representing (16.66%) opted for both alternatives (explicitly/ implicitly).

Question Nine: When your students make errors, do you usually ask them to:

a. Reformulate their wrong utterances

b. To clarify their answers
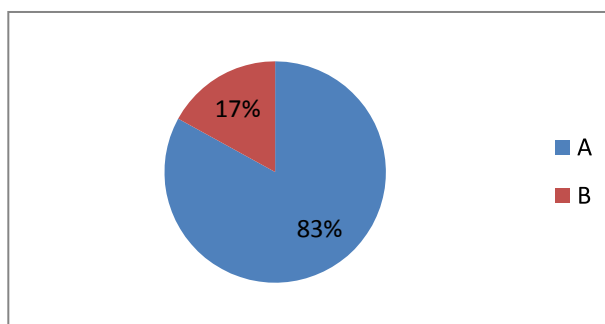
Pie Chart (04): Teacher's Preferences of Correcting Errors

According to the findings, the majority of the teachers representing (83%) opted for the answer (A) that they prefer to ask students to reformulate their wrong answers while some others representing (17%) prefer clarification as a corrective strategy.

Question Ten: How often do you repeat your student's ill –formed utterance(s) by adjusting your intonation so as to show the error?

a. Always   b. Sometimes   c. Rarely   d. Never
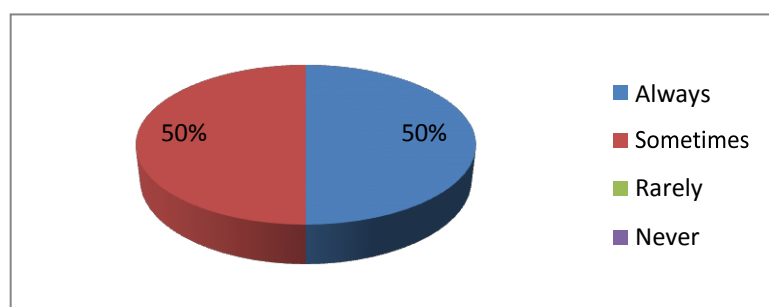
Pie Chart (05): Frequency of Teacher's Use of Repetition as a Corrective Strategy

The results demonstrate that half of the participants representing (50%) declare that they 'always' repeat the students' ill- formed answers. On the other hand, (50%) of teachers say that they 'sometimes' use it in the classroom. None answer opted for both (c) and (d).

3.2 Presentation of the Results of the Teacher's Interview

The second data collection tool used in our study is the interview which we have conducted with six (6) teachers of the oral expression module. The interview helps us bring more details to answer our research questions. The following are the detailed results of the interview.

Question One: What is your understanding of oral corrective feedback? Would you please describe it with your own words?

All teachers agree on the fact that OCF refers to the teachers' reaction towards the students' errors. However, each one of them describes it with his/her own way as follows:

-It is the teachers' observation concerning the student's speech;

-It is the ability to correct the student's mistakes during the speaking process;

- It is a kind of classroom interaction that helps students to improve their oral proficiency;

Question Two: Did you get any teaching experience on oral corrective feedback before starting teaching at the university?

Almost all teachers (05) state that they didn't get any teaching experience on OCF before starting teaching at the university, whereas only one teacher claims that she was given advice and pointers by her more experienced colleagues concerning OCF.

Question Three: Did you get any teacher-training/development course on oral corrective feedback types before or after being teaching at the university as a teacher?

All the participants (06) declare that they didn't get any teacher training-development course on OCF types before or after being at the university as a teacher.

Question Four: Do you usually provide your students with a rule in order to correct their errors?

The majority of teachers claim that they usually provide their students with a rule in order to correct their errors. But it depends on the error if it is about grammar, pronunciation, etc.

Question Five: Do you usually repeat the student's utterance by replacing the error with the correct form?

All of the participants say that they repeat the students' utterance by replacing the error with the correct form most of the time.

Question Six: How do you perceive elicitation as a corrective strategy?

All teachers say that elicitation is a good strategy for correcting student's errors by advocating many reasons:

- It is a good strategy that pushes the student to use his/her own cognitive skill;

 - It works, but it depends on the student's level;

 - It encourages the student to think and reflect on his/her utterance.

Question Seven: Do you stick only to one feedback strategy type of correction or you vary them according according to the situation?

All participants claim that they use an eclectic way in correcting students' errors. However, the teachers opted for different strategies which depended on the student level; understanding; the situation; and on the teacher's intention.

Question Eight: What oral corrective feedback types do you make use most frequently?

All teachers say that most of the time they repeat the student's utterance replacing the error. Some others declare that they use these feedback types spontaneously.

Question Nine: Do your students take the correctives you provide them into account?

The answers for this question differ from one teacher to another. One teacher said that her students always take into account the correction, while some others, state that their students don't take into account the given correction all the time.

Question Ten: Do you think that the oral corrective feedback you provide your students with helps them develop their oral skill?

Almost all the participants agree on the fact that their correctives will help their students in developing their oral skill, except one teacher who claims that not all students benefit from OCF.

Conclusion

This chapter presented the results obtained from the two questionnaires and the interview. The first questionnaire was administered to students of third year in the department of English at MMUTO. The second one was administered to their teachers. Moreover, it presented the results obtained from the structured interview conducted with six teachers who

teach the Oral Module. From the results obtained, we can deduce that teachers use oral corrective feedback in the classroom by applying different strategies. In addition to this, we have found that students may favour some strategies over others. These findings are going to be discussed in details in the following chapter.

Chapter Four: Discussion of the Findings

Introduction

This chapter aims to discuss and interpret the results obtained from both third year students' and teachers' questionnaires and also the results of the interview that we have conducted with third year teachers of the oral module. The results are, in fact, interpreted and discussed in relation to the literature presented in chapter one and they aim at answering the research questions and confirm or refute the hypotheses stated in the general introduction. Therefore, this chapter will be divided into three sections; the first one deals with the analysis and discussion of the data of the students questionnaire. The second one deals with the analysis of the results teachers' questionnaire. The third one tackles the results of the six interviews conducted with teachers of third year.

1. Discussion of the Students' Questionnaire

1.1 Student's Perception on Teacher's Oral Corrective Feedback

From the analysis of the first question related to the teacher's use of oral corrective feedback, it reveals that (98.36%) of students declare that their teachers provide them with corrective feedback. Only one student who represents (1.36%) has declared the opposite (see table 1). This means that the majority of the teachers are aware about the importance of giving correction to their students as it is an important thing in the learning process especially when learning a second/Foreign language. In addition, when students were asked about the frequency of teachers use of OCF, (45.90%) of the totality of the respondents have opted for the answer "often", (24.59%) have opted for the answer "sometimes", (13.11%) for "always" while (9.83%) choose rarely; (6.55%) didn't give any answer to the question (as it is displayed in table 02). Thus, for those who provide their students with feedback foster interaction in the classroom. This confirms Renko's (2012) findings that when a teacher

corrects his/her learner's error, he uses one of the most typical interactive situations between a teacher and a learner, an interactive situation which can take place several times during a language lesson (Renko, 2012:7). As for those who do not correct each single error, this may be due to the fact that it is time consuming or it may damage the flow of the conversation and the process of learning as a whole. This goes along with Ur's claim (1996) when she argues that if all mistakes are corrected, the student might feel discouraged, depressed and will lose interest in learning (Ur, 1996:2).

As regards the importance of teachers' correction of third year students' errors, almost the totality of the students which represents (95.08%) opted for the first option "yes", in contrast with (4.91%) who said "No"(see table 03). On the one hand, the students who said "yes" have expressed their appreciation over teachers' correction by giving many reasons: one student explained that: *"teachers have higher competences than students",* another student said*: "from mistakes we learn",* another respondent declares that*: "we need teacher's correction because we are learners of a foreign language".* On the other hand, students who do not appreciate teacher's correction have justified it by saying that they do not feel at ease, one student responded*: "I feel shy", while* another one declared: *"when my teacher corrects my errors, I feel that he is humiliating me".* The purpose of this question is to know how students react to teachers' correction. Therefore, we can say that the students, who appreciate teacher's correction, feel satisfied with the given feedback unlike the others who find it inhibiting and embarrassing.

1.2. Students' Attitudes towards Teachers' Oral Corrective Feedback Types

The results of the third question dealing with the students' preference of oral correction have revealed that (68.85%) of the participants have advocated "direct correction", in contrast to (31.14%) who have opted for "indirect correction" (see table 04). For those who

have opted for the first option, many reasons were provided. For instance, one student affirmed that he preferred direct correction as this type of correction helps: "*to avoid ambiguity and confusion*", another one answered: "*I learn from it and my classmates too*". As regards the students who preferred indirect correction, they also advocated many reasons, for example: one student said: "*it is more effective*", another student said "*I'm shy and if the teacher corrects me directly, I would stop speaking again*". This may reveal that in direct correction the student can identify the error easily and rapidly, while in indirect corrective feedback type the student should reflect on the error before dealing with the correction, which makes their production more difficult. This confirms Varnosfadrani and Basturkman's (2009) findings which state that explicit feedback creates more attention while implicit feedback may not have been quite as effective because it is less obvious for learners to be aware of their incorrect utterances.

From the analysis of the forth question which deals with the student's preference of reformulation as a corrective strategy, as it is indicated in (table 04), (77.04%) of the participants like when their teachers asks them to reformulate their wrong utterance(s) while (22.95%) of the totality of the students do not like it. From the analysis of the result, we may infer that the students who like the reformulation type are active learners as they participate in the learning process, they are ready all the time unlike those who do not like this type of correction; may be because they are passive learners or because they are not talkative in the classroom.

As regards the fifth question which is concerned with students' preference of clarification as a type of correction, the results demonstrate that (70.94%) of the participants prefer clarification as a corrective strategy in contrast with (29.05%) of the respondents who do not like it (see table 06). This may mean that the students who favor clarification like making things clear and like express themselves in front of their teachers and classmates, they

like to be heard and understood by others. For those who are against clarification, this is may be because they are shy, or they do not like expressing themselves or justifying their answers in front of others.

From the analysis of the sixth question related to the students' preference of repetition as a corrective strategy, we have found that the majority of third year students of the third year don't like when their teacher raises his/her voice to repeat the error as they feel not at ease and shy. While some others like this corrective strategy, as by doing so, their teachers motivate them. For those students who are against this type of correction, they have advocated many reasons. One student affirmed that: *"I feel shy and anxious",* another answered: *"it depends on the teacher"* and another one declared: *"I feel shy and embarrassed in front of my classmates"*. Another student stated: "I feel some kind of confusion". This may due to the fact that repeating the error can be ambiguous and that some students do not even notice the error. The students who like it have expressed many reasons too; one student affirmed *"I feel at ease because raising his/ her voice let me remember my error"*, another said: *"I take it easy because the aim is to correct my mistakes"*. This may mean that the students who are against repetition think that if a student said something wrong, then the teacher repeats it without revealing to the class that the student did something wrong this may mislead the other students. Or maybe they think that the teacher does this only to embarrass them in front of their classmates. These learners are not ready to criticism in contrast with the other category that are ready for everything; what matters to them is to be corrected, they are open-minded students.

The analysis of the seventh question that deals with students' preference of elicitation as a corrective strategy reveals that (78.68%) of the participants like this strategy while (21.31%) do not like it. This may reveal that the students who favor it are active learners and they like exploring their mind and using them to learn and understand things unlike those

students who do the opposite, probably because they are lazy and passive learners, they don't like to bother themselves as they are accustomed to be 'spoon- fed'.

After the analysis of the eighth question that is related to students' preference of giving correction by using a rule, which refers to the metalinguistic feedback strategy. We found that the majority of the participants representing (88.52%) as it is displayed in (table 08) like when they deduce the right answer from the teachers' given rule. This implies that metalingustic correction urges learners to be more autonomous and active agents in the learning process. This confirms Mazban, M et al (2014) assertion which states that metalinguistic feedback helps learners to become aware of their own errors. Moreover, it allows them to be responsible for their own errors and become more independent learners (Mazban,2014:320). By contrast the minority (11.47%) of the informants do not like this type of correction may be because they like when their teacher gives them the right answer in a direct way.

When dealing with the ninth and last question that is concerned with the frequency of students' preference of finding the location of the error, we deal with the metalinguistic feedback strategy. The result shows that (49.18%) of the correspondents agree with the statement, (24.59%) strongly agree with it, (11.47%) neitherùm agree nor disagree, (8.19%) strongly disagree with it, while (6.55%) out of the totality disagree with it. This may mean that more than a half of the student of the third year are hard workers who like looking for new things using discovering techniques, this kind of learners manage to learn for themselves and by themselves, they do not only depend on their teacher, they are autonomous learners.

2. Discussion of the Teachers' Questionnaire

2.1 Teacher's Profile

The results of the first question regarding teachers' profile have revealed that the years of teachers experience varies between one (01) to nine (09) years, except for one teacher who has declared that he has thirty (30) years of experience in teaching the oral expression module. This reflects that the third year teachers at the department of English of MMUTO have both novice and experienced teachers.

2.2 Teacher's Implementation of Oral Corrective Feedback

As regards the second question which deals with the frequency or teachers' provision of oral corrective feedback, the results have revealed that (66.66%) of the participants opted for "always", (16.66%) chose "often", (16.66%) responded "sometimes", no answer is given for both "rarely" and "never". These results show that all third year teachers of the oral expression provide their students with oral corrective feedback when teaching speaking. More than a half of the participants give feedback most of the time whereas the others give it only very often. This may reveal that the former teachers prefer teacher-centered procedures as they always need to notice what is right and what is wrong or because they just do not like when their learners make errors which can lead to error fossilization, and as this will make them repeat those errors over and over again. As regards the teachers who do not make correction all the time, this may reveal that they do not like to waste time in correcting each single error because if they correct all the errors, they would not have time to teach the lesson. Another reason may be dealing with learner-centred procedure which develops learner autonomy by giving way to students to deal with fluency instead of accuracy which goes with teacher-centred methodology.

The results of the third question which deals with teachers' view about self and teacher correction have revealed that the majority of the respondents prefer self-correction by advancing many reasons. One teacher says that "*self-correction is the best method which makes students active learners*", another declares that "*it encourages students to work hard*". In the same vein of research, Mendez (2010) states that self correction seems to be preferred to correction provided by others because it is face-saving and allows the learner to play an active role in the corrective event (Mendez, 2010:245). Within the same line with this, Chaudron (1986) also affirms that feedback that elicits self-correction is more likely to improve learner's ability to monitor their own utterances. This implies that students will be able to check and observe their wrong utterances and to know how to correct them. One teacher has claimed that: "*it depends on the situation*" by arguing that "*when the students can correct their errors themselves, I give them the opportunity to do so. However, in the case they cannot, I provide them with the correctives*". This means that there are some cases in which the student could correct the errors by him/her self and there are other cases in which he/she is incapable of doing so. This may be associated with the distinction between errors of competence and errors of performance. As stated in the review of the literature by Corder (1971) who claims that errors of performance can be corrected by the learner him/her self, whereas errors of competence need assistance from others (teachers).

The results displayed in pie chart (01) deals with teachers' view concerning the timing of feedback shows that the highest percentage of teachers (83.33%) prefer to provide correction " immediately" after the student error, while (16.67%) of informants prefer to give it "at the end of the lesson". No answer is opted for the third option "few days later". This may reveal that the teachers prefer to correct the student's error immediately so students could be able to act on it immediately or may be that the teacher is afraid to forget to correct the error afterwards since they have a large number of students. But we can say that they are

not aware about the fact that it is not appropriate to correct the error immediately in all situations, except if they opt for teacher-centred techniques which does not give free practice for learners. In case they wish for their learners to be fluent, they have to select learner- centred strategies, which they did not do. For example, when a student is making a speech, there is no use of interrupting and giving feedback since the student is focusing on his/her speech, and therefore she/he is not able to concentrate on any given feedback and also, this may disrupt the process of speaking (Hedge, 2000:164). For those teachers who let the correction until the end of the lesson, for example they need to target the kinds of error that occur most frequently, then they correct it for the whole class

. As for the last option "few days later" there is no answer may be because the teacher and the students may forget completely the error. Therefore, we can say that third year teachers of the oral module adopt formative over summative feedback strategy in correcting students errors.

As regards the fifth question related to the importance of corrective feedback in teaching speaking, the results have shown that almost the totality of the participants which represents (83.33%) of the sample population affirm its usefulness and importance when teaching the oral skill; one teacher claims that: *"it makes students aware about their strengths and weaknesses in speaking"*, another says that: *"it helps them to avoid making the same mistakes again"*, one more informant affirms that: *"when the student speaks, he/she is performing something, he/she is waiting for teacher's evaluation".* In this respect Mendez, M (2010) claims that: *"corrective feedback help learners to gain fluency and improve their speaking skill"*(Mendez, 2010:248). Therefore, corrective feedback is a vital and an indispensible aspect in the teaching of speaking skill.

The results of the sixth question which deals with the teachers' focus during oral sessions as it is displayed in (pie chart 02) reveals that the majority of the participants (83%) focus both on "fluency" and "accuracy" when teaching speaking while only (17%) focus on

"fluency", no answer is opted for "accuracy". This may reveal that the teachers of the oral module give importance for both grammar structures and meaning in communicative tasks as they complete each other. As it is stated in the review of the literature by Han, Z (2002), within the approach of CLT, focus on meaning only is not sufficient, but rather should be combined with focus on form and correction. As for the participants who focus only on fluency, this is may be because they are fluent speakers, thus, they like to transmit this ability to their students, i.e. to make them fluent speakers too. The answer to this question contradicts the teachers' option for accuracy as it is shown in the answers to the previous questions. It has been cristal clear that teachers prefer correcting every wrong answer, which show that oral practice was done under the teacher-centred procedure.

From the analysis of the seventh question which deals with teachers' view concerning the amount of time devoted to the oral expression as regards the correction of errors, the majority of the participants affirm that it is not sufficient. One teacher says that "*there are large number of students and each individual student need to be corrected when necessary*", another declares that "*time is not sufficient and students need more practice*", one more teacher says that: "*one and half a hour for a week is not sufficient, because of the higher number of the students that I have*". This means that the majority of teachers of third year complain about the time given to the oral expression module and also about the overcrowded classes. In contrast, other teachers claim the opposite. In this concern, one teacher says that "*it is sufficient since students can use their oral abilities in other modules*". This implies that if the students really want to speak, they could do so in other modules as they are given opportunities to correct their errors.

2.3 Teacher's Strategies for Correcting Students' Errors

As regards the eighth question related to teachers' preference of the manner of correction, the majority of the sample population which represents (66.66%) as it is displayed in (pie chart 03) has chosen explicit correction. This may be used in order not to mislead the student and also to save time. While (16.66%) of the informants have opted for the option "implicit correction" may be to make the students rethink and reconsider their wrong answer and also not to make the student feel any direct criticism or attack and accordingly, their emotions are not so seriously affected. (16.66%) have opted for both "implicitly" and "explicitly" this may be related to the situation and on the kind of the error.

The results of the ninth question that deals with teachers' preference of correcting errors (see pie chart 04) have shown that the majority of teachers (83%) prefer reformulation while (17%) prefer clarification. For the ones who favored reformulation over clarification request, may be because the latter is more frequently used when the student answered upon something that the teacher he or she is not sure of what they mean. So, clarification type might be used more when the teacher fails to understand what the student is talking about not when the student makes an error.

Concerning the tenth and the last question of teachers' questionnaire which deals with the frequency of teachers' use of repetition of the ill-formed utterance(s) by adjusting their intonation, the results show that half of the participants which represents (50%) has opted for the answer (a) "always", while the other half has opted for the answer (b) "sometimes", no answer is provided for neither (c) "rarely" nor (d) "never". This may mean that all teachers use repetition type in the classroom to highlight the error and to awaken the student, to indicate that something is wrong and that it needs repair.

3. Discussion of Teachers' Interview

Concerning the first question related to teacher's knowledge about oral corrective feedback, the answers vary from one teacher to another. One teacher says that: "*it is the ability to correct the student's mistakes in the speaking process*". Another teacher declares that: "*it is a kind of classroom interaction that helps students to improve their oral proficiency and this includes teachers or self correction*". This goes hand in hand with Chaudron's (1977) definition who considers it as "any reaction of the teacher which clearly transforms, disapprovingly refers to, or demands improvement of the learner utterance" (Chaudron, 1977:31). The remaining ones declare that it refers to: "*teacher's observation concerning the student's speech*". This may mean that all teachers of third year at MMUTO have certain knowledge on OCF.

As for the second question regarding teacher's experience on OCF before starting teaching at the university level. The majority of third year BMD teachers of the oral module state that they didn't get any teaching experience on OCF. This may be because they were not interested to get any practice about OCF, or may be their instructors didn't teach them how to correct the student's errors. Only one teacher says that she was given advice by her more experienced colleagues. This shows that she was interested to know how to address student's errors.

Concerning the third question which is related to teacher's training course on OCF types before or after being teachers at the university, all teachers declare that they did not get any teaching course about Oral Corrective Feedback types. This may reveals that OCF types are not given importance by the Algerian educators.

The results for the forth question concerning teacher's use of a given rule to correct students' errors, a question related to the metalinguistic feedback where students are engaged

to correct their own errors from a given rule, the majority of teachers declare that they usually correct students' errors by using a specific rule. But they use it differently; for example one teacher declares he uses it: "*if there are many errors that are made by many students*". Another informant affirms that: "*at the end of the lesson I provide my learners with a rule and they memorize it in order to avoid making the same error again*. This goes hand in hand with Mendez, H (2010) assertion's which indicates that in metalinguistic feedback the instructor makes it clear that he/she doesn't use it directly and individually, that is, he/she takes notes of the errors learners made during an activity and at the end of such a task, the instructor, addressing the whole class, explains the problem of the error and give examples (Mendez, 2010:248).

As for the fifth question relating to the use of recasting as a corrective strategy, it is worth mentioning that at the beginning some of the respondents didn't recognize what the term "recast" refers to. Then, we have defined it as a teacher's repetition of the student's utterance by replacing the error with the correct form. Thus, all of the participants declared that they used this strategy most of the time. From this, we may infer that recast comes naturally for most third year teachers at MMUTO since it is frequently used, may be because it is time and face saving. In addition to this it is used to encourage learners to continue speaking without explicitly correcting their errors. This may reveal that recasting is useful since all teachers use it.

Concerning the sixth question which is related to how teachers of third year BMD students perceive elicitation as a corrective strategy, all of the respondents agree on the fact that it is a good strategy by advocating many reasons. One of them for instance said that: "*it is a cognitive tool since it pushes the student to use his/her brain and to think about the correct answer*". This reveals that it associated to the student's mental process. Another claimed that "*it works but it depends on the student's level*". This means that it is related to the individual differences among the students: intelligence; understanding; motivation, etc. However, one

teacher did not know what elicitation is but when we made it clear for her, she answered that she used this type of correction sometimes. From this, we may infer that teachers use elicitation in order to increase students' participation, in other words, it has a great power in encouraging the learner to be creative and active during the learning process.

The results of the seventh question concerning whether teachers stick only to one feedback strategy or prefer to use an eclectic way in correcting student's errors, all teachers affirm that they use an eclectic way by advocating many reasons: some of them say that *"it depends on the student's level and understanding"*. This reveals that there are students who understand things rapidly while there are others who take time to understand and to memorize things. Some others affirm that "*it depends on the situation*". For example, in negotiation of form situation, the teacher uses metalinguistic feedback, or elicitation, whereas when negotiating meaning, he uses recast or repetition. One more teacher affirms that "*it depends on the teacher's intention*". As regards teacher's intention this may refer to his/her motive, either to increase student's motivation to learn, or to make him active, or to get his attention. This means that these teachers do not stick to one feedback strategy because they are aware of the necessity of applying different feedback approaches to different student's errors.

As regards question eight concerning teacher's choice of type of correction, almost all teachers use recast more frequently than other approaches. It refers to the repetition of learner's utterance replacing the error with its correct form. Teachers use recasts in order to encourage slow learners to continue speaking without explicitly correcting their errors and also because it helps them to save time. In the same line with this, Loewan & Philips (2006) argue that *"recasting is the most preferred corrective feedback by teachers"*. Some others, say that they use these types spontaneously which may mean that they use a natural way in correcting those errors because what matters most for them is that the students understand that there is an error somewhere which needs correction. In addition to this, they have claimed that

they usually prefer to use elicitation and metalinguistic strategies in correcting students'
errors.

Concerning the ninth question which deals with students' reaction towards teachers'
correction. Some teachers declare that their students take the correction into consideration all
the time as they avoid making the corrected errors again. While some others do not take profit
from these correctives all the time, this is may be because they do not like to be criticized in
front of their classmates, or they feel shy and uncomfortable when the teacher corrects them.
So, they do not participate in the classroom at all so as not to make mistakes. The aim of this
question is to know how students react on the given feedback "uptake" as it is stated in the
review of literature.

The result of the last question concerning teacher's perception towards the benefits of
OCF on the development of the student's oral skill reveals that almost all teachers agree on
the fact that the OCF provides their students with help in order to develop their oral skill.
These teachers claim that: *"it makes students aware about their strengths and weaknesses in
speaking"*. Another informant announces that*: "it helps them to avoid making the same
mistakes again.* Only one teacher says the opposite by claiming that some students are shy.
So, when the teacher corrects the error the students may feel embarrassed because for them
the teacher has humiliated them in front of their classmates. So, they wouldn't participate in
the classroom again and by this they wouldn't benefit from the given feedback.

Conclusion

In conclusion, this chapter has included three sections; the first is related to the
discussion of the findings that resulted from the students' questionnaire. The second section
analyses the teachers' answers in the questionnaire, and the last section is attributed to the
examination of the findings of the teachers' interview. This chapter provides clear answers
for the research

questions of the study. In addition, some hypotheses stated in the general introduction are confirmed whereas others are refuted. Relying on the whole findings, we come to the conclusion that the majority of third year teachers of English at MMUTO provide their students with oral corrective feedback. In addition to this, they have declared that they use an eclectic ways in correcting students' error. From the analysis of both teachers' questionnaire and interview we have found that recasts, metalinguistic and elicitation are mostly used. Moreover, the results of students' questionnaire indicate that: direct correction, recasts, metalinguistic requests as well as elicitations are the most preferable strategies. However, we have found that oral corrective feedback does not help all third year BMD students of English at MMUTO to develop their speaking skill.

General Conclusion

This dissertation has investigated the teachers' use of oral corrective feedback in developing the English language speaking skill, dealing with the case of third year BMD students at the department of English at Mouloud Mammerie University of Tizi Ouzou. Our research has three main objectives. The first aim is to investigate the teachers' implementation of oral corrective strategies in the oral expression module. The second objective is to investigate students' attitudes towards teachers' strategies of correction. The third and last objective is to determine the effects of these strategies on the students' speaking skill.

In the first chapter we have highlighted some of the theoretical issues related to feedb0ack and its diverse types. Then, corrective feedback as an important technique in language learning/teaching. Moreover, we have shed light on speaking as an important skill that needs to be developed and improved for learning a foreign language and the different types of feedback used for this purpose. Finally, we have had a description of our theoretical framework advanced by Lyster & Ranta (1997) taxonomy of oral corrective feedback classification model. In which they have distinguished between six different types of Oral Corrective Feedback: explicit correction, recast, clarification request, metalingustic feedback, elicitation and repetition. These types of correction should be given prominence when correcting students' oral errors in the EFL classroom.

For the sake of answering the advanced research questions and to test the validity of our hypotheses of the study as it is suggested in the general introduction, a mixed method approach is adopted, combining both qualitative and quantitative methods in order to analyze and interpret the collected data. The data are gathered from two research instruments. We have administered two questionnaires, one questionnaire for third year BMD students and the second one for their teachers of the oral expression module and we have conducted an interview with the teachers in the same department too. For the sake of analyzing the

quantitative data, a statistical method is used. As for the qualitative part, content analysis is used for interpreting the open- ended questions of the questionnaires and the interview.

The discussion of both the results of the questionnaires and the interview has provided us with answers to the research questions. Answers that have shown that the teachers of the oral expression module use corrective feedback with the third year BMD students at the department of English at Mouloud Mammeri University of Tizi Ouzou by employing different strategies such as recast, repetition, and metalinguistic feedback, this confirms with the first hypothesis. We have also found that third year BMD students at MMUTO favor some kinds of correction over others; they show a dislike over repetition as a corrective strategy. However, the last hypothesis was refuted; our research findings have revealed that corrective feedback mostly helps autonomous, responsible, and self-confident students in developing their oral skill unlike independent and shy students.

As a result, the research findings have confirmed that the implementation of corrective feedback may comprise both positive and negative aspects as there are students who benefit from it whereas there are others who do not as they encounter some difficulties like shyness and anxiety. Thus, teachers should help these students to overcome these difficulties by encouraging them to participate in the classroom even though they are afraid of making mistakes and to do so, they should take their personalities and attitudes into consideration.

To conclude, we hope that the results we have researched through this empirical investigation will open a new perspective for further research in this area of study. discussions of both the results of the questionnaires and the interview have provided us with answers to the research questions. The answers have shown that third year teachers of the oral module at Mouloud Mammeri University of Tizi Ouzou provide their students with oral corrective feedback this confirms with the first hypothesis, by employing different strategies such as: recast, repetition, metalinguistic and explicit correction which confirms with the third hypothesis. In addition to this, we have found that third year BMD students at MMUTO favor some kinds of correction over others; they show a dislike over repetition as a corrective strategy this confirms with the fourth hypothesis. However,

the second and the last hypotheses have been refuted. Our research findings have revealed that oral correction feedback mostly help autonomous, responsible and self-confident students in developing their oral skill unlike independent and shy students.

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Student's Questionnaire

Dear students,

This questionnaire investigates the use of Oral Corrective Feedback in developing the speaking skill of third year LMD students in the department of English at Mouloud MAMMERI University of Tizi Ouzou. Thus, you are kindly requested to answer this questionnaire as it is an important part of our research study. The result of this questionnaire will be used only for an academic purpose, so we ensure the anonymity and confidentiality of your answers. Thank you in advance for your collaboration.

Section one: Student's Perception on Teacher's Oral Corrective Feedback.

1. Does your teacher provide you with oral corrective feedback when you make errors?

    Yes ☐   No ☐

If yes, how often?

    Always ☐   Often ☐   Sometimes ☐   Rarely ☐

2. Do you like it when your teachers correct your errors?

    Yes ☐   No ☐

Please would you explain your answer!

....

....

Section two: Students' Attitudes towards Teachers' Oral Corrective Feedback Types.

3. When making errors, do you like your teacher gives you:

Direct correction ☐   indirect correction ☐

Would you justify your answer?

…………………………………………………………………………………………………

…………………………………………………………………………………………………

4. Do you like it when your teacher reformulates your wrong utterance (s) by replacing the error?

Yes   ☐   No   ☐

5. Do you like it when your teacher asks to clarify your answer?

Yes   ☐   No   ☐

6. How do you feel when your teacher repeats your own error(s) by raising his/her voice?

…………………………………………………………………………………………………

…………………………………………………………………………………………………...

7. Do you like it when your teacher asks you to elicit the correct form (s) of your error (s)?

Yes ☐　　　　　　　　No ☐

8. Do you like it when your teacher provides you with a rule in order to correct your wrong utterance(s)?

Yes ☐　　　　　　　　No ☐

9. How much do you agree/ disagree with the following statement: "I like it when my teacher asks me to find where my error is"?

a. Strongly disagree ☐　　　b. Disagree ☐　　　c. Neither agree nor disagree ☐

d. Agree ☐　　　　　　e. Strongly agree ☐

Thank you for answering!

Teacher's Questionnaire

Dear teacher,

The following questionnaire is part of our research work that deals with the use of oral corrective feedback in developing the speaking skill. Your answers will be of great help for us. So, you are kindly requested to tick the appropriate box and make statements when necessary. Your answers will be used for academic purposes. Thank you in advance for your collaboration.

Teacher's Profile.

1. How long have you been teaching the oral module?

   ....year (s)

Section one: Teacher's Implementation of Oral Corrective Feedback

2. Do you correct your learners when making errors?

Never ☐   Rarely ☐   Sometimes ☐   Often ☐   Always ☐

3. As a teacher, do you prefer to correct students' errors or let them correct them for themselves?

   ....

   ……………………………………………………………………..

   Would you explain your choice?

   ....

   ....

4. When your learners make errors, do you correct them:

a. Immediately ☐   b. At the end of the lesson ☐   c. Few days later ☐

5. Do you usually ask your students to clarify their wrong utterance (s)?

Yes   ☐   No   ☐

6. How do you correct the students 'error(s)

Directly ☐   Indirectly ☐

Section two: Teacher's Attitudes towards Oral Corrective Feedback Types

7. Do you think that Oral Corrective Feedback is important when teaching speaking?

Yes   ☐   No   ☐

If yes, would you explain why?

....
....

8. Do you correct your students errors:

a. Explicitly   b. Implicitly

9. When your students make errors, do you usually ask them to?

a. Reformulate their wrong utterances

b. To clarify their answers

10. How often do you repeat your students' ill-formed utterance(s) by adjusting your intonation so as to show the error?

a. Always ☐   **b.** Sometimes ☐   **c.** Rarely ☐   **d.** Never ☐

Thank you for answering!

Teacher'ʼs Interview

This interview is part of our research entitled Investigating Teachers Use of Oral Corrective Feedback in Developing the English Language Speaking Skill, the case of third year BMD students at Mouloud Mammeri University of Tizi Ouzou. The results of this interview will be used for academic purposes. Thank you in advance for your collaboration.

1. What is your understanding of Oral Corrective Feedback? Would you please describe it with your own words?

2. Did you get any teaching experience on Oral Corrective Feedback before starting teaching at the university?

3. Did you get any teacher- training/ development course on oral corrective feedback types before or after being at the university as a teacher?

4. Do you usually provide your learners with a rule in order to correct their errors?

5. Do you usually repeat the students' utterance(s) by replacing the error with the correct form?

6. How do you perceive elicitation as a corrective strategy?

7. Do you stick only to one feedback strategy or you vary them according to the situation ?

8. What oral corrective feedback types do you make use of most frequently?

9. Do your students take the correctives you provide them into account?

10. Do you think that the oral corrective feedback you provide your students with helps them develop their oral skill?