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Title

Investigating Teachers' encouragement of Self & Peer feedback in Oral Classes

Case Study: Undergraduate Students of English.

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Dedication

To my dear parents.

To all members of my family and relatives.

To my close friends.

Fatima Zahraa

Dedication

I dedicate this work to :

The sun that lights my life " My parents"

My brother Taki and his wife Amina and their daughter Aroua

My beloved sisters Asma and Maria

All my family

All my friends

Khansaa

Acknowledgments

List of Abbreviations

CF…………………………...Corrective Feedback

CLT……………………………Communicative Language Teaching

EFL…………………………... English as Foreign Language

List of Figures

Table of Contents

General Introduction

Chapter One: Review of Literature

VII

Section two: Data Collection and Analysis of the Findings

General Conclusion

Background of the study

Among the four skills, speaking is of primordial importance and the main way of communication for EFL learners, who yearn to be better in .Thus, it is a teacher's task to guide and support them with the main strategies that help enhancing their oral performance .In this respect, oral feedback as a technique of teaching/ learning is an essential pillar because of its frequency of use. Among this kind of feedback is corrective feedback where "the incorrect utterance of learner is corrected immediately" Chaudron (1987) .Corrective feedback, further, can be implemented through different techniques.

Based on the statement above, self- and peer-correction are the two techniques of corrective feedback often used in the more learner-centered approach whereby teachers are the ones who control and guide students to be involved and cooperated in the process of learning by correcting themselves or each other. Applying the two techniques has a great impact on learner achievement to shift from a passive to active Participant in the oral classroom that meets one objective in CLT approach.

Several studies have been tackled concerning the use of self- and peer-correction in writing but a little focus has been directed to the latter two in oral .This was the focus of this research, since we are interested in the implementation of both modes in EFL oral classes; we are going to investigate the use of them, to check to what extent are encouraged.

Research problem

EFL oral classes encounter different challenges such as reducing the amount of errors the students commit. Hence, error correction is an important process where both teachers and learners take part. However, it is noticed the large part EFL oral teachers take in correcting their students' errors instead of involving them to correct themselves(self-correction) or each other (peer-correction).For this case; we have selected this topic to investigate the extent of practice devoted to the above-mentioned techniques by oral teachers in English department.

Purpose of the study

The study aims at investigating the extent to which self and peer-correction are applied by oral expression teachers of licence in the Department of letters and English Language at KMOU.

Research Questions

This study seeks to address the following questions:

1-To what extent are self and peer feedback encouraged by oral teachers of English Department at KMOU?

2- Why do teachers of Oral rarely encourage students opt for self and/or peer correction?

Research hypotheses:

Based on the research questions above, the following hypotheses are formulated:

1- It is hypothesized that teachers of oral in English Department at KMOU do mostly dominate the correction in oral classes or simply leave students' mistakes/errors with no feedback.

2-It is hypothesized that teachers of oral do rarely encourage students opt for self and/or peer correction because they:

1- Don't trust students correct themselves and/or each other.

2- Some of them do not have a clear vision of how can self and peer correction may contribute in enhancing students' oral proficiency.

3-Oblige students to memorize whole presentations at home and hence no space for improvisation that may lead to errors / mistakes.

Methodology

In this study, we have adopted a descriptive-analytic and qualitative and quantitative method. In an attempt to collect and analyze data, classroom observation and interview have been relied upon. A classroom observation was done with three license levels so that to investigate all the types of feedback as well as the areas of feedback preferred by both students and teachers. The interviews were conducted with both oral teachers of the three levels concerned with the classes attended in the observation and 10 students from each level, i.e.: 30 ones in a sum in order to assess and check as well the answers provided by the oral teachers.

Structure of the dissertation

The present study is divided into three sections. The first section starts with the general introduction including the background of the study, statement of the problem, purpose of the study, research questions and hypothesis. Followed by the methodology, the structure of the work and literature review. Section one is about the review of literature consists of: error analysis, error levels, types and causes. In addition to oral correction, oral corrective feedback with its three types and some suggested strategies for teachers to encourage self and peer-correction. The third section is devoted to the methodology then the analysis of the findings and the results, followed by the conclusion. The last includes introduction, summary of the major findings, limitations and suggestions for further research and conclusion.

Literature review

A considerable amount of literature has been published on the notion of self and peer-correction in the spoken language. Jujuna gumbaridze (2012) sees that both are the best form of correction by which learners with the first technique should be encouraged to perceive their own mistakes and correct them. While in the second are supported to participate in correcting each other.

Edge (1993) identified "student correction to themselves is a basic strategy that enhance learners' autonomy by which they will be conscious of their achievement while correcting themselves". While it has been indicated that such kind of correction helps teachers to understand how their students are engaged and responsible in the use of learning procedures that helps them to overcome the difficulty they experience throughout their learning" Brown (2001).

Rusana Beatriz Zublin (2011) states that: "peer-correction reduces learners' anxiety and makes them aware of their strength and weaknesses". On the other hand, Higgin (1987) asserted that it helps students to secure their ego."Regarding the effect of both techniques on students' confidence, Ahangari Saeideh (2014) points out that: "self-correction increases learners' confidence, and enables them to judge their own performance". Besides, it has been reported that "working in pairs and students correction to each other help learners to gain their confidence and promote learning by discovering and sharing new information" Hendrikson (1980).

Furthermore, Murray and Zybert (1999) maintained that students prefer to be self-corrected because it is face-saving. As it has been claimed that "peer-correction is not just significant to the students, but also to the teachers, because it is time-saving thus, it enables them attend other tasks in the learning process" Keh (1990).

Conforming to Mansoor Ganji (2009):"self and peer-correction are promising and effective methods. The former have an enduring impact on learners' memory since they are encouraged in an active and direct process that can activate the operations required for long-term retention. While the latter can be an informative because it originates from someone who has had a similar experience."

With reference to Adel Belhadj & BrahimTemmar (2017), it is an indication of advancement for learners 'performance when they realize the incorrect utterance whereby they correct and proceeding with the message they were conveying i.e. self-correction. As it is a sign of a dynamic classroom communication and positive interaction of learners to each other in one side and a chance for peers to demonstrate their English language capacities in another i.e. peer-correction.

Review of Literature

Introduction

This chapter is devoted to provide the theoretical framework of the present study. It starts with defining and explaining the notion of error analysis. Then, it takes a look on the difference between both terms of error and mistake. Add to this, it includes the different types, sources and causes of errors. The chapter discusses also the concept of oral feedback. In addition to oral corrective feedback with its three types. We started tackling the notion of errors and mistakes because these very ones lead to the feedback which is the core of our present study.

1.1Errors analysis

Is a branch of applied linguistics concerned with the analysis of the errors learners make, involving a comparison between the errors made in a target language and the target language itself. As an alternative to contrastive analysis; Pit.Corder and his colleagues introduced the field in 1960s by the examination that errors were not only because of the negative transfer of the native language .Otherwise; they cover different sources. According to Corder (1974) error analysis is associated with the investigation of learners' second language. He emphasized the significant role of learners' errors in identifying the students' advancement to teachers, providing the researcher with evidence of how language is acquired and making learners benefit from their errors.

1.2 Error vs. mistake

For an appropriate analysis of language, it's crucial to distinguish between "error" and" mistake". Richards (2002) made a clear distinction between the two terms. He assumed that errors caused by the lack of knowledge .While mistakes usually occur as a result of inattention, fatigue, carelessness. Similarly, Brown(2000)

argued that errors are a deviation reflecting the competence level of the learner .On the other hand, mistakes are performance based that is either a random guess or a slip Additionally, error can be self-corrected while mistake can be not; as stated by James(1998).

1.3Types of errors:

Based on the linguistic components (orthography, morphology, syntax and lexis); errors fall into four main categories as suggested by corder (1982):

1.3.1Omission:

Is the deletion of the items that must be included in a well-formed utterance

1.3.2Addition:

Is the redundant use of the items that must not be included in well-formed utterance.

1.3.2 Selection:

Is the choice of the wrong elements instead of the correct ones.

1.3.4 Ordering:

Is the wrong word order of the right linguistic element.

1.4 Sources of errors:

Following corder's classification of errors; the distinction between the main sources of errors learner committed has been the area of investigation for many linguists:

1.4.1 Interlanguage error:

Are those that result due to the negative influence of learner 'mother tongue on second language learning. The term is known as "interference" or "language transfer". Brown (200) believes "that the assumption that the language learned forms are similar to learner' first language is the main source of errors in second language learning". Similarly, Corder (1981) suggested that "errors happen when learners 'rules of their first language hinder them from learning the rules of second language". Moreover, Selinker (1972) maintained that for the majority of students interlanguage will stop short of the achievement of the native language norms than will be unable to develop anymore; and called the state a Fossilization. He (cited in Richards, 1974. p36) also mentioned that:

Fossilisable linguistic phenomena are linguistic items,

rules and subsystems which speakers of a particular

native language (NL) will tend to keep in their

interlanguage (IL) relative to a particular target language (TL),

no matter what the age of the learner or amount of explanation

and instruction he receives in the target language (TL).

1.4.2 Intralingual error

This type of error emphasizes that errors are not to learners 'mother tongue. However, it can be caused by the target language itself. Thus, it is highly defined as an error that happens as a result of a wrong learning of the second language and the effect of its item upon the inter-lingual identification Richard (1974).

1.5 Causes of errors:

Depending on Norrish (1983) view errors' causes are subdivided into:

1.5.1.1 Carelessness:

It's often associated with learners' lack of motivation.

1.5.1.2 First language:

According to him; learning a language is a habit formation .Thus the interference from the first language is crucial to learn new habit in the target language.

1.5.1.3 Translation:

It occurs when learners tend to translate literally their native language sentences or idiomatic expression in the target language.

Richard (1971) in his article "A non-contrastive approach to error Analysis to error analysis" shows us the four causes of errors. They are as follow:

1.5.2.1 Overgeneralization:

It involves the creation of irregular structure in the basis of other structure in the target language.

1.5.2.2 Ignorance of rule restriction:

 It makes use of the rules acquired before in new context where they do not apply.

1.5.2.3 Incomplete application of the rule:

The occurrence of the error when the learner fails to develop the structure due to the stimulus sentence.

1.5.2.4 False concept hypothesized:

The false conceptualization of learner because of their faulty understanding of the distinctions in the target language.

1.6 Oral feedback

Feedback is concept with abundant definitions, According to John Hattie and Helen Timperley (2007) feedback is information that can be given by teacher, peer, parent, experience concerning someone's performance to be improved in the future. On this basis, we notice that feedback is useful in different situation not only in educational process, and it is delivered in different issue to enhance one's performance. In teacher- students learning context, feedback is referred to as process by which teachers inform learners about their progress and make their errors clear to improve their target language Lewis (2002).Oral feedback further, constitutes one type of feedback that can be orally addressed to individual, group or the whole class Brookhart (2008).It is considered as one form of communication in the classroom. What makes this type more valuable than the others is the interaction between the provider and the receiver that is regarded as an effective factor in leaners 'achievement. Besides, it is a technique that can be given easily and frequently in teachable moment, intending to promote learners' oral performance by making them aware of the language they use.

1.6.1 Oral corrective feedback

Is an essential context in education process that Krashen (1981) defines as teacher or peer response to students 'incorrect utterance. It is a crucial aspect in learning and teaching that put all teachers and learners' focus on error/mistakes so that to prevent their appearance in the future .In this regard, Researchers have demonstrated that

correcting learner' oral language error is a difficult task that requires a quick decision-making before responding to learner's error. Accordingly, a set of fundamental questions was listed by Hendrickson (1978) exploring the process teacher takes regarding corrective feedback:

1. Should errors be corrected?

2. When should errors be corrected?

3. Which learners' errors should be corrected?

4. How should learner errors be corrected?

5. Who should correct learner errors?

1.6.1.1 Should errors be corrected?

"With reference to second language acquisition theory; when error correction occurs it enables learners to change their conscious mental representation of rule. That is to say it influences learned competence by letting them know that their current version of conscious rule is incorrect. Accordingly, the theory suggested that correction is needed since the goal is learning but not all the time (cited in Naimi AMARA, 2015). Hence, errors with the absence of correction will be repeated than fossilized Brown (2000).However, it is maintained that over-correction affect learner's performance regarding their focus and motivation. Krashen (1987) states that: "learners with error correction will be afraid to use difficult structure. So, their focus will be on form rather than meaning; which is not of use to acquisition". In this manner, it is clear that the use of correction is a teacher's role in way they make it useful students to learn from.

1.6.1.2 When errors should be corrected?

The question is concerned with the immediate treatment or the delaying of the erroneous utterance. First, it is necessary to set the difference between fluency and accuracy, because the techniques of correction used by teacher differ in the two contexts depending on his/her aim of activity. Fluency, according to Merriam Webster dictionary, is defined as the one's competency to speak easily and smoothly. In particular it is the capacity to speak a foreign language easily and effectively. According to Ellis and Barkhuzien (2005)"fluency is the production of speakers' language in real time without undue pausing and hesitation". While accuracy is defined Merriam Webster as the quality of being correct and free from mistakes and errors. Skehan (1996) defines the approach as "learner ability to seek control over the linguistics element that he /she has already learned". Hence, Delayed correction is usually aimed in fluency practice in which correction should involve errors that hinder communication, whereas, immediate correction is needed in accuracy practice for instance: errors related to pronunciation and grammar" (cited in Naimi AMARA 2015.p5). Similarly; Harmer in his book "the practice of language teaching" (2001) states that: "it is a teacher correction to their students should be done when they are engaging in accuracy work. By contrast, in fluency students' mid-flow should not be interrupted". He (ibid) believed that" intervention in communicative activity increases the level of stress of learners and breaks their acquisition process".

1.6.1.3 Which learners' errors should be corrected?

Deciding what errors to correct might not be understood yet by many teachers; who are supposed to be selective with the errors and mistakes they correct.walz

(1982) proposed a simplified system that helps deciding which errors to correct; including the four criteria:

1.6.1.3.1 Comprehensibility:

Teacher correction should cover the errors that cause a misunderstanding or a lack of comprehension.

1.6.1.3.2 Frequency:

Refers to the errors done by the whole class or by individual students. Correction at this level is required as soon as possible so that they will not be fossilized.

1.6.1.3.3 Pedagogical focus:

Errors in forms that have been learned recently must not go uncorrected; because all learners who hear it will start questioning their own understanding of the form.

1.6.1.3.4 Individual student concern

Is associated with teacher awareness to the nature of their students as who like to be corrected all the time and who is sensitive to correction who benefits from the correction of a minor point or who does not.

1.6.1.4 How should errors be corrected?

Teachers in order to make their students feel more confident in expressing their ideas without being afraid from being corrected; are supposed to create a supportive classroom environment. Based on that, Lyster and Ranta (1997) identify six corrective strategies teachers use when respond to their students' incorrect utterance:

1.6.1.4.1 Recast:

The reformulation of learner's utterance; using the correct form without drawing attention to his /her error with a focus to meaning.

1.6.1.4.2 Repetition:

It involves teacher's repetition of the learner utterance with drawing attention to the error by emphatic stress.

1.6.1.4.3 Clarification request:

It indicates the use of expressions such as "sorry", i don't understand" to inform that the message is not understood or that student utterance is incorrect and needs reformulation.

1.6.1.4.4 Metalinguistic feedback:

It contains teacher comment or added information or question-related to the correct form of learner's utterance without providing the correct form directly.

1.6.1.4.5 Elicitation:

It is done by asking a question like "how do we say X in English", Pausing, or asking reformulation of learners' utterances; teachers elicit the correct answer from their student.

1.6.1.4.6 Explicit feedback:

It denotes the teachers 'clear indication of the error by identifying and correcting it.

1.6.1.5 Who should correct learner errors?

In regard with who should provide correction to learner; researchers claim that for meaningful correction, a use of different types of correction is required. They indicate that teacher is able to advert the issue with language, and that learners are responsible for their own learning (as cited in Rosana Beatriz Zublin.2014:18). Similarly pratt, Pulverness & Williams (2005) assert:

"In the classroom, we use a mix of teacher correction, peer correction and self –
correction. Sometimes we need to correct learners. Sometimes we indicate to them
that there is a mistake and they are able to correct themselves or other learners can
help them. Sometimes we ignore learners" mistakes. We choose what is appropriate
for the learning purpose, the learner and the situation."

1.6.1.5.1 Self-correction

Despite the fact it is sometimes time-consuming but is considered as the best way of correction. It stands on giving the learner the chance to correct him/herself. Teachers at this level may point out the error committed by the learner to check whether he/she aware of the language he/she uses or not, because according to Harmer (2007)" errors students commit may be just a slip that can be self-corrected". Hence, we realize that types of correction depends more on the type of errors the students made. Back to the point, self-correction gives learner the opportunity to gain self-confidence and to be autonomous and more responsible about their learning. Thus, by encouraging such type of correction, teacher domination in the classroom will be less than students.

1.6.1.5.2 Peer-correction

Student correction to each other is one of the effective strategies that teachers use in oral class. By which learners cooperate to correct their colleagues and help them to   overcome the obstacles they face when they speak. Hence, when student corrects their colleagues they engage in a direct interaction. The last is regarded as significant factor in achieving communicative competence. Because learners throughout interaction can perceive things about their language that they do not perceive by themselves. Accordingly; this type of feedback seems to be effective for both who corrects and who is corrected, Because it makes students more interested and listen carefully to their colleague and when correcting, they feel more confident of the knowledge they provide to the others (cited in Karen M. Sillig: 2013).On the other hand, for the one who is corrected, it seems to be more supportive and less threatening than teacher-correction. Besides, they can gain teacher's role the fact that increases the level of motivation and reduces learners 'anxiety. Otherwise, some find it difficult to be corrected by their peers. Thus,

It is worth pointing out that this technique works well in

classes with a friendly supportive and cooperative atmosphere

that aims to avoid underestimating learners self-esteem.

(cited in Rosana Beatriz Zublin. 2011)

Further, it must be mentioned that peer-correction does not serve all the situations, because student are not able to help and to give the proper correction all the time. In this regard, the call for the next technique is required.

1.6.1.5.3 Teacher-correction

Based on what have been discussed, teacher-correction is the step that teacher should relies on after self and peer- correction. Because with reference to CLT approach principle; teacher role in the classroom is a facilitator rather than a dominator i.e. the students should be responsible about their learning where teachers are supposed to support and guide them. Regarding correction Harmer states (2004) "teacher assesses, provides feedback and correct because students anticipate from them to denote whether they are or not getting right". Likewise, though in real learning, it is not appropriate for teachers to give directly the correct form because according to Walz (1982) giving the learner the right answers did not establish a term for long term memory". But for some errors it is necessary to be teacher-corrected, especially when both self and peer-correction failed. One advantage of this technique is that it is done quickly and reliably (cited in Karen M. Sillig: 2013), and for most of learners it is more trustworthy because in their perspective teachers are the only source of knowledge.

Students cannot, if not taught, proceed with the feedback correction in its two types. And hence teachers may better encourage students doing that through a set of techniques which should be well known by all oral teachers. These techniques besides their corrective role are also motivating and encouraging (teachers do not directly interfere) for they start from the learners' level and come back to it in a form of a circle in which all the parts may participate for the ultimate goal: correcting the mistake without having in mind which one of the parts should more correct or interfere.

1.6.2. Teachers' strategies to encourage self and peer-correction:

Both Self and peer-correction take time, but they are also effective techniques of corrective feedback. Mark Bartram and Richard Walton(1991) have suggested some strategies for oral teachers to use so that to involve students in correction process:

How can I show the students they have made a mistake?

Gestures: a. open hand, rotating wrist, palm down

b. a wave of the finger (see fig.2)
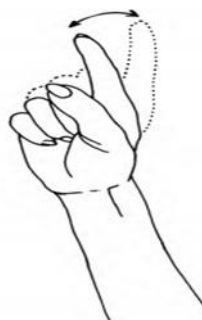
Figure1   Figure2

Facial expression: **a.** shaking the head.

b. frowning

c. doubtful expression

Non-verbal sounds: a. "Mmmmmmmmh" with doubtful intonation.

b. "Errrr….".

Simple phrases: **a.** "Nearly.....".

b. "Not quite….".

c. "Good, but….".

How to show where the mistake is:

Finger technique: This involves the teacher representing each word of the sentence with the fingers of one hand, and with the index finger of the other hand, tapping or holding the "incorrect " (fig 3) or "missing" (fig 4) finger/word.
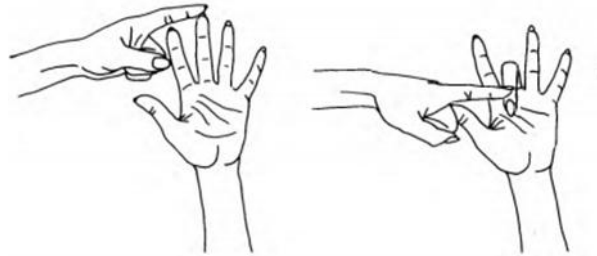
Figure3   **Figure4**

Simple Phrases: a. Indicate verbally wich word is wrong:

> **S** Yesterday I go to the doctor.
>
> **T** Not "go" but … (rising intonation, pause)

Or Go?

> **b.** Repeating as far as, but not including, the mistake,

and then let the student continue:

> **S** Last summer, I went in Scotland.
>
> **T** Last summer, I went ….(pause).
>
> **S** To Scotland.
>
> **T** Right.

How to indicate the kind of mistake:

Gesture: All teachers have their own series of gestures, but here are some that are commonly used:

a. Past time (for example, Do you see the film yesterday):

Try the over-the-shoulder hand or thumb movement to show past time rather than present time (see fig.5)

Figure 5

b. Future time (Tomorrow he meets his mother at six):

Point into the distance in front of you, or roll the hand forward in the air.(see fig.6)
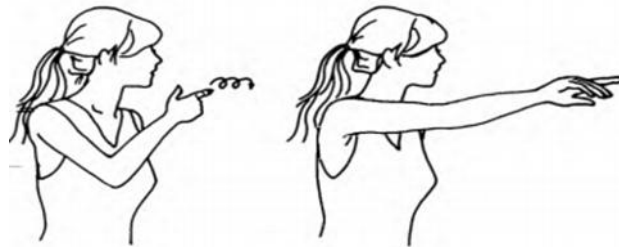
Figure 6

c. Contractions (It is not an interesting book)

Link index fingers in front of you, or bring thumb and index finger together (see fig.7)

Figure7 A   **Figure7 B**

d. Word order (I like very much the cinema.)

Cross over your arms in front of you .(fig.8)

Figure 8

e. Pronunciation

Cup your hand behind your ear, as if you haven't heard properly.

f. Intonation

Sweep the hand horizontally in front of you, using the movement of the hand up or down to show what is wrong, or what the right intonation should be.

Pretending to misunderstanding:

This has the double advantage of involving no criticism on the part of the teacher, and also resembling what happens in real life. Here are some examples:

      S   She went on holiday with your husband.

      T   My husband?

      S   No, sorry, her husband.…

      S   I watch TV on Saturday

      T   what-every Saturday

      S   No, no, I watched….

Repeating in context

Often the very act of correcting changes the nature of the original sentence, particularly when we are talking about stress. In fact, much real-life correcting is done using stress alone:

> **A** His telephone number's **65789**
>
> **B** **65789**, you mean.

Echoing:

Many teachers believe it is bad practice to "echo" students when they make a mistake. For example:

> **S** I am born in Tokyo.
>
> **T** I am born in Tokyo.

As attested by Mark Batram and Richard Walton it is bad practice because:

-It is often looks as if the teacher is trying to make fun of the students.

-It is difficult to say if the teacher is actually showing a mistake in the language or just sounding doubtful about the content of what was mentioned. The learners might go away from the class thinking the form is correct.

-The teacher is not guiding about why it might be wrong.

Simon and Steven (2015) provided some other strategies. That are supposed to be teacher and student use, but once learners have learned them. There is also a possibility for peer use:

-Make a '**T**' with fingers to demonstrate missing '**the**'.

- Hold thumb and forefinger close together to illustrate a small word missing.

-With irregular past tense pull '**ear**' it sounds like the first syllable in '**irregular**'.

-With wrong present tense '**simple**' vs. '**Continuous**' use circling hand motion pointing to continuous and open arms to prompts to wide or general time .

- To illustrate the use of '**by**'; wave to signal '**bye**' both sounds alike.

-Tap on '**wood**' for a wrong used of '**would**'.

-Show missing verb '**be**' by buzzing like a '**bee**'.

- '**for**' vs. '**to**' to show the wrong use of '**for**' instead of '**to**' hold up your four fingers '**4**' then cover two '**2**'.

-'**Adjective**' vs. '**adverb**' make an L shape with your right index finger and thumb. It looks like both '**l**' and '**y**', signifies '**ly**'.Close the thumb and finger to show that the '**ly**' is not necessary. And open to change.

- '**On**' vs. '**in**' make an '**o**' with your finger/thumb and change it to '**l**' straight finger or the opposite.

Teachers could use their own strategies with particular symbols and get their students familiar with them.

Conclusion

To sum up, the section reviewed the related literature of the present research. It has provided brief overview of error analysis. It differentiated the two notions of error and mistake. It spot light on types, sources and causes of error. Besides, it tackled oral feedback including oral corrective feedback containing its three types of self, peer and teacher-correction. Finally, it presented teachers' strategies to encourage students self and peer-correction.

Data Collection and Analysis of the Findings

Introduction

This chapter is devoted to the methodology we adopted in conducting the present study. It introduces the research methods, contains the sample population and research instruments. The last part includes classroom observation as well as students' and teachers' interviews.

2.1 Research method

In order to answer the two questions of our study, a descriptive-analytic, qualitative and quantitative method was adopted. Firstly, a descriptive-analytic included in order to elicit the practice of the two types of feedback in oral classes oral for each level. Secondly, the qualitative and quantitative method was tackled so that to measure and assess both teachers' and students 'reaction toward the extent to which the two techniques are practiced.

2.1.1 Sample population

This study was conducted on a sample of population of undergraduate students at the English Department of Kasdi Merbah University of Ouargla. A number of ten students from each level i.e. 30 in a sum as well as five teachers of oral module were questioned in order to gather information needed for the investigation.

2.1.2 Research Instruments

2.1.2.1 Classroom observation

Observation is used as a research instrument that gives researchers the opportunity to collect live data from what is occurring in real situations rather than relying on second-hand data source (Cohen et al 2007).Based on that, a direct classroom observation was adopted in 18 oral sessions i.e.three sessions for each

class, in order to elicit the extent to which self and peer-correction are practiced by teachers and students in these very oral sessions.

2.1.2.1.1 The description of the classroom Observation

The classroom observation was done during the second semester in two oral classes (3 sessions for each class) of the three level of licence at KMUO. While observing we used a classroom observation checklist (see Appendix A)in order to follow the corrective process in real time with the specific intentions in mind. The observation checklist contains an introductory phase that involves: the level of students and the teacher 'name. While the second part includes the three types of correction self and peer and teacher-correction. To elicit the real use of both techniques in oral classroom.

2.1.2.1.2 Results and discussion

After attending the 18 sessions of oral in the three levels, the following observations were observed:

In the first year level, correction was mainly done by the teachers themselves. Students in most of the time were passive in this regard .We observed that students got already prepared; presentations were learned by heart, which causes a less amount of errors. When errors were made, the teacher attempted to provide an immediate and direct correction addressed to the student, focusing mainly on the three areas of error. Similarly, the correction of the second class was dealt with. The teacher did provide a direct correction to the students though it is recommended to focus more, in this level, on fluency not accuracy. Teachers should not interfere a lot in correcting every and each mistake committed by first year students. Worse than that, both classes' students

were not allowed to correct their colleagues who were presenting; teachers were the most dominant.

In the second year level, there was a less correction concerning its three types. Though the students were already informed of the topics they were to present, a great amount of errors were committed .However, there was no kind of correction feedback cooperation between students who were presenting and their colleagues who were asked (by the teacher) to just listen without commenting .Even teachers-correction was rarely done, and when it was, it serves only as in a kind of a comment or addition to the topic the student was talking about and not as a feedback correction. Thus, most of errors were not kept with no correction. When the student finishes his//her presentation, the next student takes his/her place i.e. there were no evaluation and correction   concerning the students' performance as it is a countdown competition.

In the third year level, Students were presenting in a spontaneous way which gives a space for high frequency and number of errors. However, the lack of correction was noticed where no focus were paid to learners' mistakes. As in the second year level, students were not allowed to feedback and to correct their colleagues while presenting. Besides, teachers showed no sign of interaction concerning their students' performance.

All in all, the classroom observation showed that correction was not properly used in the EFL oral classes. And when used, it was directed only by the teachers who were the most dominant in the process of correction when it done i.e.: self and peer-correction were not implemented as they should be. Taking into consideration the shift of the focus in fluency and accuracy, but correction was in decline from the first

level to the third despite the large number of errors that learners did commit in the three levels.

2.1.2.2 Students' interview

According to Heigham& Crocker (2009)"observation goes in correlation with interviews and that it gives significant preliminary data about participants' external behavior which can then be pursued with questions about their inner values and beliefs". On this basis, semi-structure interviews with 30 undergraduate students in the English department of University Kasdi Merbah Of Ouargla, to provide more qualitative results that may support the findings.

2.1.2.2.1 Sampling

We have interviewed ten (10) students from each level of Licence in the English Department of University Kasdi Merbah Of Ouargla .Participants were randomly selected from each level and who belong at the same time to the oral classes we have attended in the first instrument.

2.1.2.2.2 Description of the interview

The interview is set of eleven questions directed to thirty (30) undergraduate students. They were asked to answer according to their experience in their oral sessions. Oral corrective feedback and the use of its two types: self and peer-correction was the dominating concept of the questions. The questions were to come with answers that support our findings.

2.1.2.2.3 Administration of the interview

The interviews were done during the second semester after finishing the observation process. They took place in different classes of the English department of KMOU. The interviews were recorded in order to be assessed for content analysis.

2.1.2.2.4 Results and discussion

We have decided that if the results were similar; we do take the percentage in Whole, but if we have evident differences between the three levels we take each level a part.

Question N° 1: Are you 1st, 2nd or 3rd year ?

Students' answers affirm that the ten students are from the same level (First year) this question was addressed to the interviewees so that to assure that all of the ten are first year , because sometimes others students of the other levels or the other specialties may attend English classes with us.

Question N°2: What subject do you find more beneficial in improving your language proficiency? And why?

Concerning students of the first level six (6) of them said phonetics, only one (1) said linguistics and three (3) of them chose oral expression. While in second year levels, we found six (6) students stated written expression, only one (1) chose linguistics and the other three (3) said oral. Whereas, answers of third year students showed that five (5) of these learners said translation, two (2) of them said written, two (2) for oral and only one (1) chose no module. This indicates that oral expression does not take place as a reliable subject and module in any particular level because phonetics was the most chosen by 1st year students, written by 2nd year, and translation by 3th year

students .And hence, we can conclude that there is something wrong herein either with the students or with the way the subject is being taught.

Question N°3: To what extent learning oral helps you improving your English?

Results show that: students who find oral beneficial in improving their English language are: five (5) from the 1st year, three (3) of the second year and two (2) of the third year. However, those who don't see it benefit are: five (5) of the 1st year, seven (7) of the second year and only eight (8) of the third year. Which means that teaching oral is getting worse whenever we move from the first level to the other ones and that may go back to teachers strategies in the classroom that do not serve learners needs.

Question N° 4: Has your teacher provided you with the syllabus (annual program)?

It clarifies that only twenty 20% of the present students were provided with the syllabus of the whole year while 80% were not. This affirms that their oral teachers are improvising and do not follow a definite outline, which in turn comes with a negative outcome on their learners especially in a crucial subject like oral expression. Most teachers think that this module is the easiest in teaching and that students do not needs to be provided with any particular syllabus in this field.

Question N° 5: How does your teacher often correct you?

Five (5) students from the first year level said that their teacher corrects during all the presentations and in a direct way. While other five (5) said that she /he corrects after the presentations are performed and also in a direct way. However, in second year level seven (7) students asserted that their teacher rarely correct in contrast to the other three(3) students who mentioned that their oral teachers correct in an implicit way. In third year level eight (8) students noted that their teachers rarely correct and only two (2) of them said they correct in a direct way. In this case, in first year ,

teachers 'correction in a direct way would not give chance to their students to be self and peer-corrected. As well as, we notice the lack of correction in oral sessions of both 2nd and 3th level by all the parts of the education process.

Question N° 6: Do you like the way your teacher corrects you? Why and why not?

Four (4) students from the first year liked the way their teachers correct them because ,in their perspective, it is effective. While six (6) of them do not. In both 2nd and 3th year ,five (5) students do like their teachers' way of correction who find it is less direct which may motivate them. While fifteen (15) of them reply that they need correction to be improved. That determines the fact that learners are aware the role the correction plays in enhancing their performance .This makes the majority dissatisfied when their errors are not dealt with..

Question N° 7: Does your teacher allow you to correct your colleagues?

It showed that 70 % of the interviewed students reply with "**no**" Their teachers do not allow them to correct their peers. While 30 % of said **"yes"**. The result denotes that oral teachers do not encourage peer-correction.

Question N° 8: During speaking, do you receive any type of correction from your peers?

Students' answers demonstrate that 50% of them say rarely, 40% reply with no and 10% answer yes. In this regard, we confirm that peer-correction is not well implemented in their oral sessions.

Question N° 9: Do you think that the teacher is the most dominant in your oral session?

Results showed that 70% said that their teacher is dominant in the process of correction. While 30% said no. Because according to most of them teacher is the most dominant. In this basis, we notice that oral expression is teacher-based rather that student.

Question N° 10: Do you like when she/he allows your colleagues to correct you? Why?

The analysis showed that 70% of students said they do not mind to be peer-corrected because they learn from each other. While 30% answered with objection because they feel embarrassed. Hence, students' answers indicate being peer-corrected would be effective since it is accepted and preferred by the majority of students.

Question N°11: Do you think peer-correction and self-correction are effective techniques in learning oral? Why?

80% of the learners see that both techniques are helpful if compared to teacher-correction for improving their proficiency .While only 10% of them think that self-correction is better than peer, and other 10% find both of them less important than teacher-correction. In this case, we notice that the majority of students agree with the use of both self and peer-correction as main strategies in their oral sessions.

The interviewees' answers prove the very ideas we have got during the observation process. It affirms that EFL oral classes of Licence lack one of the effective strategies which are correction. Whereby the level of correction was in decline whenever we move from the first level to another despite the errors committed. Where it seems to be the opposite tacking into consideration the fluency and accuracy focus which said to be much fewer with the first year students to

encourage them being more fluent (not interrupted by correction + have more self-confidence). Besides, through this instrument, it has been noted that when correction done, both self and peer-correction were not appropriately encouraged by teachers in oral sessions; they are –in the contrary- the only providers of correction, and the most dominant in the very process. Despites the preference of the majority of students to both techniques , which was reflected on most students' perspectives toward the oral session ,they do not find it important in developing their oral proficiency level since their errors are not corrected or appropriately corrected . They are not as well motivated and encouraged so that they miss no session and attend all the lessons as they may do with some other modules. The fact is that is due to their teachers' strategies in teaching this module. Especially those who do not follow a definite effective outline.

2.1.2.3 Teacher's Interviews:

 As well as students' interviews, five oral teachers who were observed in the first research instrument, were also questioned so that to achieve the main purpose of our study.

2.1.2.3.1Sampling

Semi-structure interviews were also conducted with the current five oral expression teachers of first, second and third year levels of licence in the English department of University Kasdi Merbah of Ouargla. Interviews were adopted in order to give qualitative results which later may serve our research purposes.

2.1.2.3.2 Description of the Interview

The interview is set of twelve (13) questions directed to the oral expression teachers. They were asked to answer according to their experience in teaching Oral subject in English language about the corrective feedback and the practice of its two type self and peer-correction.

2.1.2.3.3 Administration of the Interview

After we have done with students' interviews; teachers' interviews were tackled. Interview took place in the teachers' room; where we had the chance to ask our questions. The interviewees were pre-informed with the content of the questions before the interview was addressed. Furthermore, the interviews were recorded so that to be assessed for content analysis. On the other hand, Teachers were very helpful and they gently answered us right away. However, only one teacher preferred to give the answers in a written form.

2.1.2.3.4 Result and discussion

Question N° 1 & 2: Are you full or spare time teachers? & How long have been teaching oral?

The analysis of teachers 'answers to question one (1) and two (2) indicate that we have two spare-time teachers whose experience in teaching is for the first time. As well as three full-time teachers who have from 2 to 13 experience years in teaching. In this regard, teachers with long experience would be more proficient and skilled in dealing with students in oral sessions contrary to spare-time teachers.

Question N° 3: What level do you teach?

The analysis of the third answers indicates that two (1) teachers are charged with first level with two classes, two (2) with the second level and the other two (2) with the third level; in this case, we expected that teachers with first level apply less correction feedback compared to the second and the third level teachers where the focus should be more on accuracy that makes correction crucial.However, teachers of first year according to their answers do interfere a lot whenever there is a mistake or an error and they correct it in real time.

Question N° 4: Have you provided your students with the copies of the program of the whole year?

Most teachers 'answers to this question was "no", except one teacher who approved providing her/his students with syllabus of the annual program, which means that teachers with "no" answers do not have a plan or an outline and syllabus to be followed along the year i.e. they most of the time improvise.

Question N° 5: How advantageous do you think corrective feedback is in teaching EFL oral class?

All the six (6) teachers claim that CF is advantageous in teaching EFL oral sessions because, in their perspective, it is a part of teaching process that guides students and helps them to promote their performance. Hence, we expected that the current teachers who agree that CF is beneficial in oral class would practice and apply and besides, do it appropriately with its two techniques of self and peer-correction.However, when compared to the students' interview and the session observation sheet we have relied upon we see that no one of the teachers did really apply it the way it deserves or if done, done appropriately.

Question N° 6: Have you received any kind of instruction about the use of corrective feedback before?

All the teachers assured that they have received instruction about the use of CF during their training time. That means they are aware of the importance of the two correction techniques.Though they see its crucial role, they do not try their best apply it in the classrooms they supervise.

Question N°7: When and how often do you correct your students?

Most of the teachers answered that they correct after their students finish their presentation in a direct way except one (1) who believes that correcting students implicitly is more effective and less hurting.

Question N° 8: Where do you focus more when correcting your students? Why?

Most teachers' answers said that they mostly correct grammar mistakes because they think it an important aspect of language, except one (1) who claimed that correction should be focused and be based on the module nature as pronunciation.

Question N° 9: Do you think that self and peer-correction are effective in teaching oral? Why?

Their answers were positive; all teachers believe that both techniques are effective because they think students learn from each other.

Question N° 10 & 11: Do you encourage your students to correct themselves? When? And how? & Do you allow your students to correct each other? When? And How?

Concerned with whether they encourage the use of student's correction (both self and peer) when and how. They all agree with the practice of both techniques based on the perspective that one students cannot do they do correct themselves.

Question N° 12: What type of correction do you apply most? And why?

Most Teachers showed reliance on the teacher-correction because as the most used by them in class. According to them, students sometimes miss correct each other that is to say they don't trust them.

Teachers' answers contradict to what has been noted by students' answers in the same instrument. The current tool indicates that both full and spare-teachers concerned with the three levels are well qualified teachers especially those with long experience, which lead to the logic conclusion that oral expression may be taught in effective way.

That was disproved by the majority of students who do not find it as important as the other modules. Especially when both teachers and students agree that the syllabus of the annual program has not been provided to students. This illustrates that teachers are not taking their role in seriously as it should be. Furthermore, Teachers showed their awareness of the importance of CF in teaching EFL oral classes based on the training they have had before concerning the use of this type of feedback.

Moreover, they all emphasized the importance of correcting their students after they finish their speech directly and some implicitly with more focus on grammar mistakes. This opposes what has been noted in the observation and students' answers. The last two denote that correction was rarely done, except the first level, and when it adopted, it is done in a direct way with more focus on vocabulary and grammar. Teachers further showed their positive attitudes towards the use of students self and peer-correction , which was fully opposite to the real situation in the oral classes as we have observed and noted down in the observation sheet or as also proved by the interviewee students.

Hence, self and peer-correction were not implemented and encouraged in the oral classroom the good enough way.

General Conclusion

Introduction

The present section deals with a summary of the major findings. As well as, recommendations, the limitations of the current work, and Suggestions for Further Researches.

3.1 Summary of the Major Findings

After this tiring journey through the investigation and the analysis to check the credibility of the hypotheses we have set here in after as well as the research questions that we raised for the same reason, we can finally approve our already-mentioned hypothesis.

The first hypothesis said that teachers of oral in English Department at KMOU do mostly dominate the correction in oral classes or simply leave student 'mistake with no feedback.

This is now declared true according to the result we got from the analysis of the practical part the results generated from the observation instrument as well as the result of the students' interview. By wich the first instrument indicated the little correction in EFL oral classes. On the other hand, teacher domination in the process of correction when it done. That was confirmed with result generated from the students' answers in the second tool.

Second hypothesis was: It is hypothesized that teachers of oral do rarely encourage students opt for self and/or peer correction because they:

1-Don't trust students correct themselves and/or each other.

2-Some of them do not have a clear vision of how can self and peer correction may contribute in enhancing students' oral proficiency.

3-Oblige students to memorize whole presentations at home and hence no space for improvisation that may lead to errors or mistakes.

This is also proved to be correct in the three research instruments. Whereby it was clear from the results of the classroom observation, that both self and peer-correction are not implemented by oral teachers. Where errors in most of time were not treated. Besides, most students' presentations were memorized that lead in some cases no space to errors. The fact that was validated in the last two instruments of students and teaches interview, by which students asserted their preference to both techniques that they did rarely practice in oral class. Teachers as well showed their preference to teacher-correction because according to most of them students miss correct each other i.e. they don't trust students providing correction to themselves or to their peers. On this basis, it is noticed that teachers do not have a clear vision of the impact of two modes of correction in developing learners' proficiency.

3.2 Recommendations

The results of this investigation suggest the following recommendations:

As this study showed that EFL oral classes submit a little corrective feedback and sometime it went without, it is suggested that more focus should be paid to learner's errors to help them improve their oral proficiency.

As this study showed that oral teachers do rarely encourage self and peer-correction, it is suggested that:

Oral teachers should not dominate the process of correction. By contrast, they should involve and encourage their students to self and peer-correction.

Teachers should better put students in different contexts and make them improvise so that self and peer-correction is applied and practiced.

Teachers should better outline their program and put it according to a very clear vision by setting some main goals and aims to achieve in each semester. Doing that make students aware of what to study and make teachers as well more at ease.

3.3 Limitations and Suggestions for Further Researches:

While conducting this research, we encountered a number of obstacles that should be mentioned:

1. The little or no implementation of self and peer-correction by oral expression teachers hindered us to complete our investigation concerning the impact of the two techniques on learners 'oral performance if done.
2. It was hard to convince some students to be interviewed in one side, and to give their opinions without being afraid in another.
3. Due to time-table restrictions, it was difficult to attend the six oral sessions of the selected classes per week because some oral sessions were done at the same time. Thus, observation was preceded in three oral sessions only.

Conclusion

This study attempt to investigate the teachers' encouragement of self and peer-correction in EFL oral classes. Our research work is just a drop in the bucket that paves ways for further studies. From which the field of self and peer-correction can be

investigated in other different modules such as: grammar and phonetics. As it can be done in different levels like: master level and private schools.

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Appendices

Appendix (A)

Observation checklist

Students: KOUIDRI Fatima.   **Teacher: ....**

          OBEIDI El-Khansa.   **Level:.............**

Topic: Investigating Teachers' encouragement of Self & Peer feedback in Oral Classes

session	Activity	Duration	Self-correction			Peer-correction			Teacher-correction		
			vocabulary	Grammar	Pronunciation	vocabulary	Grammar	Pronunciation	Vocabulary	Grammar	Pronunciation

Appendix B

Students 'interview

Q1: Are you 1st, 2nd or 3rd year ?

Q2: What subject do you find more beneficial inimproving your language proficiency? And why?

Q3: To what extent learning oral helps you improving your English?

Q4: has your teacher provided you with the syllabus of the whole year?

Q5: How does your teacher often correct you?

Q6: Do you like the way your teacher corrects you? Why and why not?

Q7: Does your teacher allow you to correct your colleagues?

Q8: During speaking, do you receive any type of correction from your peers?

Q9: Do you think that the teacher is the most dominant in your oral session?

Q10: Do you like when she/he allows your colleagues to correct you? Why?

Q11: Do you think peer-correction and self-correction are effective techniques in learning oral? Why?

Appendix C

Teachers' interview

Q1: Are you full or spare time teachers?

Q2: how long have been teaching oral?

Q3: What level do you teach?

Q4: Have you provided your students with the copies of the program of the whole year?

Q5: How advantageous do you think corrective feedback is in teaching EFL oral class?

Q6: Have you received any kind of instruction about the use of corrective feedback before?

Q7: When and how often do you correct your students?

Q8: On what do you focus more when correcting your students? Why

Q9: Do you think that self and peer-correction are effective in teaching oral? Why?

Q10: Do you encourage your students to correct themselves? When? And how?

Q11: Do you allow your students to correct each other? When? And How?

Q12: What type of correction do you apply most? And why?

ABSTRACT

In this study, we investigated the practice of self and peer-correction in EFL oral classroom with the under-graduate students of the three levels in the English Department at KMOU. Regarding instruments, we opted for the direct observation as well as two interviews with both teachers and students, the interview is done with five oral teachers of the three levels and another one with 10 students from each level so that to collect more data that can achieve the purposes of the study. Our aim was to investigate the extent of practicing of these techniques and the ways are encouraged in EFL oral classroom. The main findings show that self and peer-correction are rarely encouraged or actually not practiced at all in EFL oral classes. The results showed as well that oral teachers do not trust students correct themselves and/or each other. Some of them do not have a clear vision of how can self and peer correction may contribute in enhancing students' oral proficiency. In addition to they oblige students to memorize whole presentations at home and hence no space for improvisation that may lead to errors or mistakes.

Key Words: self-correction, peer-correction, oral classes, EFL, Proficiency.

ملخص

من خلال هذه الدراسة, قمنا بتقصي ممارسة التغذية الإرجاعية الذاتية و الثنائية ف مقياس الشفوي مع طلبة الليسانس في مستوياتها الثلاث بقسم الادب و اللغة الانجليزية في جامعة قاصدي مرباح ورقلة. وقد اخترنا فيما يتعلق بأدوات التحليل تقنية الملاحظة المباشرة بالإضافة الى مقابلتنا مع الاساتذة والطلبة. فقد اخترنا مقابلة خمسة مدرسين لمقياس الشفوي و 10 طلبة من كل مستوى من المستويات من اجل جمع المزيد من البيانات وسبل

تشجيع ممارسة هذه التقنيات صفيا. و قد بينت النتائج التي تحصلنا عليها ان التغذية الإرجاعية الذاتية و الثنائية قلما يقوم الاستاذ بتشجيعها بالشكل الصحيح و في غالب الاحيان هي مهملة تمام الاهمال. وتظهر النتائج ايضا ان الاساتذة-لا يثقون في مقدرة في الطلاب على تصحيح انفسهم و /او بعضهم البعض. وليس لدى بعضهم اية رؤية واضحة لكيف يتسنى للطلبة التصحيح وكيف تسهم في تعزيز كفاءة الشفهي لديهم .كذا انهم يلزمون الطلاب على استظهار كل العروض في المنزل ومن ثم لا يكون لهم مساحة الارتجال الذي قد يؤدي الى اخطاء او اغلاط.

الكلمات المفتاحية : التغذية الإرجاعية الذاتية و الثنائية- المقياس الشفهي- الإنجليزية بوصفها لغة أجنبية- الكفاءة.