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جامعة الشاذلي بن جديد - الطارف
Université Chadli BENDJEDID - EL TARF

**THE TEACHER'S ORAL CORRECTIVE FEEDBACK AS A KEY
TECHNIQUE IN REDUCING STUDENTS' FOSSILIZATION
CASE STUDY: FIRST YEAR LMD STUDENTS OF ENGLISH AT
CHADLI BENDJEDID-EL TARF UNIVERSITY**

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Degree of Master of *Didactique de l'Anglais***

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DEDICATION

I dedicate my dissertation work to my family and many friends. A special feeling of gratitude to my loving parents:

To my mother Nabila

A strong and gentle soul who taught me to trust in Allah, believe in hard work and that so much could be done with little. She has been the source who has been a source of encouragement and inspiration to me throughout my life, you have actively supported me in my determination to find and realize my potential.

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For being my friend, my guidance during my educational career

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Sabrina Amari

DEDICATION

I dedicate this humble work to:

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My sisters Rashida, Malika, Fatma, Fatiha and Sabah

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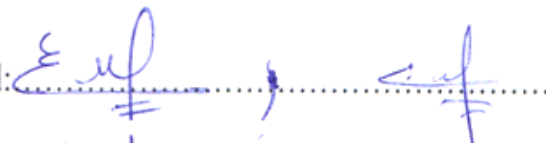
To all our thanks again for assistance and encouragement

DECLARATION

we hereby certify that this research paper, which we now submit for assessment of the programme of study leading to the award of **Master in didactique de l'Anglais** is entirely the result of our own work and has not been taken from the work of others save and to the extent that such work has been cited and acknowledged within the context of our work.

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ABSTRACT

Corrective feedback becomes one of the most dominant debatable issues in second or foreign language learning. Scholars have raised several studies to examine the usability of the different strategies that fit the students' needs and teacher's goals that the instructor may follow in providing corrective feedback to enhance their students' oral performance inside the classroom setting. The objective of this study is to investigate whether the employment of these different strategies with first year foreign language (EFL) students (LMD) at the University of Chadli Bendjedid, El-Tarf plays an effective role in preventing the students' errors from getting fossilized and correct their errors if they have been already fossilized. Accordingly, help them to mark a progress in their oral performance to be accurate and fluent speaker not only inside the classroom but rather in different contexts. Oral corrective feedback that is provided by the teacher upon students' errors while performing oral activities reduces students' fossilization. Accordingly students will achieve accuracy and fluency and therefore developing their oral skills. After carrying out this study, the effectivity and usability of teacher's oral corrective feedback have been shown; it raises students' awareness to errors and reduces them.

LIST OF ABBREVIATIONS

1. **B. A:** Bachelor's degree in Arts and sciences.
2. **CF:** Corrective Feedback.
3. **EFL:** English Foreign Language.
4. **E FLL:** English Foreign Language Learner.
5. **IL:** Interlanguage.
6. **FL:** First Language.
7. **L2:** Second Language.
8. **LMD:** License Master Doctorate.
9. **LAD:** Language Learning Device.
10. **M. A:** Master's degree in Arts and sciences.
11. **SLA:** Second Language Acquisition.
12. **SLL:** Second Language Learning.
13. **S L L S:** Second Language Learning Strategies.
14. **TL:** Target Language.

LIST OF TABLES AND FIGURES

TABLES	Page
Table 01: The Students' Age.....	47
Table 02: The Students' Gender.....	48
Table 03: The Students' Language Speaking Abilities.....	49
Table 04: The Students' Average.....	50
Table 05: Practicing English outside the Classroom Opportunities.....	51
Table 06: The Most Used Materials to Practice English.....	52
Table 07: Teachers' Focused Activities.....	53
Table 08: The Teacher' Principles.....	54
Table 09: The Oral Activities' Impacts on Students.....	55
Table 10: The Effectiveness of Oral Activities.....	56
Table 11: Distribution of Errors Types.....	57
Table 12: The Students' Perception towards Errors.....	58
Table 13: The Frequency of Producing the Same Errors.....	59
Table 14: The Putative Causal Factors of Fossilization.....	60
Table 15: The student Self-Correction.....	61
Table 16: The Source of Oral Corrective Feedback.....	62
Table 17: The Appropriate Time for Corrective Feedback.....	63
Table 18: Content / Form Corrective Feedback.....	64
Table 19: The Timing and the way Preferences.....	65
Table 20: Corrective Feedback Most Frequent Used Strategies.....	65-66

Table 21: Corrective Feedback Most Frequent Used Strategies.....	72
Table 22: The Teachers' Focused Corrective Feedback Strategies.....	73
Table 23: The Effect of Timing on the Students' Performance.....	74

FIGURE

Figure 01: The Students' Age.....	48
Figure 02: The Students' Gender.....	49
Figure 03: The Students' Language Speaking Abilities.....	50
Figure 04: The Students' Average.....	51
Figure 05: Practicing English outside the Classroom Opportunities.....	52
Figure 06: The Most Used Materials to Practice English.....	53
Figure07: Teachers' Focused Activities.....	54
Figure 08: The Teacher' Principles.....	55
Figure 09: The Oral Activities' Impacts on Students.....	56
Figure 10: The Effectiveness of Oral Activities.....	57
Figure 11: Distribution of Errors Types.....	58
Figure 12: The Students' Perception towards Errors.....	59
Figure 13: The Frequency of Producing the Same Errors.....	60
Figure14: The Putative Causal Factors of Fossilization.....	61
Figure15: The student Self-Correction.....	62
Figure 16: The Source of Oral Corrective Feedback.....	63
Figure 17: The Appropriate Time for Corrective Feedback.....	64
Figure 18: Content / Form Corrective Feedback.....	65
Figure 19: The Timing and the way Preferences.....	66
Figure 20: Corrective Feedback Most Frequent Used Strategies.....	67
Figure 21: Corrective Feedback Most Frequent Used Strategies.....	72

Figure22: The Teachers' Focused Corrective Feedback Strategies.....73
Figure 23: The Effect of Timing on the Students' Performance.....75

CONTENTS

PAGE

DEDICATION.....i

DEDICATION.....ii

ACKNOWLEDGEMENTS.....iii

DECLARATIONiv

ABSTRACT.....v

LIST OF ABBREVIATIONS.....vi

LIST OF TABLESvii-viii

LIST OF FIGURE.....ix-x

INTRODUCTION.....1

1-Statement of the problem.....1-2

2-Research question.....2

3.Hypothesis..... 2

4. Objective of study.....2

5. Methodology.....3

 5.1. The subject of the study3

 5-2. Data collection instruments.....3

 5-2-2. The students’ questionnaire.....3-4

 5-2-3. The teachers’ questionnaire.....4

6. The Structure of the Dissertation.....5

7- The significance of the study.....5

PART ONE: REVIEW OF THE LITERATURE

CHAPTER ONE:FOSSILIZATION.....8

Introduction.....	8
1-Definition of fossilization	8-9
2-Stabilization versus fossilization	9
3-The classification of fossilization.....	9
3.1. Individual and group fossilization.....	9-10
3.2. Temporary permanent fossilization.....	10
3.2.1.Temporary fossilization	10
3.2.2.Permanent fossilization.....	11
4. Types of fossilization	11
4.1. Phonological fossilization.....	11-12
4.2. Morphological fossilization.....	12
4.3. Syntactic fossilization.....	12
4.4. Semantic fossilization.....	13
4.5. Pragmatic fossilization	13
5.Global versus local fossilization.....	14-15
6-Major causes of fossilization.....	15
6.1 Internal factors	15
6.1.1. First language interference	15-16
6.1.2. Learner's age.....	16
6.1.3. Learner's emotion.....	17

6.2. External factors.....	17
6.2.1. Lack of learning opportunities	17
6.2.2. Strategies of second language learning	18
6.2.3. Strategies of second language communication	18-19
6.2.4. The role of the foreign teachers	19
Conclusion	19

CHAPTER TWO:ORAL CORRECTIVE FEEDBACK.....22

Introduction	22
1- The classroom interactive activities.....	22-23
1-1. Discussion and debate.....	23
1-2. Role play and simulation	24-25
1-3. Jig Saw activity.....	25
1-4. Communicative games.....	25-26
2-Characteristics of successful speaking activity.....	26
3-Errors versus mistakes.....	27
3-1 Mistakes.....	27
3-1 Errors.....	27-28
4- Definition of feedback.....	28
5-Form versus content feedback.....	29
5-1 content feedback.....	29
5-2 form feedback.....	29
6- Definition of corrective feedback	29-30
7-The timing of corrective feedback.....	30
7-1 Immediate corrective feedback.....	30-31

7-2 Delayed corrective feedback.....	31
8- Strategies of corrective feedback.....	32
8-1 Explicit feedback.....	32
8-2 Recasts	33
8-3 Classification request	34
8-4 Metalinguistic feedback.....	34-35
8-5 Elicitation.....	35
8-6 Repetition.....	35
9- Source of Correction in classroom settings.....	36
9-1 Self correction.....	36
9-2-Peer correction.....	36
9-3-Teacher correction.....	37
10- Learner's uptake.....	37
10-1- Repair.....	38
10-1-1 Repetition.....	38
10-1-2 Incorporation.....	38
10-1-3 Self-repair.....	39
10-1-4Peer-repair.....	39
10-2 Needs-repair uptake.....	39-40
10-2-1-Acknowledgement.....	40
10-2-2- Same error.....	40
10-2-3- Different error.....	40-41
10-2-4-Off-target.....	41
10-2-5-Partial repair.....	41
11-Guidelines for Corrective Feedback.....	42-43

Conclusion.....	44
PART TWO: THE PRACTICAL STUDY ABOUT THE ROLE OF THE TEACHER’S ORAL CORRECTIVE FEEDBACK	47
CHAPTER THREE:PART ONE: PRESENTATION AND DISCUSSION OF THE FINDINGS:.....	47
Introduction	47
The students’ questionnaires.....	47
1-Presentations of the findings.....	47
1- 1-Analyses of the first part: Personal information	47-53
1-2-The analyses of the second part:Section (a)Classroom oral activities.....	53-57
1-3-TheAnalyses of the second part: Section (b) Fossilization and oral corrective feedback	57-68
1-2-Discussion of The students’ Questionnaire.....	69-71
2-The teachers’ questionnaire:	72
2-1 -The analyses of the teachers’ questionnaire:	72-75
2-2- The discussion of the teachers’ questionnaires.....	76-77
Conclusion	77
CHAPTER: THREE: PART TWO: DAGOGICAL IMPLICATIONS.....	78
Introduction.....	78
1. Pedagogical implications	78-79

2. Limitations of the Study.....	79
3.Suggestions for Further Research.....	79-80
Conclusion.....	80
GENERAL CONCLUSION.....	81

BIBLIOGRAPHY

APPENDICES

GENERAL INTRODUCTION

Learning a language no matter the first, the second or the foreign one involves making errors; which are considered as natural phenomena and evidently attached to human beings. Errors are inevitable feature of the learning and the teaching process (TrianciMaicusí, PanayotaMaicusí and María José Carrillo López, 1990-200). But what really matter is when these errors became fossilized, this will affect learning negatively; it will lead to a permanent cessation of students' development (Selinker, 1972). Various studies investigate variety of techniques that are possibly able to overcome the permanent cessation of interlanguage (IL) learning. As one of which is, for the teacher to provide oral corrective feedback on students' oral production. Corrective feedback becomes one of the most debatable subjects in the fields of second language (SL) and foreign language (FL) learning (Brown, 2007).

Despite teachers' provision of the oral corrective feedback in the classroom setting, is regarded as natural in both the instruction and in the process of learning a language. Teachers have different attitudes towards the role that corrective feedback plays in classroom, (Edith Hernández Méndez, Rosario Reyes Cruz, and Griselda Murrieta Loyo2010). Recent studies yield positive evidence for usability and effectiveness of oral corrective feedback (Carroll & Swain,1993; Carroll, Roberge& Swain, 1992), they believe that oral corrective feedback has a great effects on both the learning and the teaching processes, Truscott (1999) strongly believes that corrective feedback is not good; teachers should not rely on it because it may cause embarrassment, frustration, inhibition and feelings of inferiority among learners.

1. Statement of the problem

Learning to speak a foreign language is a difficult task for non -native speakers to achieve (Kang Shumin, 2002). In classroom settings, it is the matter of the teacher, he /she has to do all of his/her best to help students to speak fluently to be fluent speakers. There are different techniques that the teacher may make use .One of which is providing students positive oral corrective feedback on the performed activity (spoken activity), this may has great effects in developing students' speaking abilities, but the teacher has to keep it a positive and profitable experience for all involved students . Once the teacher provides a positive oral corrective feedback on the errors of a single student, that particular student will benefit and

even his/her classmates. Positive oral corrective feedback provided by the teacher while or after the end of the oral activity may reduce the most fossilized errors. The teacher has to consider several dimensions as when (time) and how (way) the corrective feedback has to be provided.

2. The research questions

The problem that is discussed in this study can be stated as follows:

- How effective is teacher oral corrective feedback in boosting learners to overcome the phenomenon of fossilization?
- Does the employment of different corrective feedback strategies affect enhance/ learners' oral performance?

3.Hypothesis

Teacher's oral corrective feedback upon students' errors while performing oral activities will reduce students' fossilization. Accordingly students will achieve accuracy and fluency and therefore developing their oral skills.

4.The objectives of the study

This study attempts to investigate the effectiveness of the teacher's oral corrective feedback in reducing students' fossilization while performing an oral activity in the classroom setting , another aim is to explore if it enhances English foreign language learners 'oral performance, and thus, resulting in the development of the teaching and learning process in general.

5. Methodology

5-1. The subject of the study

This study is done with first year students in the Department English at ChadliBendjedid University (El Tarf). In the academic year of 2015/2016, one group out of three is involved, it is group two, involves (74) students, (18) males and (56) females. The group is selected randomly. Their ages ranged from 19 to 26 years old. All of the participants under investigation are specialized in didactics. They receive two session of studying oral module per week. The reason for selecting the first year students is that they have never studied English as a specialty they study it only as a module at both middle and high schools, moreover, they have limited vocabularies, most of them , if most all , did not yet reach the proficiency level of the target language; they still not accurate and not fluent .

Three teachers agree to participate in this study. Two females and a male teacher, their ages ranged from 26 to 35years old. One female teacher is the actual first year students' oral module teacher. The other female uses to teacher oral module for many years, but not this year, the third one (male) is the actual second year students' oral module teacher. They all teaching at the University of ChadliBendjedid, El- Tarf. They are chosen for the mere reason that they use to teach oral module, they have a clear idea about the students' most fossilized errors, and they use to provide correction to those errors, they know the most effective method to solve the students' problems.

5-2. Data Collection Instruments

The following list outlines the techniques and instruments that will be used:

5-2-1. the students' questionnaires

Part I: The Respondents' Personal Information

The first part is designed to collect information concerning the students' personal information, and some background information. Data in this section includes the respondents' details about their age, gender, and their oral module average, how many days they study oral

courses, how many language do they speak, and to seek their perception towards the oral courses. All of the presented the questions in this part are in the form of check list items.

Part II:

This part is conducted also to collect information as, whether English foreign language learners are aware of making errors, whether they feel comfortable when they receive correction from both the teacher and the students, also to get an idea how they would like to be corrected (at spot while the performance or straight after the activity). Open-ended questions will be presented to offer them opportunities to present their perceptions towards the teacher's oral corrective feedback, and to talk freely without being restricted, and ask them to give suggestions for future improvements and modifications.

This part is further subdivided into to sub-parts: a-oral activities, and b-fossilization and corrective feedback, different types of questions are provided, some of which require selecting from presented lists, and some need learners' words (open –ended questions).

5-2-2 .The Teachers' Questionnaire

The aim of carrying out this procedure is to gain new insights about the strategy/strategies that uses by the teachers in providing oral corrective feedback. Also to see the what is the most fossilized the types of errors by the students, the teacher' s reaction towards these errors and how he/she is going to provide the feedback and at what moment (while students are performing or straight after the activity), and whether the teacher provides the feedback explicitly or implicitly. Meanwhile thestudents' reactions toward the teacher's oral corrective feedback; whether they correct themselves or they continue committing the same errors even after being corrected. To seek if the peers are also involved in providing correction. To investigate the effectiveness of the teacher oral corrective feedback in helping the students to get rid of fossilized errors, and improving their oral performance.

6.The Chapters' Structure

The present dissertation consists of two main parts. The first part is the review of the literature, which consists two chapters: chapter one is devoted for fossilization. The main focus of this chapter is on the background of the study, the definition of fossilization and a distinction between fossilization and stabilization, the classification of fossilization, its main types, and its causal factors. Chapter two is devoted to teacher oral corrective feedback; the definition of corrective feedback, its main types, classroom activities, and the types of classroom interaction. The second part is a practical one; it concerns the analysis of the collected data by means of students and teachers' questionnaires.

7. Significance of the Study

This study is expected to raise the awareness of students to the phenomenon of fossilization, to give them insight about its causal factors, in order to avoid them, also they are expected to be able to improve their oral performance through the provision of teacher 's oral corrective feedback.

It is expected to help the foreign language teachers by providing alternative methods and techniques to improve students' oral performance through providing oral corrective feedback.

PART ONE: REVIEW OF THE LITERATURE

CHAPTER ONE:FOSSILIZATION.....8

Introduction.....	8
1-Definition of fossilization	8-9
2-Stabilization versus fossilization	9
3-The classification of fossilization.....	9
3.1. Individual and group fossilization.....	9-10
3.2. Temporary permanent fossilization.....	10
3.2.1.Temporary fossilization	10
3.2.2.Permanent fossilization.....	11
4. Types of fossilization	11
4.1. Phonologicalfossilization.....	11-12
4.2. Morphologicalfossilization.....	12
4.3. Syntacticfossilization.....	12
4.4. Semanticfossilization.....	13
4.5. Pragmatic fossilization	13
5.Global versus local fossilization.....	14-15
6-Major causes of fossilization.....	15
6.1 Internal factors	15
6.1.1. First language interference	15-16
6.1.2. Learner’s age.....	16
6.1.3. Learner’s emotion.....	17

6.2. External factors.....	17
6.2.1. Lack of learning opportunities	17
6.2.2. Strategies of second language learning	18
6.2.3. Strategies of second language communication	18-19
6.2.4. The role of the foreign teachers	19
Conclusion	19

Introduction

Larry Selinker (1972) is the first who proposes the phenomenon of fossilization in his interlanguage paper, in which he declares that the majority of language learners fail to reach a native-like proficiency. Researchers doubt the existence of fossilization, Long (2003) as one of them, believes that from the theoretical part it may be possible, but empirically impossible to differentiate stabilization from fossilization. Others raise questions whether fossilization is a competence or a performance phenomenon, a process or a product and whether it occurs globally; in whole language system or locally; in some areas. Selinker(1972) divides fossilization into to broad categories: individual and group fossilization, in which he further subdivides group fossilization into :error reappearance and language competence fossilization. The second category is temporary and permanent fossilization. Different types and causes of fossilization are claimed.

1. Definition of fossilization

Larry Selinker (1972), a famous American linguist is the first who discusses the notion of fossilization in the paper of interlanguage in 1972. He makes an observation, in which he notes that most of the second language learners (probably about 95%) could not achieve a native like proficiency, the learners are unable to reach to the same level of first language competence. (LarySelinker, 1972, p.215) refers to this phenomenon as fossilization. He claims that:

Fossilizable linguistic phenomena are linguistic items, rules and subsystems which speakers of a particular native language will tend to keep in their interlanguage relative to a particular target language, no matter what the age of the learner or amount of explanation and instruction he receives in the target language.

Unify the methodology points out that this phenomenon occurs when progress in the acquisition of the learned language is arrested, despite continuous exposure to input, it is learners' cessation of interlanguage learning, thus stopping the interlanguage from developing permanently. Among the principal authors' definitions, Graham (1981) mentions that, fossilization occurs when learners permanently incorporate deviant linguistic forms into their foreign language competence. According to Han (2004) fossilization is when learner's progress reaches a level when it cannot be developed despite further exposure to "comprehensible input" as mentioned by Krashen (1985).

2. Stabilization versus Fossilization

Zhang Hong-wu and Xie Jing (2014) mention that scholars raise many questions concerning the relationship between fossilization and stabilization, whether they have the same or different meanings. Some of them, Fauziati (2011), and Selinker and Lakshmanan (1992) believe that they are different in terms of 'permanence'. Fauziati (2011) explains that fossilized errors are unchangeable; they are permanent and continue to occur in the learner's performance regardless of further exposure or provided input in the target language. In contrast, stabilized errors are permanent; changeable; eventually disappear with continuous exposure to the target language. This view is supported by Long (2003) for him stabilization is a common phenomenon that can occur while the learning of a language (not specified for the learning of the English language). According to him this phenomenon can be overcome as language developments proceed even though they take long time. Selinker and Lakshmanan (1992) mention that, stabilization is often a precursor of fossilization; it is the first sign of the presumed fossilization.

3. The Classification of Fossilization

This phenomenon was first put forward by Larry Selinker (1972), he classifies fossilization in terms of forms, into two major categories, the first category is individual and group fossilization, he further subdivides the former to (i) error reappearance, and (ii) language competence fossilization. Fossilization is also classified into temporary fossilization and permanent fossilization.

3.1. Individual and Group Fossilization

Larry Selinker (1972) refers to individual fossilization as the persistence of learner's interlanguage (IL) development, while group fossilization refers to the phenomenon where fossilized language competence is produced by the whole members of the same society, it tends to be a natural phenomenon of that particular society. This may lead to the emergence of a new dialect, such as Indian English and Singapore English, Hinglish are good examples (Selinker, 1972).

He further subdivided group fossilization into two types, namely, error reappearance; some of learner's errors that have been considered as corrected and ruled out continue to occur / appear again and again, it can be found in IL of beginners or learners with low proficiency. The latter is language competence fossilization, as the name implies, this type includes the development of second language learners' phonological (it has to do with pronunciation), morphological syntactic, lexical, pragmatic and semantic competence. It appears with second language learners who have been learning the target language for a long period of time and arrived at a relatively high level (Selinker, 1972).

3.2. Temporary Fossilization and Permanent Fossilization

The second category that is claimed by Selinker (1972) is temporary fossilization and permanent fossilization:

3.2.1. Temporary Fossilization

Temporary fossilization lacks continuity or regularity. It is sometimes referred to as stabilization (Selinker, 1972) which indicates that fossilized interlanguage consists of learning plateaus, in which the developments of the learned language features are arrested or inhibited for shorter time and the learners can get rid of it (Sims 1989). In this type, errors can be solved by different techniques; most of non-English major learners belong to temporary fossilization and that can be improved when they get access to optimal input (Selinker, 1972).

3.2.2. Permanent fossilization

Permanent fossilization is the lack of mastery of a target language despite continuous exposure to adequate input. Errors are to be continued or endured without marked change; that is to say errors are unchangeable (Selinker1972) further mentions that, Permanent fossilization can occur due to social, psychological and interactive. According to Sorace (1990) fossilization can manifest in permanent indeterminacy, she makes referenceto Coppieters'sstudy (1987), the subjects were native speakers and near native speakers of French. The study reveals that some of the near native speakers were unable to express clear intuitions about two different grammatical forms, they fossilized the grammatical rules. Sorace (1990) concludes that learners showed parametric variation, they could not settle on the correct forms.

4. Types of Fossilization

According to Selinker(1972), fossilization occurs on the interlanguage, as well as on the interlanguage level (over generalization dealing with L2 which is further fossilized). It occurs at all levels; moving from the phonological layer to the pragmatic layer. This includes phonology, morphology, syntax, semantics and pragmatics.

4.1. Phonological Fossilization

What really makes the difference between languages is that each language has a wide variety of speech sounds (phonemes) that is different from other languages (Selinker, 1972).Rivers (1968) points out that, pronunciation is a difficult domain for a non-native learner to acquire, due to the fact that “each language has its characteristics and interrelated mouth positions”(Rivers 1968, p.114).

According to Selinker(1972) phonological fossilization refers to the reappearance of phonological errors which occur as a result of foreign learners incorrect acquisition of pronunciation of the target language, usually due to first language interference. In the Chinese language, the sound /θ/is replaced by's', they pronounce the word 'thank' as /snk/ instead of /θæŋk /. Therefore, it is difficult for Chinese English learners to pronounce these consonants

correctly. Hanna Y. Touchie (1986) points out that , ‘b’ and ‘p’ are two distinct sounds in English , but not in Arabic ; ‘p’ does not exist as a distinct sound, it is replaced by ‘b’, or Arabic learners lack the distinction between these two phonemes- /p / and /b/- ; so one may hear them saying pird and brison, for example, instead of bird and prison .

4.2. Morphological Fossilization

English has various grammatical morphemes due to the changes of morphology. There are two types of bound morphemes: inflectional morphemes according to Francis Katamba (2003) they do not change the grammatical category of the base to which it is added. They are added to alter the form of a word to fit into a particular syntactic slot. Whereas derivational morphemes more directly affect the meaning and change the grammatical category of the words by adding affixation. A verb would be changed to a noun, a noun to an adjective. Selinker (1972) points out that, the most common problems faced by English foreign learners is with the inflectional morphemes ,and articles. The third singular person marker (s), there is an agreement that this marker has to be suffixed to lexical verb “she/he /it states” and auxiliaries “she /he it has”. Since this linguistic phenomenon exists only in English, it often leads English foreign learners to forget or misuse the form (forget to add the (s) marker when they are faced by third singular person). Articles are also fossilized by EFL Chinese learners, even those with high proficiency may misapply the rule of when and where to put the appropriate article (Selinker, 1972).

4.3. Syntactic Fossilization

Selinker (1972) believes that each language has its own syntactic rules that differentiate it from other languages; English for example has its own syntactic features. For him, syntactic fossilization manifests itself mostly in tense differentiation among Chinese students. He points out that English has different tenses: present and past tense that is divided into sixteen categories. However, the Chinese language does not have and this may lead Chinese to spend more time in deciding which tense is appropriate to a particular context, they are unable to make right distinction between tenses and as a result they may rely on their instinct for help from time to time and what leads to occurrence of fossilization.

4.4. Semantic Fossilization

Alexandra Nozadze (2012) points out that, this type has to do with vocabulary, it occurs due to wrong choice of words; a learner may make use of a word that exists in the target language, but does not convey the intended meaning that the learner wants to express. The used word may represent meaning other than what he/she wishes in the context. For example: the word dragon is regarded as a symbol of evil in the western culture, unlike China, dragon is a symbol of power. The same thing for individualism, it is commendatory in the capitalism world but it is derogatory in socialism China. An Indonesian person may want to describe a past patient, but forget the word to die, he/she may resort to make use of euphemism form for die which is go to west, and this may lead to confusion once the listeners are the from western(Xueping Wei, 2008).

4.5. Pragmatic Fossilization

Selinker (1972) believes that fossilization in both aspects; semantics and pragmatics is interrelated and overlapped due to the close relationship between them. Pragmatic fossilization or pragmatic deviance can also be referred to “pragmatic failure” Thomas (1983). In her view, this pragmatic failure can occur in the cross-cultural communication and she explains what is meant by this failure as follow: when the hearer is unable to understand the speaker’s. The example of inappropriate language use results in misunderstanding, embarrassment and even insult. An example presented by (Kang Shumin 2002, p.206) as follow:

In Chinese culture, paying a compliment to someone obligates that person to give a negative answer (such as “No. It is not so good.” in order to show “modesty, whereas in North American culture such a response might be both inappropriate and embarrassing.

5. Global versus Local Fossilization

Han (2004) raised two issues concerning fossilization. The first, fossilization can be conceptualized as a product, as well as a process. ZhalehGhasemi (2003,p.2) claims that:

When fossilization is explained in terms of the L2 grammar containing no-target like or a deviant form, fossilization is being viewed as product. On the other hand, looking at fossilization as a process has to do with mechanisms that bring about a halt in SLA. Some of the factors possibly involved in fossilization when viewed from the process perspective as the lack of self- monitoring and self-correction, failure to attend to input, and the influence of the first language.

The second issue is whether fossilization is global or local. None of the marked studies about fossilization provided any empirical research proving whether or not fossilization occurred in entire language system, globally, for their whole life span (Eun-Hee Lee,2009). Researchers have not reached an agreement on areas of fossilization. Some researchers as Selinker and Tarone(1993as cited Han, 2004),Selinker and Frauenfelder (1976, as cited in Han, 2004) point out that fossilization occurs globally in all linguistic features; that is to say, a foreign language learners fossilize in a whole system of the target language (he/she has phonological ,morphological, syntactical, semantic and pragmatic fossilization). Whereas others as Coppieters (1989), Han (2004), and Lardiere (1998) further argued that fossilization occurs locally in some areas. A learner might progress in some areas while remains stagnant at some others. For example he /she might have only phonological fossilization; he/she may have problems with pronunciation and master all the rest linguistic features of the studied language.

Similar findings to second language acquisition evidenced by Lardiere (1998). Lardiere tape-recorded interviews with her participant 'Patty,' who received a B.A. and an M.A. in the U.S. and was married to an American who was born in China. When the participant was first recorded, she was 32 years old having spent almost 10 years in the U.S. The study analyzed her acquisition of inflectional morphology and her usage of pronominal case. The participant's morphology was fossilized, showing 34% of correct usage while her acquisition of syntax on pronominal case was perfect, 100% of correct usage.Lardiere(1998) claims that syntactic development and morphological development may occur independent of

each other. Dekeyser (2000) also proves that adult learners may perfectly master some features while some others are fossilized.

6. Major Causes of Fossilization

Variety of hypotheses were suggested by different researchers to explain possible causes of fossilization, and due to the lack of whole-life span research, none of them are accepted as the absolute truth (Eun-Hee Lee, 2009). Han (2004) claims that, there are three fundamental reasons that lead to the occurrence of fossilization: learners' L1 interference and maturational constraints, and Critical Period. Selinker (1972) however, suggests five reasons to explain the causes. The reasons are "(1) Language transfer, (2) Transfer-of-training, (3) Strategies of second-language learning, (4) Strategies of second-language communication, (5) Overgeneralization of target language (TL) linguistic material".

Based on Selinker and Lamendella's (1979) conclusion, Ellis (2008) has summarized the factors of fossilization as internal and external. The internal factors include: the age of the foreign language learners, learners' emotion and second language interference the case of the Arabic learners...whereas, the external factors include: lack of learning opportunities, lack of Learning opportunity, strategies of second language learning, Strategies of Second Language Communication, The Role of foreign teachers.

6.1. Internal Factors

6.1.1. First language interference

According to Ellis (1985) the structures that are fossilized are errors that are considered as a correct target language forms.

If, when fossilization occurs, the learner has reached a stage of development in which feature X in his interlanguage has assumed the same form as in the target language, then fossilization of the correct form will occur. If, however, the learner has reached a stage in which

feature Y still does not have the same form as the target language, the fossilization will manifest itself as error. (Ellis, 1985, p. 48)

Mukattash's (1986) study claims that first language (L1) interference affects the fossilization process. Selinker (1972) and Han (2004) point out that L1 interference is one of the main causes for fossilization. According to Hongping Chen and Bo Zhao (2013, p.19) "those interferences are mainly pronunciation..." the majority of foreign language learners are unable to overcome this inappropriate pronunciation that results from their native language interference. This makes learners' second/foreign language competence unchangeable and thus fossilization occurs. As opposed to Dulay, Burt, and Krashen (1982) for them, learners' errors cannot be the result of L1 interference, fossilization processes are influenced by other factors.

6.1.2 Learners' Age

Learning is a lifelong process, it starts at birth. But how much is learned and the value of that knowledge varies greatly from one individual to the next (Sheppard, 2002). The difference happens in terms of the age of the second/foreign language learners. Learners' age is considered as one of the most commonly determinant factors of success or failure in second or foreign language learning (Kang Shumin, 2002). It is pointed out by Krashen, Long, and Scarcella (1979) that learners who begin in early childhood natural exposure to second language are generally able to achieve higher proficiency level in the target language than those beginning as adults. Scarcella & Oxford (1992 as cited in Kang Shumin, 2002) show that, the aging process may enable adults learners to pronounce the target language fluently as native speakers.

Eric Leemberg (1967) provides an explanation why young learners succeed in reaching a native like proficiency in second /foreign language with native like pronunciation. Regarding Leemberg's physiological explanation, after puberty, accurate target language pronunciation becomes difficult due to brain maturation. This explanation comes from the critical period hypothesis, it could reach 12-13 after that it will be a cut – off window (after puberty the learning will be difficult) and If the critical period is missed, language learning become much difficult, thus creating fossilization (Hongping Chen, Bo Zhao, 2013).

6.1.3 Learners' Emotion

“The affective side of the learner is probably one of the most important influences on language learning success or failure”(Oxford, 1990, as cited in Kang Shumin, 2002,p.206). Self-esteem, empathy, anxiety, attitude and motivation,are all affective factors that can affect the learning of a second or a foreign language negatively.

Krashen(2013) raises a theory on second language acquisition based on five hypotheses, the first in which he makes a distinction between learning and acquisition, the second is the monitor hypothesis,the third the natural order, the fourth is the input hypothesis and the last is the affective filter. In his last hypothesis, he states that a number of affective variables that can facilitate,but not causal role in S L A. According to krashen (2013), these variables do not impact directly language acquisition but prevent comprehensible input the language acquisition devise (LAD) the organ that is responsible for language acquisition. These variables are motivation, self-esteem (self-confidence) and anxiety. Moreover, there is a filter that is affected by these three variables; it can be high level and low). There are two positions of the filter: if the learner is highly motivated, self -confidence has good self-image and low level of anxiety, the filter is high and thus, allowing comprehensible input reaching LAD.On the other hand, when the learner has low motivation,low self-esteem, and debilitating anxiety, in this case the affective filter gets up, forming a mental block that prevents comprehensible input from being used for acquisition (krashen, 2013).

6.2. External factors

6.2.1. Lack of Learning Opportunity

Since learners are not learning in a native environment, they are restricted by the lack of learning opportunities. It has to do with the sufficient and comprehensible input, language learners may not have sufficient opportunities for contacting or receiving language input. Thus the lack of target language input and use of target language can lead to fossilization (Hongping Chen, Bo Zhao, 2013).

6.2.2 Strategies of Second Language Learning

O'Malley and Chomat (1990, p.1) regard language learning strategies as learners special thoughts or behavior that he/she may make use in order to facilitate the learning. Oxford (1990, p.8) defines language learning strategies (LLS) as:

Operations employed to add to the acquisition stored, retrieved and use of information. Specific action taken by the learner to make the learning easier, faster, more enjoyable, more self -directed, more effective and more transferable to new situation.

However, the misapplication of learning strategies affects negatively the learning and may lead to the occurrence of fossilization. That is to say; if learners continue applying the unsuccessful strategies, such as overgeneralization, simplification, they will not be able to comprehend information, or to solve learning problems, could impede a learner's progress (Sims, 1989)

6.2.3 Strategies of Second Language Communication

In the seminal paper of 'interlanguage', Larry Selinker (1972) coins the term 'communicative strategies'. He discusses the strategies of second language communication). Brigid Delamere (1998, p.3) argues that:

When learners are faced with linguistic difficulties in the L2, they resort to certain strategies in order to avoid breakdown communication and to compensate for the deficiencies in their L2 linguistic resources.

Through the application of some kinds of techniques such as avoidance, paraphrase, borrowing and word coinage, learners are able to compensate for any communication breakdowns. However, they can contribute to the occurrence of fossilization (Hongping Chen, Bo Zhao, 2013). This is affirmed by the saying of Ellis (2002) points out that, learners do not always benefit from the use of communication strategies, sometimes it impedes the learning.

If learners pay attention to be a fluent speakers, they may neglect accuracy, they care more about the communicative competence and less care is given to language competence, they may resort to simplify the target language, especially, the grammatical rules, as the article, plural forms, the third singular pronoun marker (s) and the use of tenses, however they are making errors, and as far as this errors are reproduce more and more,they will easily be fossilized (Xueping Wei, 2008).

6.2.4. The Role of Foreign Teachers

It has been proved that foreign language teachers play an important role in the development of second language acquisition/learning (HongpingChen, Bo Zhao,2013). According to J. Harmer (2003), the teacher has several roles in the classroom in order to facilitate the learning; he/she can be controller, organizer, assessor, prompter, participant and resource. However, if the teacher is unable to teach learners some native linguistic forms, learners are more likely create fossilization. On the other hand, the teacher may assign linguistic test to evaluate learners' second language competence. Thus the correct and effective tests can make learner acquire native target language while the form-oriented test may impair learners' second language competence, thus leading to fossilization (Hongping Chen,Bo Zhao,2013).

Conclusion

After the first introduction of the phenomenon of fossilization, which is done by Larry Selinker in 1972, it becomes a widespread phenomenon in second language acquisition/ learning.For second language acquisition/ learning researchers, it becomes a central issue, almost as soon as the research field itself comes into existence. Its definition varies markedly across writers and studies, different researchers provide various interpretation of this phenomenon. But they agree that it is a phenomenon of non-progress of learning although regard exposure to input, even if the learners are motivated, and have sufficient opportunities to practice. Many studies have been rose to understand this notion of this phenomenon; their major focus is investigating its putative causes, its classification, and its types. Their aim is to search for remedies for this phenomenon.

CHAPTER TWO: Oral corrective feedback	22
Introduction	22
1- The classroom interactive activities.....	22-23
1-1. Discussion and debate.....	23
1-2. Role play and simulation	24-25
1-3. Jig Saw activity.....	25
1-4. Communicative games.....	25-26
2-Characteristics of successful speaking activity.....	26
3-Errors versus mistakes.....	27
3-1 Mistakes.....	27
3-1 Errors.....	27-28
4- Definition of feedback.....	28
5-Form versus content feedback.....	29
5-1 content feedback.....	29
5-2 form feedback.....	29
6- Definition of corrective feedback	29-30
7-The timing of corrective feedback.....	30
7-1 Immediate corrective feedback.....	30-31
7-2 Delayed corrective feedback.....	31
8- Strategies of corrective feedback.....	32
8-1 Explicit feedback.....	32
8-2 Recasts	33
8-3 Classification request	34
8-4 Metalinguistic feedback.....	34-35

8-5 Elicitation.....	35
8-6 Repetition.....	35
9- Source of Correction in classroom settings.....	36
9-1 Self correction.....	36
9-2-Peer correction.....	36
9-3-Teacher correction.....	37
10- Learner’s uptake	37
10-1- Repair.....	37
10-1-1 Repetition.....	38
10-1-2 Incorporation.....	38
10-1-3 Self-repair.....	38-39
10-1-4Peer-repair.....	39
10-2 Needs-repair uptake.....	39
10-2-1Acknowledgement.....	9-40
10-2-2Same error.....	40
10-2-3 Different error.....	40
10-2-4Off-target.....	40-41
10-2-5Partial repair.....	41
11-Guidelines for Corrective Feedback.....	41-43
Conclusion	43

Introduction

Pit Corder (1967) presents a distinction between an error and a mistake, in which he characterizes mistakes as performance errors that can be introduced in spontaneous speech; due to a random guess or slip of tongue ...whereas errors are regarded as systematic; related to language competence. He adds that mistakes can be corrected by the learner him/herself, if he/she releases the deviant form. On the other hand, with errors, the learner needs to be corrected by someone else, by peer or by the teacher. In classroom setting, the teacher is the one who decides about the one that is going to supply correction, and that the teacher has different choices for the timing when to provide corrective feedback upon oral production, which one suits the learning goals, is it immediate or delayed. There are various strategies of corrective feedback that the teacher can follow or adopt. He/she may provide corrective feedback explicitly, directly through elicitation, metalinguistic feedback as well he/she can provide it implicitly through Classification requests, recasts and repetition.

1.Classroom Interactive Activities

According to Lindsay and knight (2006) speaking skill is very important in English language learning, in which teacher should pay a close attention to their students' needs to improve their oral abilities and in order to deliver and express communicative thoughts and opinions meaningfully. Teacher through designing different classroom interactive activities could offer more opportunities, safe and relaxed environment for students to manipulate and practice the different aspects of the language, as well as devote all classroom interactive sessions to the students to be active participants in the activity instructions. They state that (2006,p.61):

The learners need to practice the Foreign Language in the classroom through producing it and interacting with others. Moreover, speaking activities that concentrate on getting learners to produce sounds, phrases, or grammatical structures range from activities which are controlled by the teacher to activities where the learners have more freedom to choose the language they use.

Communicative activities are the best tools that can enhance students' communicative abilities because they play an integral role in correlating the rules that are learnt in classroom and the application of those rules in different contexts and real situations that will help the students to engage in real communication. These activities would be more enjoyable if they are based on students' level. According to Lindsay and knight (2006) the most favorite and useful classroom interactive activities are discussions and debates, role plays, jigsaw activities and communication games.

1-1. Discussions and debates

This type of activity makes the students more relaxed and lets them to express their opinions and ideas freely. The teacher may give them a topic that is related to real life issue, in which the students have opposite view points, resulting in having two different teams, giving them time to argue and defend their knowledge or opinions concerning the topic, and give arguments (Poulette and James 2000).

Harmer (2001) points out that, debate is an engaging activity which encourages the students to be more interested to take part and express their ideas orally. It is an effective interactive and involvement activity that can improve the students' oral performance, through using the target language communicatively conveying meaningful messages. (Harmer, 2001, p. 272) further clarifies "the "buzz group" as it is a way for learners to have chance for quick discussion in small group before speaking in public in order to think of ideas and the appropriate language to express them before asking to speak in front of the whole class".

Debate and discussion as classroom interactive activity has a great benefits on students' oral performance, it raises the students' critical thinking, because every student starts analyzing and reasoning the problem critically, producing opinion, evidence and arguments which are more effective and accurate. Moreover, debate is a challenging activity that connects the students with daily life issues, it enables them to defend and form academic speech. Thus, debate is an important activity that should be practiced in the classroom to help students improve their oral performance (Richa Rubiati, 2011).

1.2.Role Play and Simulation

Role play and simulation as the best and the most enjoyable interactive activity for the students, they allow them to perform and act by putting themselves in somebody else character, or in an imaginary situation. These activities allow the students to produce the language, make mistakes in a non -threatening environment as Harmer (1998, p.94) states "...it offers chances for rehearsal and engagement that some other activities fail to give..."

Students can perform multiple characters, create different scenarios, provide several solutions to every realistic problem and cure interesting human causes. It is important also to fulfill some of the very basic principles of the teaching-learning process such as learner involvement and intrinsic motivation. Role playing can often create a sense of community within the class. However, it may seem a threatening method and students may feel afraid to act and perform using the target language in front of the whole class. Once the whole class learns to share a mutual confidence and commitment towards the learning process, the majority if not all of the students will be motivated to live and feel the role. As well as producing good and effective speech that is appropriate and accurate to the context.

Littlewood (1996) believes that using role play is beneficial as it is an engaging and memorable experience, that demand from the teacher to be as a source in feeding language, provide suggestions and comments, keep safe environment and the corrective feedback should be positive, teachable, appropriate to students' needs. Littlewood (1996, p. 51) says "...controls only the situation and the learners' roles in it, but leaves the learner themselves to create the interaction".

Role play is a good opportunity for the students to improve their oral performance as (Harmer, 2001, p.275) states:

Role play activities can be done as open-ended in which learners give their opinions, and then they have reached the consensus in order to get effective role play. Role play and simulation have a great benefit; they

are fun and motivating, in addition they make hesitating learners more forthright in their opinions and behaviors and they equip learners by a wide range of language.

1.3.Jig Saw activity

According to Kang Shumin(2002) a Jigsaw is a cooperative interactive learning exercise where students are grouped into teams to solve a problem or analyze a reading text or a story listening. These can be done in one of two ways: either each team works on completing a different portion of the assignment and then contributes their knowledge to the whole class, or within each group, one student is assigned to a portion of the assignment (the jigsaw comes from the bringing together the various ideas at the end of the activity to produce a solution to the problem). A jigsaw activity has to be divided into several equal parts, each of which is necessary to solve a problem, or answers a question. Example activities include implementing experiments, small research projects, analyzing and comparing data. The advantages of the jigsaw include the ability to explore substantive problems or readings, the engagement of all students with the material and in the process of working together, learning from each other, and share critical analyzing and diversity of ideas. The teacher is a guider, an organizer and a controller. “Jigsaw activity can help the students to manipulate and practice the target language freely within the group that lead to enhance their oral performance” (Kang Shumin, 2002, p. 207).

1-4.Communicative Games

Teachers of foreign language always aim to offer comfortable environment for the students to be more active participant as well as change the mood; they employ new methods which are games that make the learning process more enjoyable, fun and teachable that reinforce their students’ oral performances. Through games meaningful communication occurs, because students need to process how to play the game as well as communicating about the game before, during and after in an organized manner, to practice authentic language, exchange ideas and information. Games make the teacher less monopolizing the discussion, be as a helper, an organizer as well as a participant in the game process. It is an engaging activity that involves all the students, motivate them, build strong confidence and boost their self -esteem to speak spontaneously and freely. So, games are useful method to

improve the students' oral performance in the classroom as well as practice it outside, to be memorable and effective (Jo Madonough&Christofer Shaw 2003).

Classroom interactive activities are crucial parts in both the teaching and learning processes of English language teaching/learning. They offer opportunities to practice the target language orally, to evaluate students' level in ongoing assessments controlled by the teacher, to meet their students' needs that help them to improve better their oral performance.

2.Characteristics of Successful Speaking Activity

According to Ur (1998,120) a successful speaking activity should satisfy the following criteria:

1. Learner talks a lot: as much as possible of the period of the time allotted to the activity is in fact occupied by the learner talk.
2. Participation is even classroom discussion is dominated by a minority of talkative participants all get chance to speak and contribution are fairly evenly distributed.
3. Motivation is high learners are eager to speak because they are interested in the topic and have something new to say about it, or because they want to contribute to achieving a task objective.
4. Language is of an acceptable level: learner express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy.

Classroom interactive activities are crucial part for the teaching and learning process of English language learning, they are a kind of opportunities to practice the target language orally, to evaluate students' level in an ongoing assessments controlled by the teacher, to meet their students' needs that help them to improve better their oral performance.

3. Errors versus Mistakes

Pit Corder (1967) makes a distinction between two terms, namely errors and mistakes. These two terms had been used interchangeably before Corder (1967) distinction. Ellis (1994) looks to the difference between the two concepts in terms of occurrence.

3.1. Mistakes

According to Corder(1967) mistakes refers to performance errors; they are unsystematic, errors which occur in one's native speakers. Mistakes are of no significance to the process of language learning because they represent a random deviation, not related to any system. They may occur as a result of random guess or slip of tongue, slips of ears, false starts and non-linguistic factors such as:fatigue, memory limitation, lack of concentration. Corder (1973) points out that, some of these factors exist in native and non- native speakers.

Ellis (1994) mentionsthat, Mistakes do not occur frequently (but rather accidentally), James (1998) also mentions that, they can be self- corrected if the learner points out thedeviation. Scovel (2001) supports this view in which says that,native speakers can identify and correct the produced mistakes immediately because they have almost full knowledge of the linguistic structure of their mother tongue.

3.2.Errors

Lennon (1991) defines an error as “a linguistic form or combination of forms which in the same context and under similar conditions of production would, in all likelihood, not be produced by the speakers' native speakers' counterparts”.

According to Pit Corder (1967) errors are related to language competence, they are systematic and occur during the learning of a second or a foreign language. Non-native speakers commit errors because they have adequacies in the knowledge of the target language (Haymes, 1972). In contrary to mistakes, the learner lacks the ability to correct the errors

he/she makes, errors can reappear again and again, the learner needs correction from someone else (teacher, classmates) (James, 1998).

Burt and Kiparsky(1974) make a distinction between local and global errors. For them the former type of errors (local errors) includes nouns and verbs inflections, and the misuse of articles (the finite and definite articles), prepositions, and auxiliaries. Moreover they point out that learners can communicate normally; with this type they are able to understand others' utterances and also their utterances can be understood by others even if they contain these mentioned types of errors(wrong use of article, noun verb inflections...). This type do not hinder communication and understanding the meaning of an utterance. Global errors, however, are more serious than local ones because these types of errors disrupt the meaning of utterances. This type involves wrong word order in a sentence.

4. Definition of Feedback

Ramaprasad (1983, p.4) states that "Feedback is information about the gap between the actual level and the reference level of a system parameter which is used to alter the gap in some way". Ellis (2009) views feedback as playing an important role in both second language learning and language pedagogy; through which learners' motivation can be fostered and ensure linguistic accuracy. Ellis (2009) points out that feedback can be positive, as it can be negative.

Rod Ellis (2009, P. 3) provides definition for each:

Positive feedback affirms that a learner response to an activity is correct. It may signal the veracity of the content of a learner utterance or the linguistic correctness of the utterance...It provides affective support to the learner and fasters motivation to continue learning.

"Negative feedback signals, in one way or another, that the learner's utterance lacks veracity or is linguistically deviant." Ellis (2009, p.3). According to an article on Edugains (2010) the provision of oral feedback is regarded as effective, for the mere reason that it is given immediately; in the teachable moment.

5. Form versus Content Feedback

Harmer (1991) provides a distinction between two different kinds of feedback: content feedback and form feedback.

5.1.Content feedback

While the learner is communicating in an oral activity, the teacher focuses on how good is the learner's performance. It involves the assessment of the learner's ability to perform the task; how well the learner expresses messages (it has to do with the content of the message such as definition, explanation, clarification, examples...) rather than dealing with the correctness of the language used in the activity (Harmer, 1991).

5-2.Form feedback

In the content feedback, the teacher does not assess the correct use of the language. However, form feedback deals with the linguistic accuracy of the students' performance. While learners are performing an oral activity, the teacher may record learners' utterances to assess how well they mark correct use of sentence structures, pronunciation, grammar...as well as their errors and not only gives feedback on their successful achievement but also discusses their errors and mistakes (Harmer, 1991).

6. Definition of Corrective Feedback

Definitions of corrective feedback were provided by different linguists like Ellis, Loewen and Erlam (2006, p. 340) state that:

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 target language form, or

(c) meta-linguistic information about the nature of the error, or any combination of these.

Lightbown and Spada (1999) definitions of corrective feedback share similar points to Ellis, Loewen and Erlam (2006) definitions. According to them corrective feedback refers to the input provided by the teacher to the learners indicating that their use of the target language is grammatically inaccurate or defective in communication. Sheen (2011) points out that a teacher can provide corrective feedback not only when learners face communication breakdown, but also to draw learners' attention to forms even in those situations where they comprehend each other.

7.The Timing of Corrective Feedback

According to Rod Ellis (2009) and Nancy Lee (1990), the timing for the provision of corrective feedback is under the teacher control. Ellis (2009) points out that the teacher has the choice of either to provide immediate corrective feedback following the learner's erroneous utterances or to provide delayed corrective feedback.

7.1. Immediate Corrective Feedback

Theoretical arguments for immediate corrective feedback by number of second language acquisition researchers have been shown. Doughly (2001) puts condition for corrective feedback to be effective and to induce changes in a learner's interlanguage, it needs to be placed at a "window of opportunity" and to attract roving attention to language form while the focal attention remains on meaning. Thus, learners will be able to construct a form – meaning mapping and this is essential for true acquisition/ learning.

"...immediate correction, which is usually, regarded as disruptive or even irritating". (Elżbieta Tomczyk, 2013, p.930). However, Ellis, Bosturkmen and Loewen (2001) based on their study argued that immediate corrective feedback does not disrupt the communication flow of the lesson. Providing immediate corrective feedback after erroneous forms has

happened is essential, and as Janet Metcalfe, Nate Kornell and Bridgid Finn (2009, p.1077) state:

...why immediate feedback might result in superior performance can be made: If an error is allowed to stand uncorrected, it may be rehearsed, consolidated, and strengthened and may be more likely to recur than if it were immediately corrected. If feedback is given immediately, the correct answer rather than an error can then be rehearsed and “consolidated.

7.2.Delayed Corrective Feedback

It has also been proved that contrary to immediate correction, which is usually regarded as disruptive or even irritating, delayed correction is used the most frequently by teachers, in spite of the fact that it is not as beneficial as it might be seen, since learners’ processing mechanisms are less likely to be activated.(Elzbieta Tomczyk, 2013, p.930).

Long (1977) mentions that delayed corrective feedback avoids the inhibiting effects of interrupting learners. Long drew upon Chaudron’s (1977)unpublished research on how error was treated in French immersion classes. He points out that according to Chaudron (1977) correction can be either “delayed” or “postponed”. Delayed corrective feedback refers to correction provided after learners’ apparent completion of utterance and postponed corrective feedback is to be provided at some future time including, for example, in the course of a future lesson. It is found by Holley and King (1971) that this time allows learners to self-correct and benefits more from the correction that teachers offered.

According to Judit Sárosdy, Tamás Farczádi Bencze, Zoltán Poor and Marianna Vadnay (2006), the teacher can monitor learners’ performance while they are involved in oral activities (working in pairs, in small groups) by walking round to observe and makes notes of the mistakes and errors and after the activity’ end, he/she may give individual learners notes with the errors they have made indicating the way of correction or discuss the errors with the class. If the majority commits common errors, the teacher can collect the common errors, then write them on the board to be corrected together (teacher and learners).

8. Strategies of corrective feedback

Different classification for corrective feedback types were proposed by different researchers (Lyster & Ranta, 1997; R. Ellis, 2009). However, these classifications differ in essence. Lyster and Ranta (1997) distinguish six strategies in their often-cited classroom observation study as (1) Explicit feedback, (2) clarification requests, (3) metalinguistic feedback, (4) elicitation, (5) repetition and (6)recasts. They further rearranged these six strategies into two categories (implicit and explicit). Clarification requests and repetition give feedback implicitly, whereas the rest (Explicit feedback, elicitation, metalinguistic feedback) give feedback explicitly.

Carol and Swain (1993, p. 361) claim that implicit feedback include "...Such things as confirmation checks, failures to understand and requests for clarification because learners must infer that form of their utterance is responsible for the interlocutor's comprehension problems)". They also provide definition for explicit feedback as, "any feedback that overtly states that a learner's output was not part of the language-to-be learned"

8.1.Explicit Feedback

Tedick and Gortari (1998, p.2-3) state that Explicit Correction is "clearly indicating that the student's utterance was incorrect, the teacher provides the correct form". While communicating orally, learners may produce errors and the teacher's reaction towards these errors would be asking the learner to pause for a moment, clearly and directly indicates that the speaker marks incorrect use of the target language,then supplies him/ her with the correct form (Ellis,2009) .

Examples:

Student:"she works /wɑ:ks/ eight hours a day".

Teacher:"she works /wɜ:ks/. We say /wɜ:ks/".

The teacher directly response to the student's error, he/she directly provides the correct form (Tedick&Gortari1998, p.2-3)

8-2.Recasts

According to Jane Russell and Nina Spada(2006), considerable research investigates the effects of corrective feedback on oral production focusing on this strategy. Also they mention that other descriptive classroom studies done by Lyster and Ranta(1997) examine different strategies of corrective feedback, these studies also observe that recast feedback is the most widely used type. However, these studies show that this type is the least likely that leads to learner uptake.

Recasts are generally the implicit correction of learners' errors, without clear or direct indication to the speakers that their utterances are incorrect (Tedick&Gortari,1998). One way to make use of this type is for the teacher to reformulate the errors without introducing phrases such as "You mean", "Use this word," or "You should say". Another way is by providing translations in response to a students' use of the L1 (Lyster & Randa, 1997). An example provided by Shawn Loewen (2007,p.3) as follow:

1. S: when I was soldier, I used to wear the balaclava.
2. T: and why did you wear it, S, for protection from the cold or for another reason.
3. S: just wind, uh protection to wind and cold.
4. T: protection from.
5. S: uh, from wind and cold.
6. T: right, okay, not for a disguise.

The student makes use of the wrong preposition in turn three. The teacher implicitly supplies him/her with the correct (a recast) in turn four, without saying neither that an error has been made, nor indicating the type of the error ,in turn five, the student repeats the correct form . After this brief attention to grammatical form, the conversation returns to the primary goal of communication(talking about the student's army experiences) (Shawn Loewen, 2007).

8.3. Classification request

Spada and Fröhlich(1995, cited in Lyster and Randa 1997) point out that, the teacher indicates to learners either he/she has not understood their messages or the utterances are ill-formed in some way (learners' utterances contain some kinds of errors). Lyster & Ranta(1997) mention that, the teacher may use phrases as “excuse me”, “I do not understand”, “What do you mean by.....” which indicate that learners should repeat or reformulate what have been previously said and accordingly this strategy refers to problems in either comprehensibility or accuracy, or both.

Saeed Rezaei, Farzaneh Mozaffari, Ali Hatef, 2011, p.8) provide the following example:

Teacher: “Where is John?”

Student: “He go to the toilet”

Teacher: “Excuse me?”

Student: “He goes to the toilet”

8.4. Metalinguistic feedback

Without explicit provision of the correct forms, the teacher may provide comments, information, or questions related to the well-formedness of the student's utterance. With meta-linguistic comments the teacher indicates that there is an error somewhere. Whereas meta-linguistic information generally provides some grammatical meta-language that refers to the nature of the error, then learners correct the error by themselves (e.g., the teacher may say that “It's masculine” if a learner uses the feminine form) or a word definition in the case of lexical errors. The same thing with meta-linguistic information, meta-linguistic questions show the nature of the error and attempt to elicit the information from the student (e.g., “Is it feminine?”)(Lyster & Randa, 1997).

1. S: uh didn't work well, it must be ripped ripped.
2. T: so you need a noun now.
3. S: it must be ripped.
4. T: it must be a rip off.

5. S: it must be a rip off.

An error has been made by the student in turn one; in turn two, the teacher raise his/her attention to the type of the word that is needed. In turn three, the student reproduces the error, and this time the teacher provides a recast, which is then adopted by the student (Shawn Loewen 2007, p.4).

8-5.Elicitation

Lyster (1997) points out that, within elicitation feedback, the teacher may adopt at least three techniques to directly elicit self-correction from the student. One of these techniques is request for reformulations of an ill-formed utterance. The second is the use of open questions .The last is for the corrector to elicit completion of his/her own utterance by strategically pausing to allow students to “fill in the blank” (e.g., “It is...”). Such “elicit completion” moves may be preceded by some metalinguistic comment such as “No, not that. It is a...”Elicitation questions differ from those that are defined as metalinguistic clues in which they require more than a yes/no response (Tedick, &Gortari, 1998)Example:

Learner:I will come if it will not rain.

Teacher: I will come if it?

8-6.Repetition

Repetition feedback falls into the implicit category of providing oral corrective feedback. It refers to the teacher’s repetition of all of the learner utterances. That is to say; the corrector restates what has been said by the speaker a word for word without providing correction, and when he/she reaches to the produced error, the corrector highlights it by means of emphatic stress (rise intonation) to signal the learner should correct it by his/herself (Panova&Lyster, 2002).

Rod Ellis (2009) provides the following example:

Learner: I will showed you.

Teacher: I will **showed** you.

Learner: I will show you.

9. Source of Correction in Classroom Settings

“Correction is a form of feedback given to learners on their use of the language” (Judith Sárosdy, Tamás Farczádi Bencze, Zoltán Poór, & Marianna Vadnay, 2006, p.121-128). Accordingly, different participants are involved in the provision of oral correction inside classroom setting; those are the teachers and the learners. While performing an oral activity, the learner may receive correction either from the teacher and this is known as teacher correction or from his/her classmates, this is peer correction. The learner can correct him/her errors (self-correction).

9.1. Self Correction

Since mistakes do not occur due to learner ignorance of the rules (lack of competence), but rather due to slips of the tongue, lack of attention... (Corder, 1967). A learner is able to correct his /her mistakes when he /she realizes that a mistake has been produced. Self-correction seems to be preferred and useful by most learners, because it allows the learner to play an active role in the corrective event (Edith Hernández Méndez, Rosario Reyes Cruz & Griselda Murrieta Loyo, 2010).

9.2. Peer Correction

If a learner fails, or is unable to correct him/herself, the teacher may ask fellow learners to supply correction to one another and thus, higher levels of interaction are encouraged. It is useful if the teacher goes back to the one who made the error and provides him/her the correct form. To keep this a positive and profitable experience for all involved, it has to be applied tactfully, so that, the one who produces the error not to feel humiliated (Judith Sárosdy, Tamás Farczádi Bencze, Zoltán Poór & Marianna Vadnay, 2006). Edge (1990) mentions advantages of peer correction; it encourages cooperation, all learners are involved in listening to and thinking about the language, the teacher obtains information about learners' abilities...

9.3. Teacher Correction

If a learner and fellow learners are unable to correct the errors, the teacher must realize that the point has not yet been learnt properly and re-explanation is needed. In that case, the teacher can re-explain the problematic item of language; he/she may provide more illustration, gets the learners to practice, especially if the majority of the class face or have the same problem. Since the main aim of correction is to facilitate the learning of the new language item and raise learners' awareness to language accuracy, the teacher has to ask the student who originally made the error or the mistake to give the correct response (Judit Sárossd, Tamás Farczádi Bencze, Zoltán Poór, & Marianna Vadnay,2006).

10. Learner's Uptake

Lyster and Ranta (1997, p. 49) define learner's uptake as:

A student's utterance that immediately follows the teacher's feedback and that constitutes a reaction in some way to the teacher's intention to draw attention to some aspect of the student's initial utterance (this overall intention is clear to the student although the teacher's specific linguistic focus may not be.

“Uptake can be considered successful when it demonstrates that a student can use a feature correctly or has understood a feature” (Ellis et al., 2001, p.286). Lyster and Ranta (1997) mention that since the uptake is a complex and difficult matter to investigate and determine this move is not all the time visible in the exchange. They further categorize uptake moves into repair, and needs-repair. The former occurs when the uptake move resulted in repair of an error. However, the latter occurs when the error has not been repaired in the uptake move.

10.1. Repair

According to Lyster and Ranta(1997) the term repair refers to an uptake that produces a repair of the error that the teacher focuses on the oral corrective feedback; it is the direct production of correct utterance by the learner in response to the teacher feedback. Repair is further subdivided by into four types: the first type is repetition, the second is incorporation, the third is self-repair, and the fourth type is peer-repair.

10.1.1. Repetition

The first type of the repair is repetition; in which a learner after producing an error and after receiving oral corrective feedback from the teacher, repeats the correct form as it is given by the teacher during corrective feedback without any modification (a word for word) such as:

S: I'm believing. (Error, grammatical)

T: I believe not I'm believing. (Feedback, explicit correction)

S: I believe. (Repair, repetition)

(Parvin Safari, 2013, p.1171)

10.1.2. Incorporation

Like repetition, incorporation includes the learner's repetition of the correct form that is given by the teacher (during the corrective feedback).But they are different nevertheless; incorporation occurs when a learner repeats the correct form, then, the learner includes the teacher's correction (the correct form) into a longer utterance (Lyster & Ranta, 1997).

(Parvin Safari, 2013, p.1171)example contains a case of incorporation:

S: while the youngest sister was, had. (Error, lexical)

T. had. (Feedback, recast)

S: had short. (Repair, incorporation)

10.1.3. Self-Repair

This repair is for the learner to provide the correct form and not the teacher. In fact, it is the learner's self-correction; it is generated in reaction to the feedback that is provided by the teacher when the corrective feedback involves no correct form (this type of learner uptake occurs only after feedback moves that do not already provide the correct answer) (Lyster & Ranta, 1997). The following example shows an instance of self-repair:

S: They telling a story. (Error, grammatical)

T: They telling? (Feedback, repetition)

S: a story, they are telling a story. (Repair, self-repair)

(Parvin Safari, 2013, p.1171)

10.1.4. Peer-Repair

In contrast to self-repair, peer-repair occurs when a learner provides correction in response to the corrected utterance of another learner; after a teacher has provided feedback for the initial error. This refers to peer-correction provided by a learner, another one different from the one who made the error (Lyster & Ranta, 1997).

In the following example, a case of peer-repair can be observed:

S1: I'm tired about much work. He is a boy. (Error, grammatical).

T: sorry, I'm tired about much work? (Feedback, clarification request).

S2: tired of. (Repair, peer-repair).

T: I'm tired of much work.

(Parvin Safari, 2013, p.1171)

10.2. Needs-repair uptake

According to Lyster and Ranta (1997), these uptake moves usually require additional feedback from the teacher; in this type the learner may respond to the teacher's corrective feedback but his/her utterance does not result in repairing the original erroneous utterance. In

Lyster and Ranta (1997) there are six types of utterances that are seen as needs-repair: (1) acknowledgement, (2) same error, (3) different error, (4) off-target, and (5) partial repair.

10.2.1. Acknowledgement

It is used by a learner positively recognizes that the teacher's feedback. The learner simply acknowledges her/his error by saying "yes", as if he/she wants to say, yes, that is what I meant to say(Lyster and Ranta, 1997). An example of a student simply acknowledging her/his error can be seen below:

S: She get ready. (Error, grammatical)

T: she gets ready. (Feedback, recast)

S: Yes. (Needs-repair, acknowledgment)

(Parvin Safari, 2013, p.1172)

10.2.2. Same Error

This type refers to the repetition of the produced error in the uptake move by the learner after receiving the corrective feedback from the teacher (the learner gives uptake upon receiving feedback, but the same error is repeated in his or her turn)(Lyster and Ranta, 1997). An illustration of this particular needs-repair move is shown below:

S: He wanted come. (Error, grammatical).

T: Sorry? (Feedback, clarification request).

S: wanted come. (Needs-repair, same error).

(Parvin Safari, 2013, p.1172)

10.2.3. Different error

The learner in this type, after receiving corrective feedback from the teacher makes neither any correction nor any repetition of the same error, but rather commits a different error (Lyster and Ranta, 1997). An instance of this particular needs-repair move is show in the following example that is provided by (Parvin Safari, 2015, p.1172):

S: Where is she come from? (Lexical error)

T: what? (Feedback, clarification request)

S: Oh, where is she comes from? (Needs-repair, different error).

10.2.4. Off-Target

According to Lyster and Ranta(1997) this type happens when the response of the learner is not to focus on the teacher's corrective feedback (not to the original form including in the corrective feedback), a learner may reformulate the utterance but avoiding the form that is corrected as if there were no feedback. The following example shows an instance of this type:

S: What does the weather like? (Error, grammatical).

T: What is the weather like? (Feedback, recast).

S: It's sunny. (needs-repair, off-target).

Parvin Safari (2015, p.1172)

10.2.5. Partial Repair

In this type, the learner responds to the teacher's corrective feedback, not to all of the correction but to some parts; he/she may provide the uptake but only some part of the original erroneous utterance is corrected (Lyster and Ranta, 1997).For instance:

S: I don't want...to take me. (Error, grammatical).

T: Didn't want her to take me. (Feedback, recast).

S: Didn't want to take me. (Needs-repair, partial error).

Parvin Safari (2015, p.1172)

11. Guidelines for Corrective Feedback

Rod Ellis (2009) proposes guidelines that comprise an explicit set of principles that a teacher has to take into consideration when determining his/her own corrective feedback policy. These guidelines are drawn on both interactionists /cognitive and SCT views of corrective feedback:

1. Teachers should provide oral corrective feedback in non-threatening ways; raise the students' awareness to the value of corrective feedback. The goals may vary from one student to another; thus, the teacher has to negotiate with the students agreed goals for corrective feedback.
2. Teachers have to provide not only oral corrective feedback, but also written one. Both types of corrective feedback should be provided, because corrective feedback is for both accuracy and fluency work, thus teachers should not hesitate to correct students' errors.
3. Ellis (2009) finds it effective if teachers identify particular linguistic targets for correction in different lessons. Ellis insists on focused corrective feedback, because it is potentially more effective than correcting unfocused errors (targeting errors to correct).
4. Teachers should make things clear to students from the beginning; they should ensure that students are aware that they are being corrected (no way to hide the process (correction)). In the case of written corrective feedback, it will be clear to learners that they are getting correction, but it is not the same things for the case of the oral one.
5. Teachers should vary the oral and written corrective feedback strategies; they should not implement only one strategy. Ellis (2009) further proposes ways in which teachers should follow as such: teachers have to adapt a specific strategies when correcting particular learner (one strategy may suits particular student and do not suits others). One way to do so, is to start with an implicit form of correction (e.g., teachers simply

indicate that there is an error) and, if the learner fails to self-correct, they can move to amore explicit form (e.g., a direct correction).

6. Teachers should provide oral corrective feedback immediate and delayed. They have to be caution and experiment the best timing for each learners to provide him/her with correction.
7. Teachers should create space following the timing of the corrective move allowing learners to uptake the correction. However, teachers should not require the learner to produce the correct form.
8. It is not an obligatory for teachers to follow a consistent set of procedures for all students; in accordance with the cognitive and affective needs of the individual learner, they should vary the corrective feedback provider, the timing, and the way of correction.
9. Teachers should provide correction for a specific error on several occasions, not only one time (to correct errors only on the first time it appears), this continuous correction of the same error enables learners to achieve full self-regulation.
10. Teachers should be careful when providing oral corrective feedback, they have to take into consideration the affective side of the learners; they have to monitor the extent to which corrective feedback causes anxiety in learners. Thus, they should adapt the strategies they use to ensure that anxiety facilitates rather than debilitates.

Rod Ellis proposes these guidelines to be presented to teachers as set of propositions that they can reflect on and debate, rather as a .They serve as a basis for the development of teachers.

Conclusion

Providing corrective feedback is an essential technique that can help teachers to prevent their students' errors from being fossilized and help them to enhance their progress. EFL teachers mostly agree with the importance of providing oral corrective feedback, but they might disagree on what type of this tool follow. No teacher can deny the fact that one of the most difficult task or role for teachers to adopt is correcting the errors made by their students. Thus ,they should take into consideration, whether the student commits an error or a mistake, in order to decide whether to provide correction or not, and how much correction to be provided, at what phases and the way the teacher has follow when providing corrective feedback in order not to demotivate students .

**PART TWO: THE PRACTICAL STUDY ABOUT THE ROLE OF THE TEACHER'S
ORAL CORRECTIVE FEEDBACK47**

**CHAPTER THREE: PART ONE: PRESENTATION AND DISCUSSION OF THE
FINDINGS:.....47**

Introduction47

The students' questionnaires.....47

1-Presentations of the findings.....47

 1- 1-Analyses of the first part: Personal information47-53

 1-2-The analyses of the second part:Section (a)Classroom oral
 activities.....53-57

 1-3-TheAnalyses of the second part: Section (b) Fossilization and oral
 corrective feedback57-68

 1-2-Discussion of The students' Questionnaire.....69-71

2-The teachers' questionnaire:72

 2-1 - The analyses of the teachers' questionnaire:.....72-75

 2-2- The discussion of the teachers' questionnaires.....76-77

Conclusion77

**CHAPTER: THREE: PART TWO: DAGOGICAL
IMPLICATIONS.....78**

Introduction.....78

1. Pedagogical implications78-79

2. Limitations of the Study.....79

3.Suggestions for Further Research.....79-80

Conclusion.....80

GENERAL CONCLUSION81

PART TWO: THE PRACTICAL STUDY ABOUT THE ROLE OF THE TEACHER'S ORAL CORRECTIVE FEEDBACK

CHAPTER THREE: PART ONE: PRESENTATION AND DISCUSSION OF THE FINDINGS

Introduction

The theoretical part reviewed not studies on the effectiveness of corrective feedback on students' oral performance, which is to be provided by the foreign language teacher inside classroom setting. This part aims at investigating and supporting the finding of the reviewed literature, via conducting teachers and students' questionnaires. These questionnaire are presented to elicit both the teachers and the students' perceptions towards oral corrective feedback, they preference in terms of the strategies, the timing, and the participants of the corrective feedback. Moreover, to elicit from the teachers the most beneficial strategy/strategies those are likely to result in the students' uptake.

1. Presentations of the Findings

1.1. Analyses of the First Part : Personal Information

Question 01: The age of the involved participants of the study

The age	The students	Percentage %
Between 19-21	55	74%
Between 22-25	10	14%
Between 26-28	06	8%
30 and above	03	4%
Total	74	100%

Table 01: The Students' Age

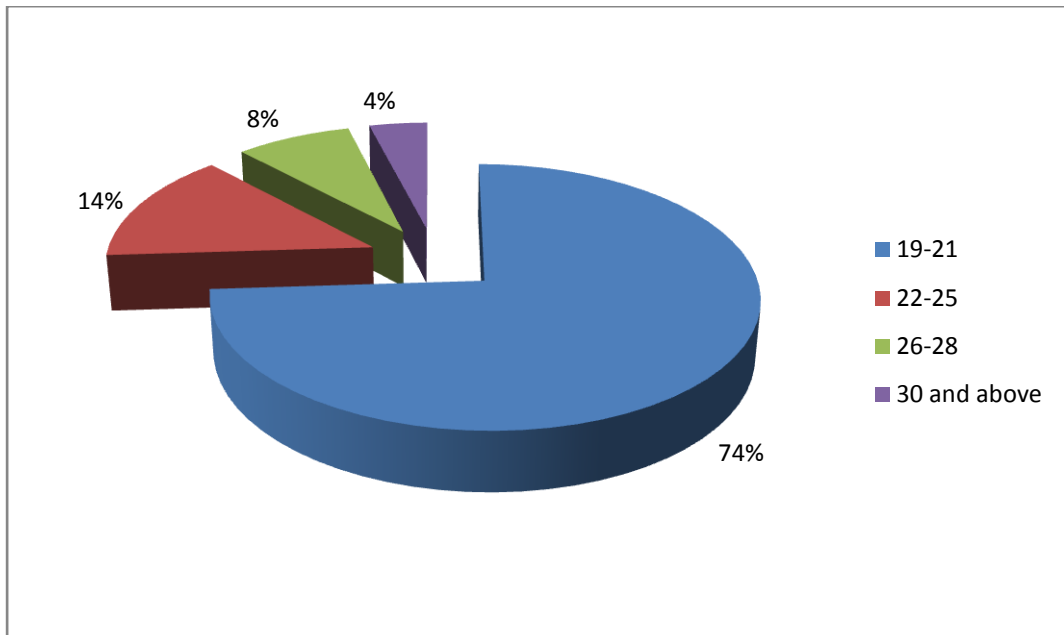


Figure 01: The Students' Age

The first part of the presented questionnaire is devoted to collecting the participants' personal and some background information. The first question reveals that the chosen sample age of this study is ranging between nineteen and twenty eight years old. The biggest percentage **74%** goes back to those students who are between nineteen and twenty one years old, which indicates that the population are younger ones. **14%**, **8%** go for those students who are aged between 22-25 and those who are between 26-28, respectively. However, the lower percentage **4%** is for those students who are 30 and above.

Question 02:The involved participants' gender

The gender	The students' numbers	Percentage%
Male	18	24%
Female	56	76%
Total	74	100%

Table 02: The Students' Gender

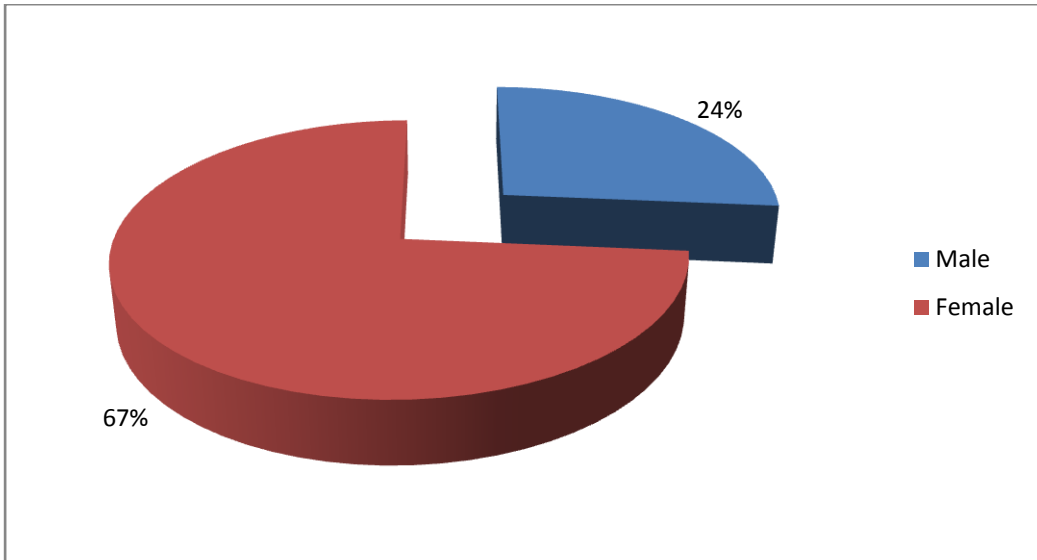


Figure02: The Students' Gender

Question two investigates the gender of the involved students of this study, in which it has been shown that the dominant gender is females, with **76%**. This may be due to the fact that says females are more interested in studying foreign languages, whereas males are more interested in carrying on scientific studies; **24%** represents them (the male percentage). This may explain why females are more than the males.

Question 03:The students' abilities to communicate using more than one language

Choices	The students' answers	Percentage%
Monolingual	04	5%
Bilingual	32	43%
Multilingual	38	51%
Total	74	100%

Table 03: The Students' Language Speaking Abilities

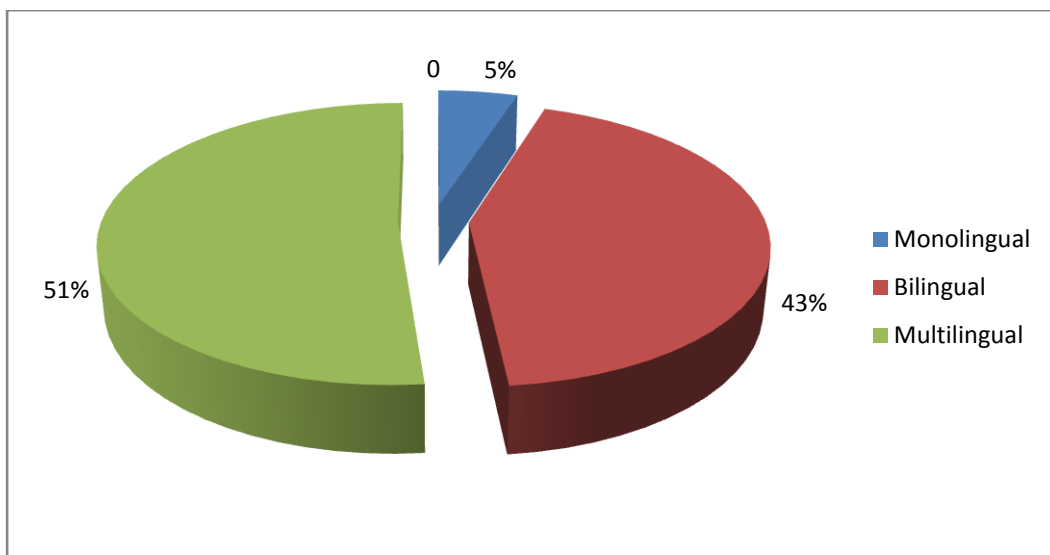


Figure 03: The Students' Language Speaking Abilities

From table three, the highest percentage goes to the multilingual students; those who are able to speak more than three languages **51%**. This may be due to the opportunities given by the university to the students (studying German in addition to English), the second highest percentage is for those who are able to communicate in two languages **43%**, May be they are able to communicate using only Arabic as a native language, and English because they are the actual studied language. Only four students **5%** confess that they are monolingual; perhaps, they can only communicate in their native language.

Question 04 -05: The frequency of receiving oral courses and the students' oral module average

The average	The students' answers	Percentage %
Below 10	09	12%
10-12	11	15%
13-15	42	57%
16 and above	12	16%
Total	74	100%

Table 04: The Students' Average

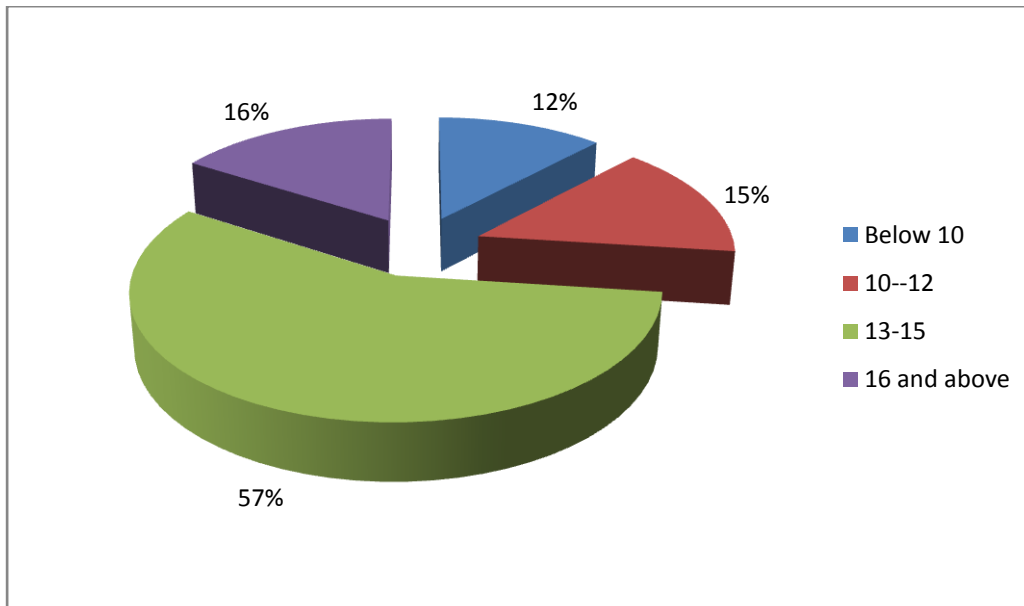


Figure 04: The Students' Average

The subjects of the study are requested to answer the fourth and the five questions which are about the frequency of receiving oral courses and their oral module average. All of the students **100%** reply with one accord voice that they study the oral module twice a week, since they are from the same level and studying in the same groups. The majority **57%** of the students have 13to15 averages. However, the rest three percentages are nearly the same; **16%** goes for those who have averages from 16 and above, **15%** for 10 to 12, and **12%** below 10. It seems that the student shave a medium level in the oral module.

Question 06:The opportunities that the students have to practice English outside the classroom setting

Choices	The students' answers	Personage %
Yes	61	82%
No	13	18%
Total	74	100

Table 05: Practicing English outside the Classroom Opportunities

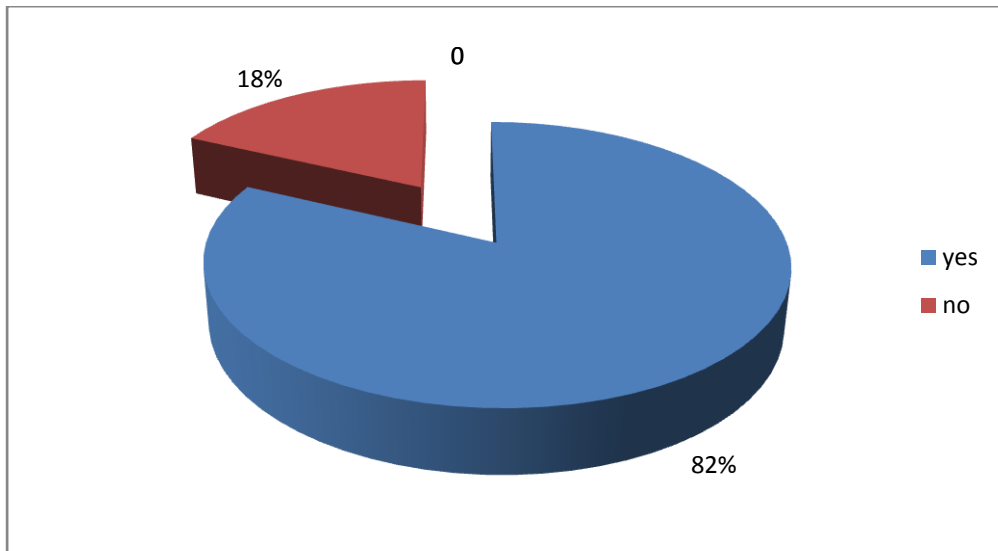


Figure05: Practicing English outside the Classroom Opportunities

The sixth question in the personal students' information part is about whether students have opportunities to practice English outside the classroom setting; the aim of raising this question is to see whether they are depending on themselves or just relying only on their teacher in enriching their knowledge and learning English in general. It has been shown that almost all of the students are practicing English not only inside the classroom, but rather outside **82%**. However, only **18%** confess that they do not have opportunities to practice it.

Question 07: Material used by the students to practice English outside the classroom

Materials	The students' answers	Percentage%
Listening to songs	36	33%
Watching TV	20	18%
Social media	53	49%
Others	00	00%
Total	109	100%

Table06: The Most Used Materials to Practice English

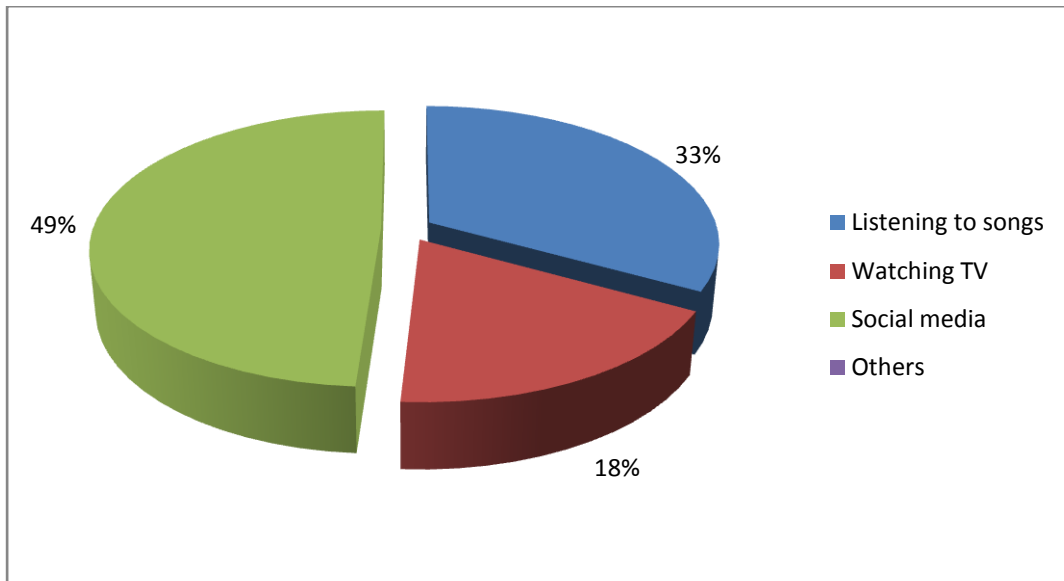


Figure 06: The Most Used Materials to Practice English

The total number of the chosen sample is 74, but the results shows that the number of answers exceed 74 (109) because they are given the opportunity to choose more than one. The biggest percentage **49%** goes to social media; may be through chatting, sending messages in English, **33%** listen to English songs; listening to native speakers' songs and only **18%** watch to English speaking channels. It can be deduced that in addition to the teachers' instruction, the majority of the students are relying on themselves.

1.2. The analysis of the second part: Section (a) classroom oral activities

Question 01: The teachers most focused activities

Activities	The students' answers	Percentage %
Debate and discussion	41	55%
Simulation and role play	02	3%
jigsaw	10	14%
Communicative games	15	20%
Others	06	8%
Total	74	100%

Table 07: Teachers' Focused Activities

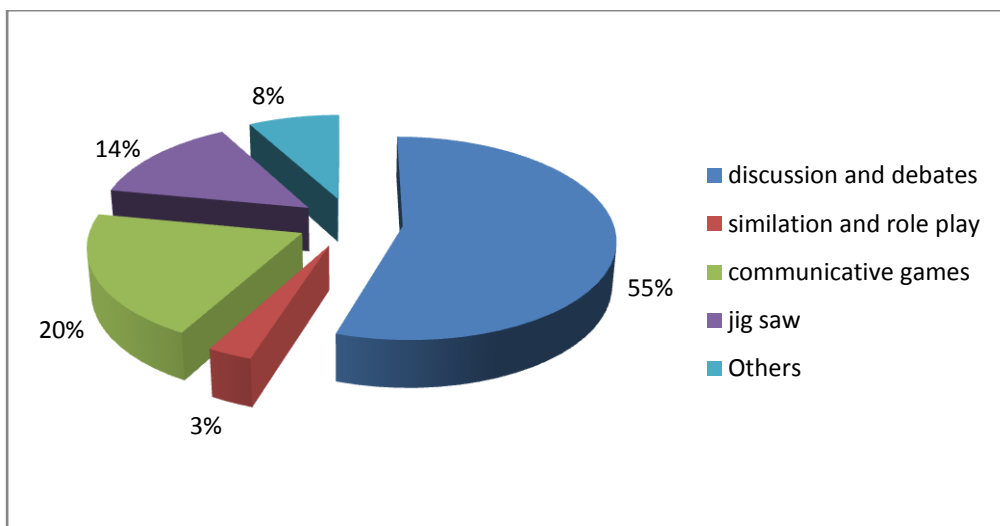


Figure 07: Teachers' Focused Activities

The results show that discussion and debate **55%** are the most frequent used oral activity, the teacher may believe that this activity raise the students' amount of speaking ,may be through expressing personal views .Followed by games, with **20%**(for fun and change the routine).**14%** for jig saw (story telling), however, low percentage goes for the employment simulation and role play **3%**, **8%** for others; presentation, dialogues and riddles are also practiced in the class.

Question 02: Teacher's way of teaching

Choices	The students' answers	The percentage%
Learner approach	00	00%
Teacher approach	00	00%
Learner- teacher approach	74	100%
Total	74	100%

Table 08: The Teacher' Principles

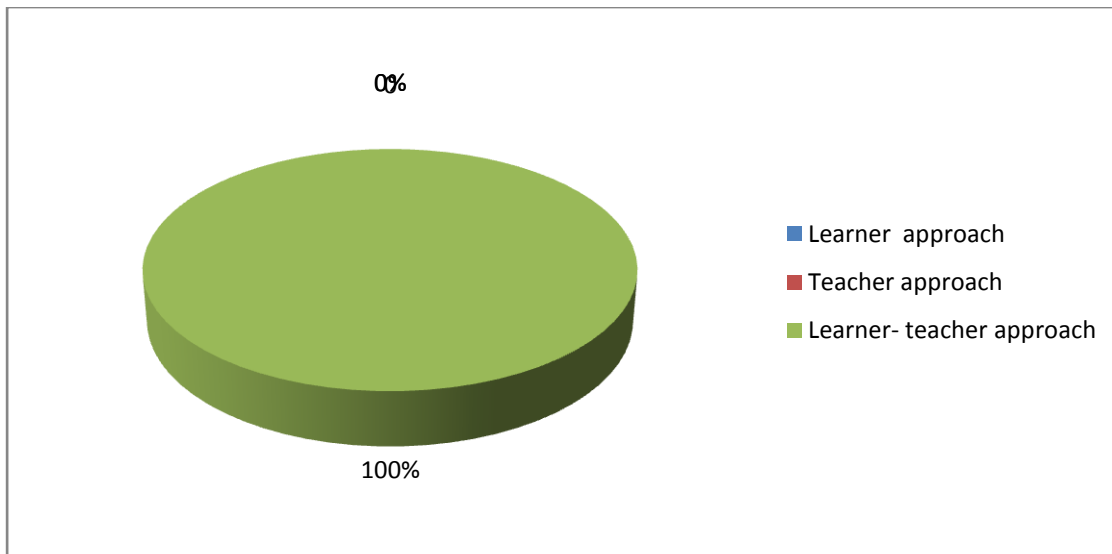


Figure 08: The Teacher' Principles

All of the students replied with one accord voice **100%** that the teacher makes the oral activities learners- teacher approach; this indicates that the interaction moves from student to teacher and teacher to students. The teacher may play the role of a guider, feeding in of new language.

Question 3: Students ' feeling towards oral activities

The students' feeling	The students answers	Percentage%
Comfortable	57	77%
Afraid	13	18%
Embarrassed	04	5%
Total	74	100%

Table 09: The Oral Activities' Impacts on Students

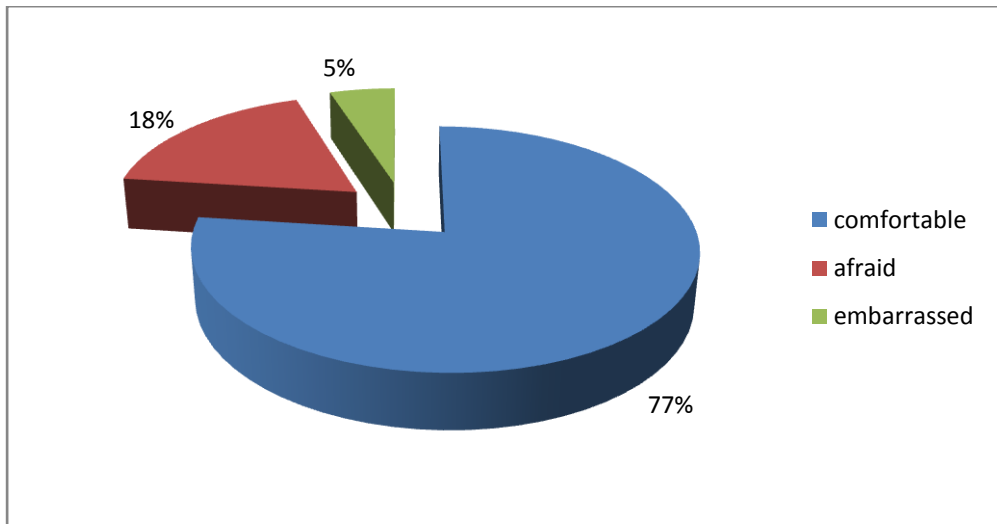


Figure 09: The Oral Activities' Impacts on Students

Table two shows that **77%** of the students experience positive emotion (comfortable) when performing orally in class, due to the safe and relaxed environment. While **23%** experience negative emotions, they feel afraid and embarrassed (**18%, 5%**, respectively), perhaps due to the new setting and may because of the shyness.

Question 4: The students' perception towards the effectiveness of oral activities

Choices	The students' answers	Percentage%
Yes	72	97%
No	02	3%
Total	74	100%

Table 10: The Effectiveness of Oral Activities

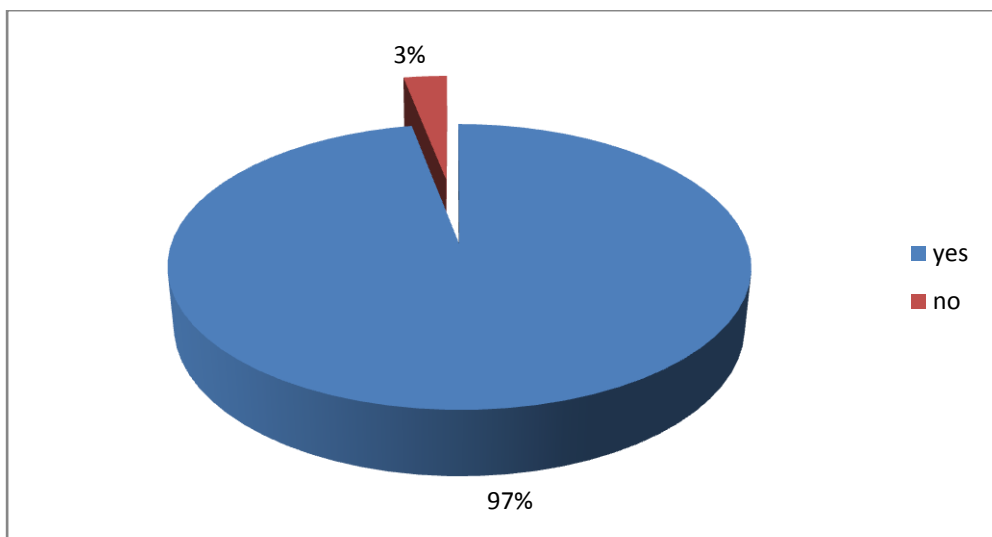


Figure 03: The Effectiveness of Oral Activities

Almost all of the students **97%** believe that performing oral activities enhance their oral abilities. The students are given opportunities to practice and manipulate the new learned language, learning from others' errors. They claim that they obtain new vocabularies, with the right pronunciation, and lead them to produce accurate and meaningful utterances. Only **3%** believe that oral activities are of no values, may be they are visual students, they learn more when seeing the graphic forms.

(b)-Fossilization and Oral Corrective Feedback

Question 01:The frequency of the students' oral errors

	Number Of Student	Percentage %
Mis-pronunciation	25	18%
Grammar rules	43	32%
Lack of vocabulary	69	50%
Total	137	100%

Table 11: Distribution of Errors Types

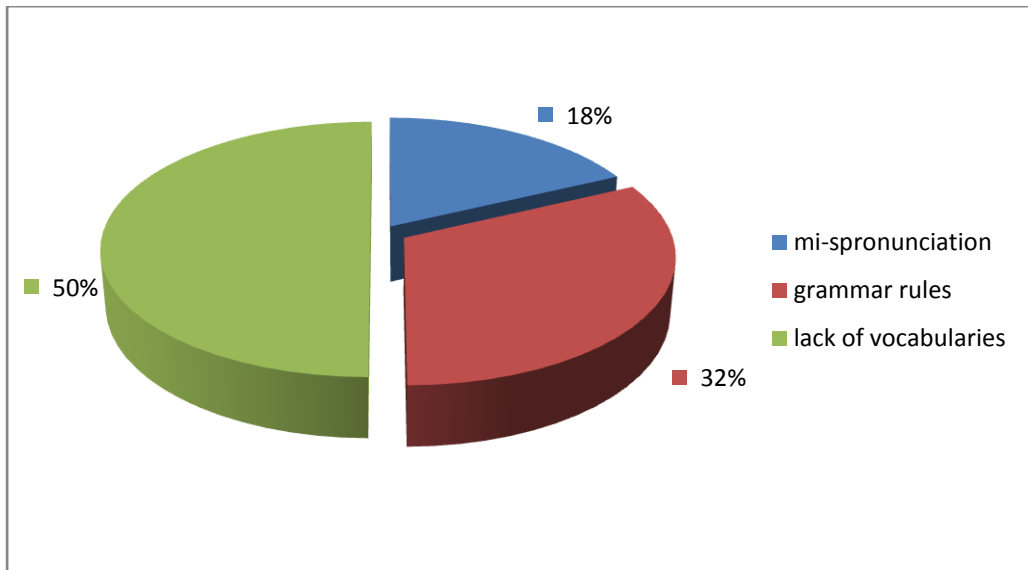


Figure 11: Distribution of Errors Types

The students considered their hindrances in becoming fluent and accurate speakers as follows: since they are beginners, there is no surprise that half of them (**50%**) suffer from the lack of vocabulary. **31%** respond that are not accurate in grammar, the wrong application of the rules(tenses, adjectives...). Proper English pronunciation or native-like accent perhaps is a challenge for those **28%**; they are not fluent, due to the lack of practice (the exposure to the target language).

Question 02:The student’s views about the position of errors

The Answers	Number of Student	Percentage %
Are they inevitable and essential parts in learning	67	53%
They are of no value.	09	1%
make you resent, demotivated	50	40%
Total	126	100%

Table 12: The Students’ Perception towards Errors

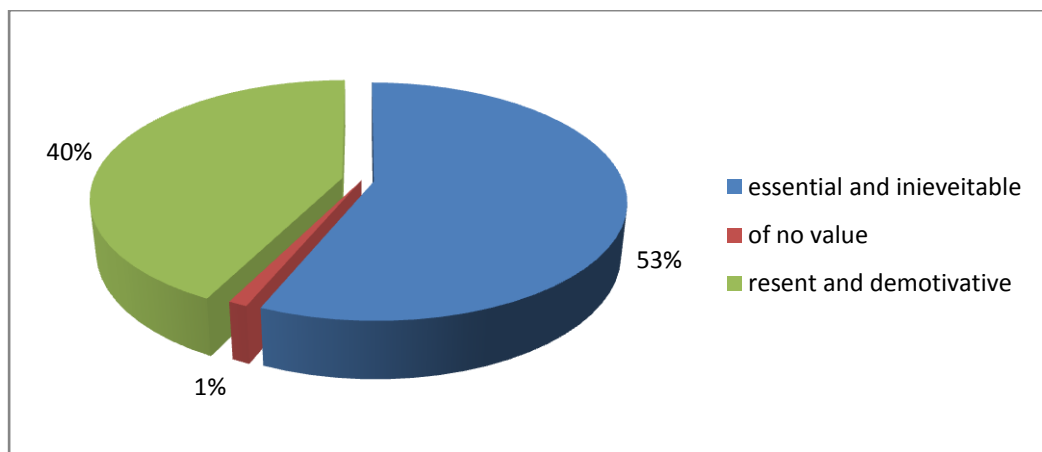


Figure 12: The Students' Perception towards Errors

As manifested in the above table 5 the vast majority of the students **53%** claim that errors represent inevitable and unavoidable features. Moreover, they believed that errors play an essential part in the learning of a second or a foreign language. However, only **1%** of the participants regard errors as something negative, unpleasant aspects that have to be avoided. For them errors are of no value. More than half of the participants, about **40%** state that they get resent and demotivated once they produce errors in front of the teacher and their classmates.

Question 03: The students' frequency of producing the same errors after being corrected

The frequency	Number of Students	Percentage %
Always	06	8%
Sometimes	26	35%
Often	25	34%
Rarely	19	26%
Total	74	100%

Table 13: The Frequency of Producing the Same Errors

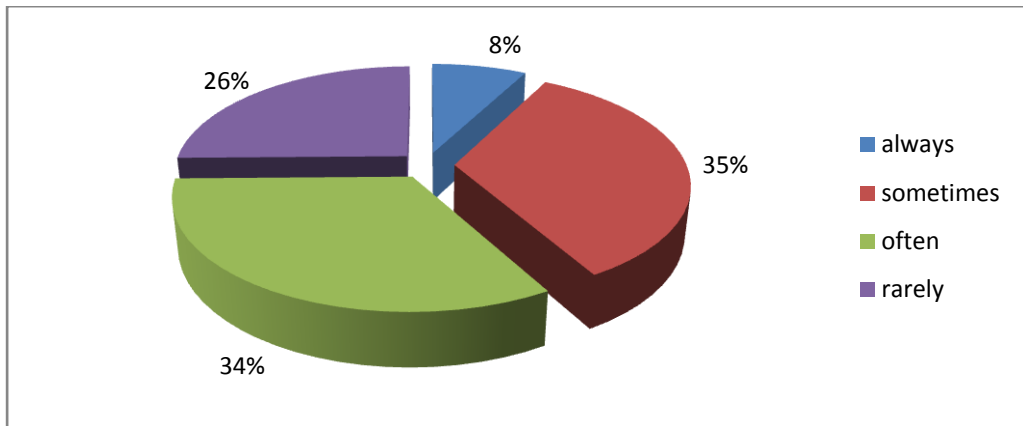


Figure 13: The Frequency of Producing the Same Errors

The aim behind raising this question is to see if the students facing problems of fossilization and also to investigate the effectiveness of teacher' corrective feedback. **35%** of the students declare that their errors sometimes appear more than once and **34%** reply that they often do so. **26%** stated that they rarely produce the same errors, which indicates that the teacher' oral corrective feedback is effective, it reduces their errors. However, only **8%** of the students are suffering from the fossilization; their errors become fossilized.

Question 04: The factors that lead to the occurrence of fossilization

The factors	Number of student	Percentage %
First language interference	26	15%
Lack of practice	15	9%
Anxiety and shyness	61	36%
Low self esteem	49	29 %
Lack of motivation	08	5%
Second language learning strategies	09	5%
Total	168	100%

Table 14: The Putative Causal Factors of Fossilization

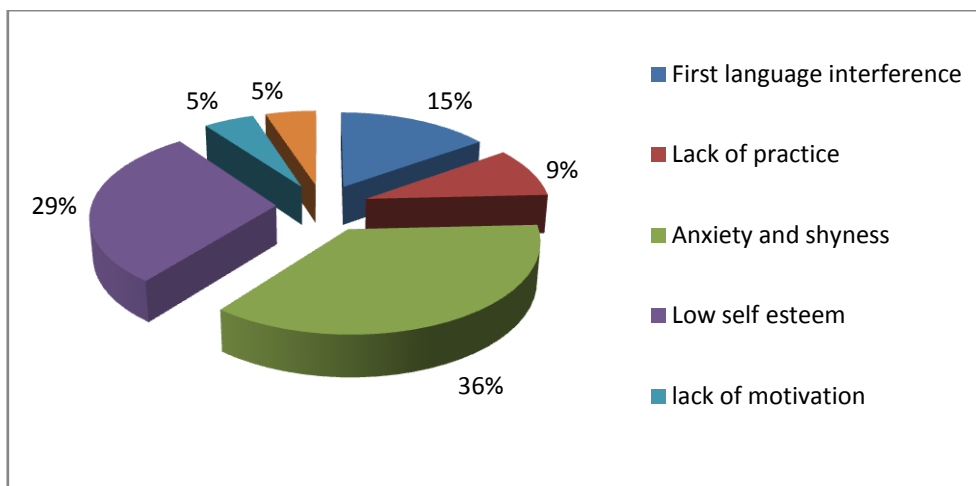


Figure 14: The Putative Causal Factors of Fossilization

This question is presented to discover the causal factors that lead the students' errors to become fossilized. The majority **36%** believe that anxiety and shyness are the major cause of fossilization. In addition to being anxious, **29%** reply that it is because of the one's low self-esteem. First language interference receives only **15%**. Approximately **9%** of the students claimed that since they are not practicing English, it is difficult to overcome the errors **5%** goes for both the lack of motivation and the second language strategies. The internal factors like anxiety, shyness and low self-esteem appears to be the causal factors for students' fossilization.

Question 05:The student ability to self- correct his/her produced errors

Self-correction	Students' numbers	Percentage %
Yes	67	76%
No	18	24%
Total	74	100%

Table15: The student Self-Correction

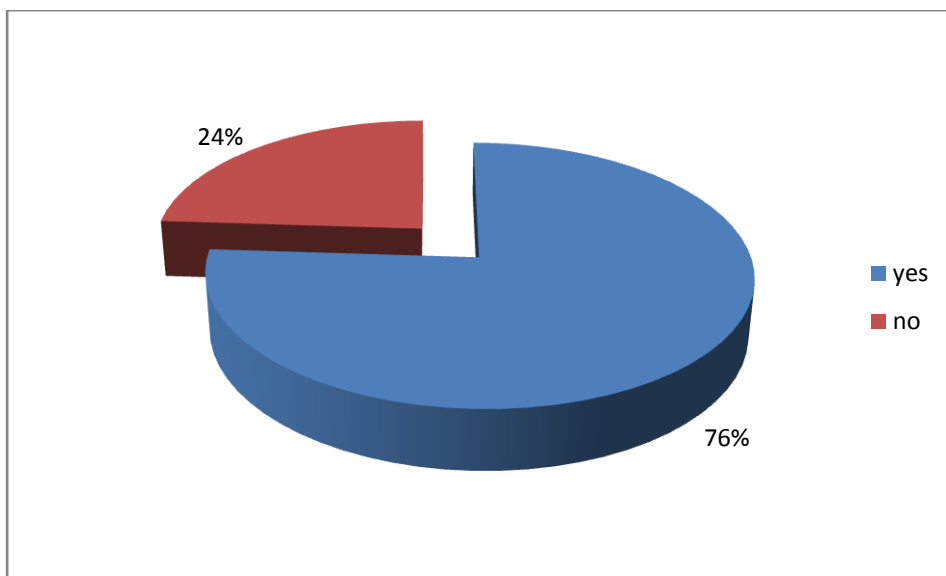


Figure15: The student Self-Correction

This question aims at exploring whether the students are able to self- repair the errors or require others' repair. The above table shows that, the majority **76%** of the participants are able to recognized and immediately correct themselves; this indicates that they are committing mistakes -due to non- linguistic features- and not errors. However, nearly **25%** of them confess that their errors require repair from their teacher or their peers; due to the lack of linguistic competences; they ignore the rules.

Question 06: The participants of oral corrective feedback in the class

Source of correction	Students' numbers	Percentage	Preference	Percentage
Teacher	46	62%	66	89%
Peers	00	00%	8	11%
Both of them	28	39%	00	00%
Total	74	100%	74	100%

Table 16: The Source of Oral Corrective Feedback

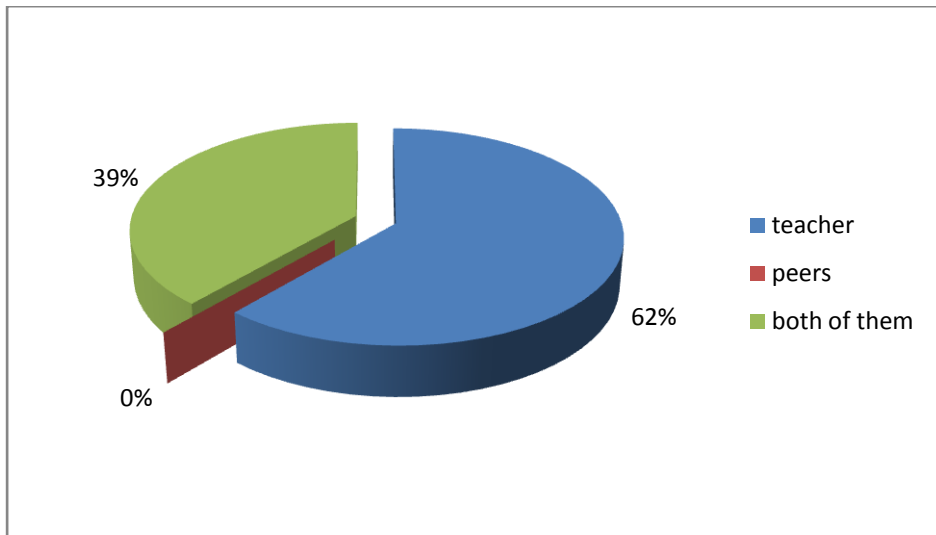


Figure 16: The Source of Oral Corrective Feedback

62% of the students reply that the teacher is the only source of oral corrective feedback, in which the biggest portion **89%** prefers to be corrected by the teacher. They justify their reference by claiming that the teacher has sufficient knowledge, it is his/her responsibility to locate and correct errors. **39%** declare that both the teacher and the peers are involved in the correction. Only **11%** would not mind having their errors to be corrected by peers, but rather prefer that correction. They state that they feel comfortable with their peers' correction; they may get anxious and embarrassed once they receive correction from the teacher.

Question07: The timing of the teacher oral corrective feedback provision.

The time	The students answers	Percentage %
Immediate	62	84%
Delayed	12	16%
Total	74	100%

Table 17: The Appropriate Time for Corrective Feedback

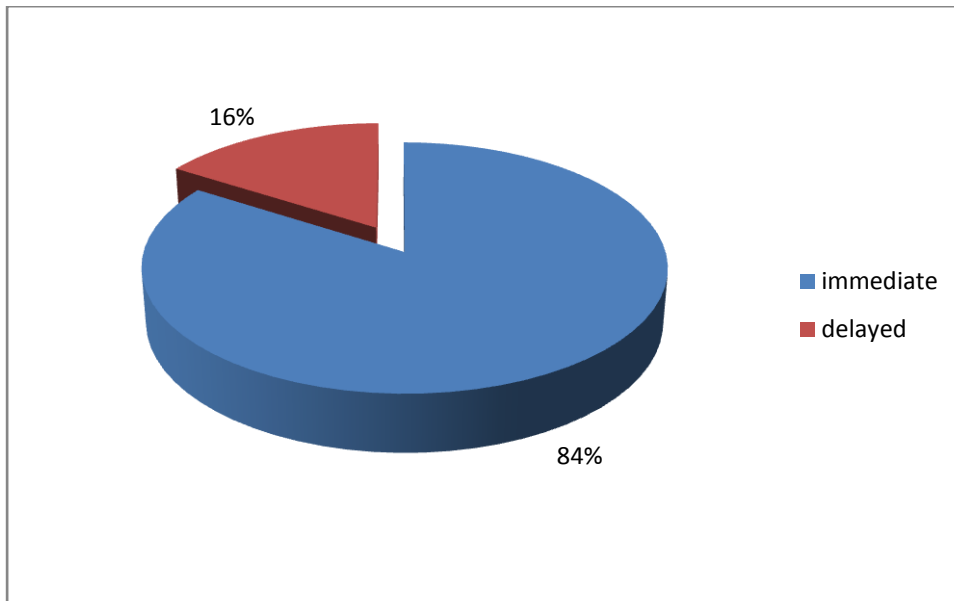


Figure 17: The Appropriate Time for Corrective Feedback

Although all of the involved participants of the study belong to the same group, they answer differently, **84%** students reveal that they receive immediate corrective feedback from the teacher. As opposite to the rest **12%**, they claim that the teacher provides delayed one. It depends on the teacher's goals and students' needs; he/she provides oral corrective feedback in two different times; sometimes immediately and some others in dilation.

Question08: The focus of the teacher oral corrective feedback

The focus	The students' answers	Percentages %
Content	03	5%
Form	05	6%
Both of them	66	89%
Total	74	100%

Table 18: Content / Form Corrective Feedback

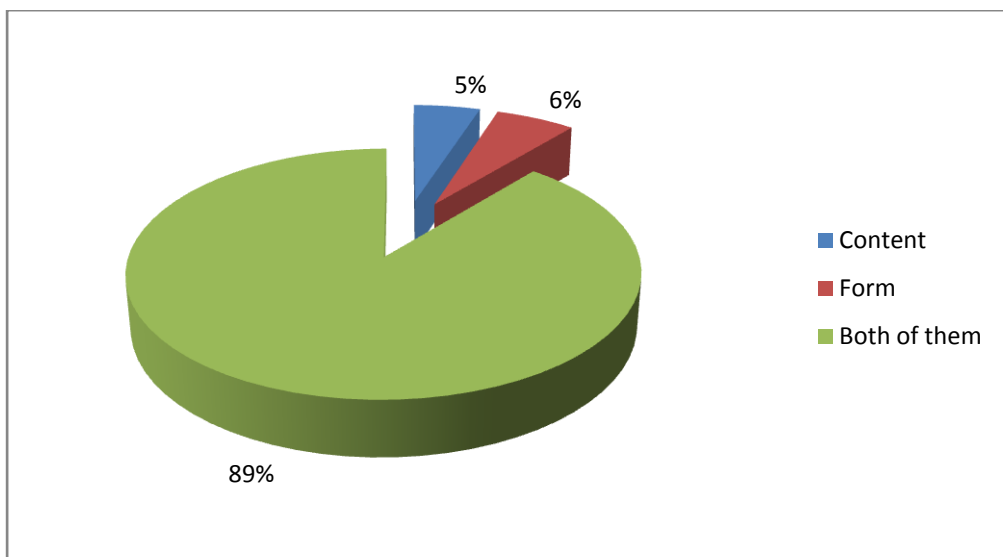


Figure 18: Content / Form Corrective Feedback

Correspondingly, **84%** of the respondents respond that the teacher provides oral corrective feedback on both content and form, **5%** of them reply that the teacher focuses only on the content, **6%** of the focus is on only the form. From the respondents' answers in both questions (9-10), and focuses on both the content and the form of the students' utterances.

Question 09: The students' preference of the teacher oral corrective feedback

Preferences	Students answers	Percentages %
Immediate	12	8%
Delayed	62	42%
In private	62	42%
In class	12	8%
Total	148	100%

Table 19: The Timing and the way Preferences

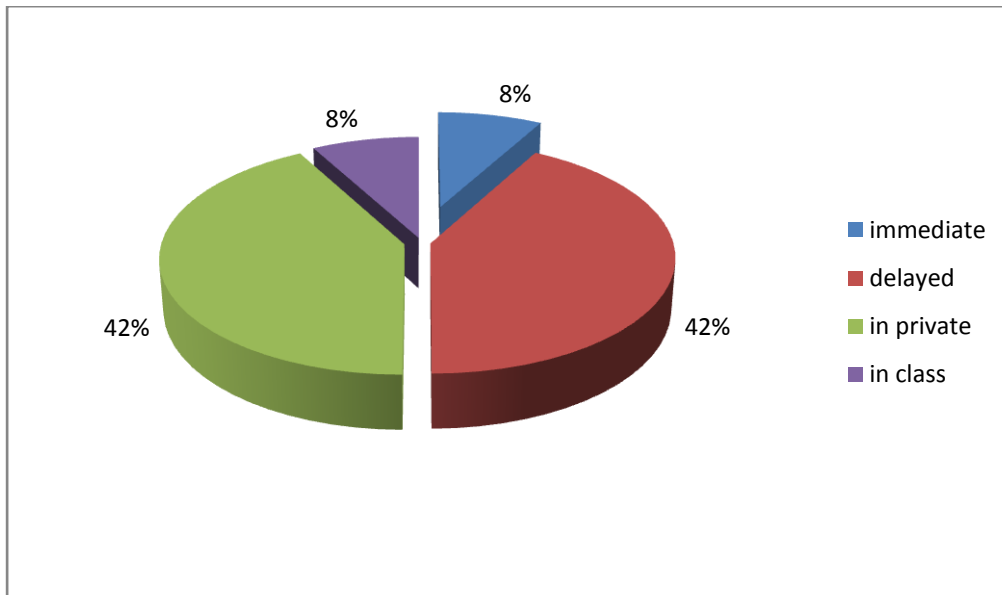


Figure 19: The Timing and the way Preferences

Table 19 shows a clear preference of both the timing and the way of receiving oral corrective feedback from the teacher. The majority of the students **84%** clearly indicate a preference for private delayed correction; **42%**for each, perhaps due to the high affective impacts they receive from corrective feedback. But only 16% would like to be corrected immediately **8%** in front of the class **8%** and following their errors, this may indicates that they perceive low affective factors from oral corrective feedback.

Question 10:The teacher’s strategies of providing oral corrective feedback.

Teacher’s strategies	Number of student	Percentage %
Implicitly reformulates your utterance	51	50%
Explicitly indicates the error and provide the right form	22	22%
Repeats your utterance and stress the errors	05	5%
Asks you to repeat because he/she did not understand your utterances	14	14%
Provides comments or information or asks you about the rule	10	10%

Total	102	100%
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Table 20: Corrective Feedback Most Frequent Used Strategies

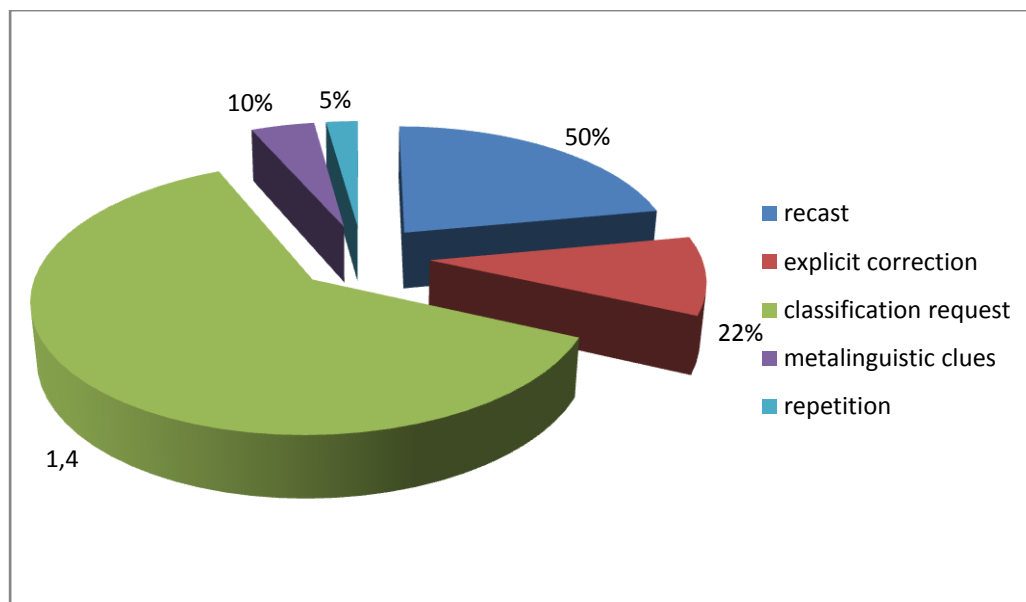


Figure20: Corrective Feedback Most Frequent Used Strategies

The 10th question is to discover which the strategy/s that the teacher follows while providing oral corrective feedback on the students' errors. The most frequently used strategy is recast, with **50%**, it is then followed by explicit correction **22%**. **14%** is devoted for the classification request. The metalinguistic clues and repetition receive only **10%** and **5%**, respectively. It appears that only **29%** of the used types of oral corrective feedback allows the students to self-repair (elicitation, metalinguistic clues, clarification request, and repetition), whereas **72%** (recast, explicit correction) do not give opportunities for the students to repair.

Question 11:The effectiveness of the teacher’s oral corrective feedback in enhance the students oral performance

36% of the students agree to participate in this question, they find it difficult, if not impossible to learn without corrective feedback, and they simply claim that it facilitates the learning because it allows them to immediately compare their errors to accurate models. It ensures linguistic accuracy; it allows them to understand the nature of the errors, also to notice the gap between their deviant interlanguage forms, pushes them to correct their errors and to avoid the same errors in the future. Through the employment of this technique all of the involved students will benefits, not only the one who receives it. It raises the students’ awareness to the errors and their correct forms.

Question 12: Suggestions for the teacher oral corrective feedback

Only **20%** of the teachers provide suggestions. All of them suggest that, the teacher should not provide immediate oral corrective feedback for each and every committed error, otherwise it will be a demotivated aspect, other, is to provide it in private and not in front of all of the class. **14%** of the respondents of this question stated that it is preferable if the teacher collects the most common produced errors, to be corrected together without mentioning the source of the errors. Since the participants are in the first year, their vocabularies are limited, they would prefer in addition to the teacher oral corrective feedback if he/she writes the new vocabularies on the board to see their graphic forms.

1.2 Discussion of The students' Questionnaire.

The students' questionnaire are about investigating the effectiveness of the oral corrective feedback strategies that are used by the teacher on the students' oral performance, to investigate its connection to the students' uptake, how, and at what time the students' would like to be corrected and by whom. The analysis of the students' questionnaire shows that the students face hindrances while communicating in grammar, pronunciation and vocabularies such as misapplications of the rules, in the English language each rule contains exceptions, and due to the lack of the linguistic competences, the students overgeneralize the rules without paying attentions to those exceptions. Another reason, trying to be a fluent speakers of the target language the students follow various strategies to simplify the language, one of which is through omission; they omit the "s" of the third singular person pronouns, moreover, they transfer informal language to the academic one, due to the over listening to songs(slangs), and shortening words, just like when chatting.

After obtaining insights about the students' personal information, it can be deduced that the participants of this presented study are younger ones; they are between 19 and 21years old. Moreover, the majorities are females; because girls are more interested in studying languages than boys do. The percentages of those students who are multilingual and those who are bilingual (those who are able to communicate only in two languages) nearly the same; they may able to communicate in English, Arabic, French, and may be in German. Furthermore, it seems that they have various opportunities to practice English outside the classroom; not only with their teachers, or their colleagues, but rather with other people (friends, relatives, and may be native ones). Chatting with friends and relatives; the students may communicate using English for prestige, to show off, or with natives, in order to learn more and evaluate their oral abilities. These opportunities appear while chatting with friends from the same class, the same country, or other than the same country (foreigners), or with native speakers of the target language (English) through social media, such as: the most used material that is included in the social media is the Facebook. Nowadays, the majority if not all of the students have Facebook accounts, when chatting in English; they may find it easy and gain time (rather than writing Arabic words with English letters. Not only the Facebook that is

used by the students, but twitters also used by the students, or chatting orally with each other through skype. Moreover, many students enjoy listening to English songs; they are able to enhance their oral abilities via listening how native speakers pronounce such words, or just through watching English speaking channels (TV).

Lack of practice, high affective factors, first language interference..., appears to be the most causal factors that lead the students' errors to appear more than once; they lead to the occurrence of fossilization. The lack of practice hinders the students' errors from being reduced; if the students do not have opportunities to interact, produce oral utterances, their errors would not flow up and if they would not, the teacher could not neither raise the students' awareness, nor provide correction for no errors. If their awareness is not raised to the nature of the errors, and receive no correction, they may think that they produce accurate language and thus keeping the producing their errors. The students' affective factors, if these factors get high they result negatively on the students' performance; they raise the filter, that impedes the teacher's input (corrective feedback) from reaching the LAD, and thus the students' output will be the same as before receiving input. Transferring the first language rules, pronunciations, and vocabularies that are not the same as the target language whenever the students get blocked, could lead the production of errors and even after receiving correction from the teacher, they continue producing the same errors; one reason could be forgetting the teacher correction.

The choice of the oral corrective feedback provider may differ from one teacher to another; it depends on the teacher's goals and the students' needs and preference. After analyzing the students' questionnaire, it appears that their teacher provides and allows them to participate in the correction feedback process, in order to evaluate the students' understanding, and attention to the students' errors. The students do not mind receiving peers' correction, they may feel comfortable and feel free when asking clarification from their peers; but, almost all of them are expected and prefer to be corrected by the teacher in private and in dilation. They prefer to be corrective individually, may be due they have high affective factors; they may get embarrassed, inhibited, demotivated, when being corrected in front of the class.

The students have positive attitudes towards the teacher' oral corrective feedback because they do believe that it has great impacts on their oral performance, it enhances their levels, it raises their awareness to the errors, they simply believe that it facilitates the learning because it allows them to immediately compare their errors to accurate models and pushes them to correct their errors and to avoid them in the future. They provide suggestions for the provision of the teacher oral corrective feedback, one of which is for the teacher not to provide immediate correction for each and every committed errors, it may demotivate them, and break down the flow of communication or to provide it privately; individual corrective feedback. They also suggest that it would be preferable to collect the most common produced errors, and write the new vocabularies on the board to see their graphic forms and to be corrected together at the end of the course.

2.The Teachers' Questionnaire:

To obtain reliable and credible results, and to support the findings of the students' questionnaire, the teachers' questionnaire has been conducted with the three oral module teacher at the university of Chadli Bendjidid, El -Tarf university; the English language department, in the academic year, 2015-2016).

2-1.The Analyses Teachers' Questionnaire:

Question 01:The types of errors that are mostly fossilized by the students

Errors' type	The teachers' answers	Percentage %
The " s" rule	03	33%
The misuse of tenses	03	33%
Phonological errors	02	22%
Lexical errors	01	11%
Total	09	100%

Table 21: The Students' Most Fossilized Errors

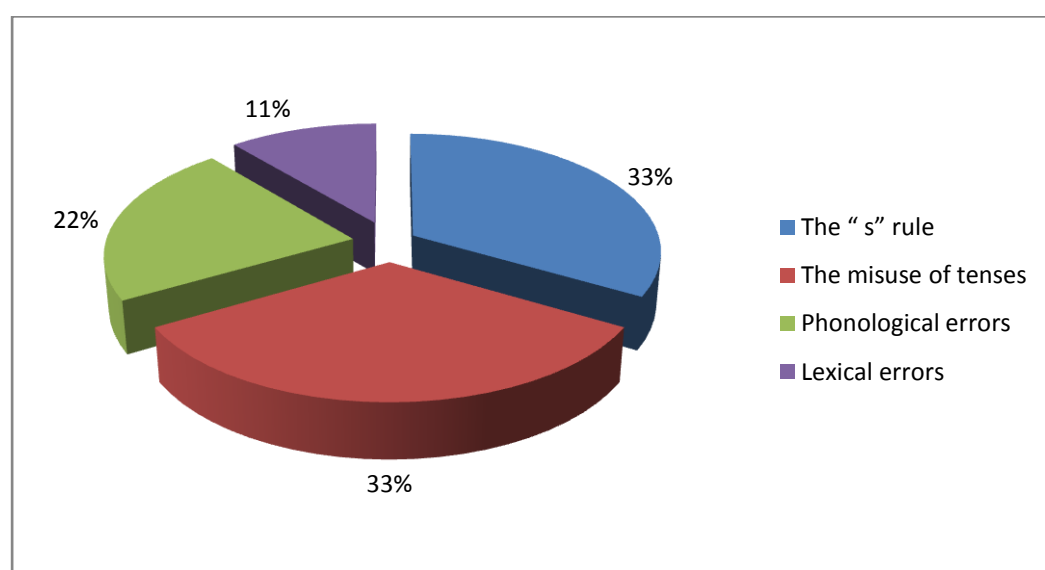


Figure 21: Corrective Feedback Most Frequent Used Strategies

From the above figure, it is shown that the students are mostly suffer from two types of errors, which are the morphological; the “ s” rule **33%** and the second is at the level of syntax; the misuse of tenses **33%**. However, the students are not facing big problems with Phonology as in the previous components of the language (mispronunciation, it receives low percentage; it is about **22%**. The lowest percentage goes to the lexical errors (mis selection of vocabularies,**11%**). It appears that the students may produce errors when constructing sentences, but these errors disappear once they receive correction.

Question 02: The most used strategies of oral corrective feedback

The Strategy	Teachers	Percentage %
Recast	3	25%
Explicit correction	3	25%
repetition	3	25%
Classification request	2	17%
Metalinguistic clues	1	8%
Elicitation	0	0%
Total	12	100%

Table 22: The Teachers’ Focused Corrective Feedback Strategies

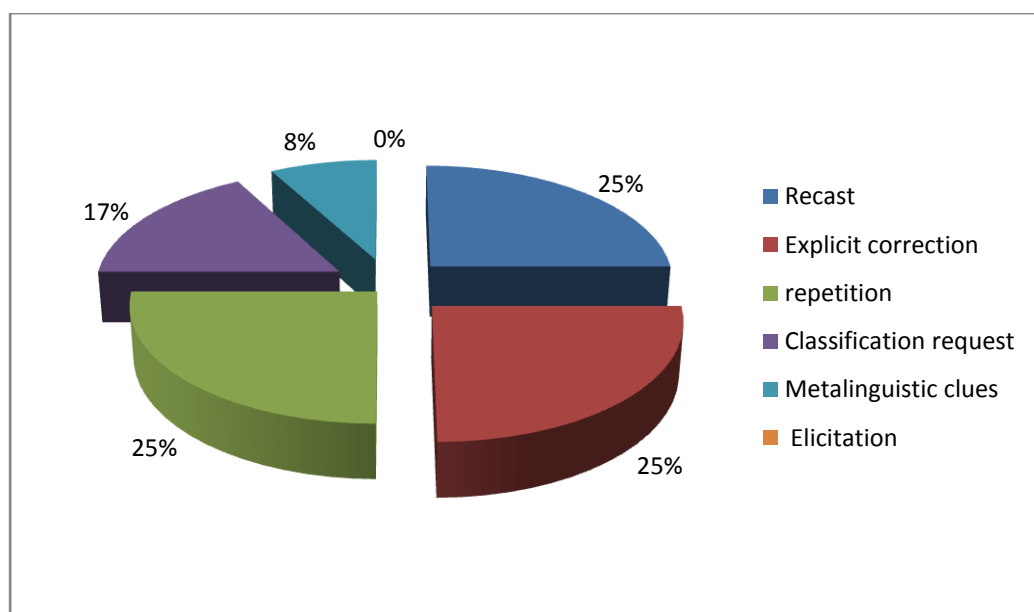


Figure 22: The Teachers’ Focused Corrective Feedback Strategies

From the above figure, the most used strategies by the teachers is the recast, with **25%**. The explicit corrections, and repetition, receive similar percentages; **17%** for each. Classification request, and metalinguistic clues receive also similar percentages; **17%** for each. The teachers do not follow the elicitation strategy;**00%**. The students have **37%** opportunity to self -repair. It appears that the teachers relay mostly on the implicit reformulation of the students’ utterances.

Question03:The effective strategy that lead to the students’ uptake

According to the requested teachers, the results show that through implementation of three oral corrective feedback strategies the learners can improve their levels. Which are the metalinguistic clues, elicitation, and classification request, because they elicit correction, modification of the wrong utterances by the students’ themselves, this strategies build self-reliance, self- evaluation.

Question 04:The students’ response to correction

This question intends to explore the extent of the students’ uptake. All of the involved teachers claimed that their students mostly take their correction into consideration, they repair their errors, however, they confess that not all of the students respond, a minority do not repair themselves; they repeat the same errors even after being corrected, it may be due to the lack of attention, motivation, and the lack of practice .

Question 05:The timing preference of oral corrective time

Answers	Teachers	Percentage%
Immediate	02	67%
Delayed	01	33%
Total	03	100%

Table 23: The Effect of Timing on the Students’ Performance

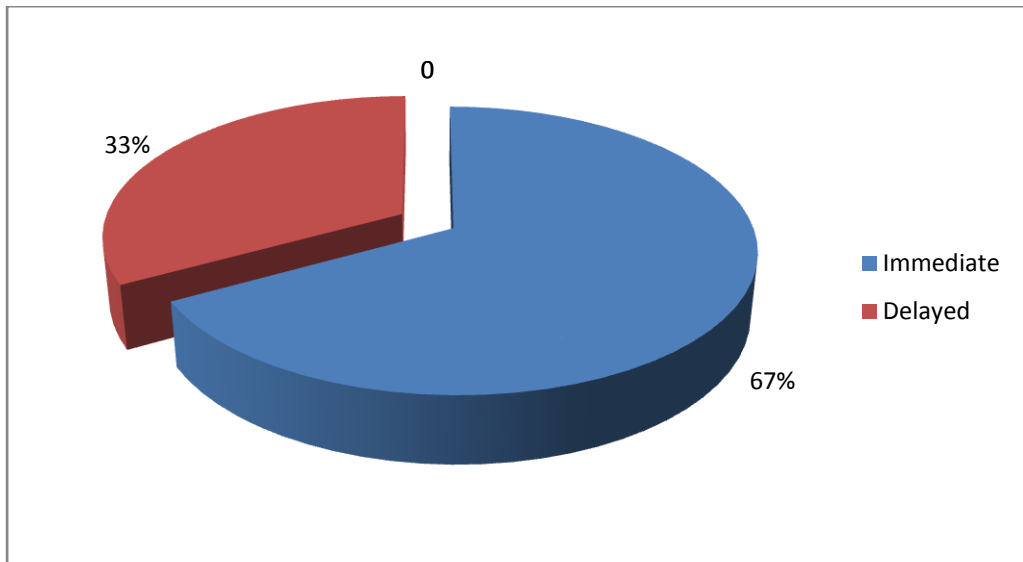


Figure 23: The Effect of Timing on the Students' Performance

This question is devoted investigate the suitable CF timing, and its effects on students' oral performance. The majority **67%** agrees immediate correction is the best, because the language is still fresh in their minds; allowing both the teacher and the students to remember the errors, also it enables students to modify output. In contrary **33%** claims that, in order to keep the flow of communication; not to interrupt, demotivate, embarrassment, cause hesitation, delayed corrective feedback is the most appropriate for students. The results show that each teacher chooses the appropriate timing depending on their goals and their students 'needs.

Question 06:The effects of oral corrective feedback on the students' fossilized errors

From the results and according to the teachers' experiences, oral corrective feedback results in raising the students' awareness to errors, their nature and their appropriate forms. It also works to reduce the production errors, thus enable the students to produce accurate and fluent utterances.

2-2. The discussion of the teachers' questionnaires.

The present study aims to investigate the various strategies that teachers may follow when providing corrective feedback on students' oral production errors in an EFL classroom. Also the students' uptake with correlation to the oral corrective feedback moves. The findings of the study show that there are hindrances that impede the students from conveying accurate and meaningful messages. They are mostly with morphology and syntax. Morphological fossilization appears with use of the "s" rule; they may omit the "s" of the third singular person pronouns, the "s" of the possessive adjectives, they may overgeneralize the "s" of the plural to all kinds of nouns. Whereas the syntactic fossilization manifests with the misuse of tenses), they are unable to differentiate, and make the appropriate use of tenses in different contexts (narrating, describing, exploring, expressing intentions, wishes ...). However, the students face less phonological and semantic fossilization, one reason could be due to the listening to native speakers' video tapes, which represent authentically language sources, with proper pronunciation, appropriate sentence construction.

In order to prevent and overcome these fossilized errors, teachers may make use of various oral corrective feedback strategies, in which this study shows that they frequently rely on the immediate and implicit reformulation of their students' ill formed utterances; they follow the recast strategy, this could be due time limitation; to gain time. Explicit correction is also frequently use directly indicate the error and provide the correct linguistic forms and explain why it is considered as an error, it is used to raise the awareness to the nature of the error and its correct use, and whenever the same error type is produced by the majority of the students, the teacher can realize that the learned rule has not been understood and thus more explanation is needed. However, all of the teachers claim that the students' uptake is more likely to result in response to the employment of the metalinguistic clues, classification request and elicitation. Because they provide opportunities for the students' to correct their errors by themselves and when they are able self- repair their errors, they became aware of the errors and they have understood the nature and the right use of it, and to avoid its occurrence in the future.

The teachers do believe that immediate correction is more effective than the delayed one and since it is an oral course it is appropriate to give oral corrective feedback at spot, when the students make errors because the errors still fresh in their minds. In the oral course, the teacher can make the student pause and offer him/her with the right forms, unlike the written feedback which is in dilation. This view contradicts with the students' beliefs; they prefer to be corrected once the activity finishes, in order not to break down the flow of the communication. Providing corrective feedback on the students' oral performance inside the classroom is a crucial part in the learning/ teaching process, it raises the students' awareness of the errors, its nature, works to reduce the errors and preventing them from being fossilized, accordingly, enhancing both of the linguistic and the communicative competences.

Conclusion

To sum up, the morphological and syntactic errors are the most common speech produced errors; morphological errors are ranked as the most frequent fossilized. Syntactic errors were classified as the second most frequent one. Although all of the requested teachers do believe that through the employment of special oral corrective feedback strategies, which are metalinguistic clues, elicitation, and classification request are the most likely contribute to the students' uptake, they mostly rely on the recast and the explicit provision of correction. Along with the teachers' experiences in teaching oral course the best time to provide such feedback would be immediately and in front of the classroom, in order for other students to benefit from others' errors.

PART TWO: THE PRACTICAL STUDY ABOUT THE ROLE OF THE TEACHER'S ORAL CORRECTIVE FEEDBACK

PART TWO: PEDAGOGICAL IMPLICATIONS

Introduction

The third chapter (presentation and discussion of the findings) is divided into two parts; the first one is devoted to an experimental study into the role of the teacher's oral corrective feedback, whereas the second is devoted to pedagogical implications. This part includes: talking about the limitations of this study, the pedagogical implications and recommendations, and suggestions for further research and readings.

1. Pedagogical Implications

EFL students as beginner practitioner of the English language facing different difficulties and obstacles that hinder them from being fluent speakers and conveying meaningful messages; in order to improve the students' oral performance teacher should employ different oral corrective feedback strategies as alternative methods in reducing the students' errors and preventing them from getting fossilized. To effectively accommodate, support and promote the characteristics and skills of the successful techniques.

Teachers should be trained in the best way to provide oral corrective feedback on students' oral performance. Basing not only on the present data and also on the previous studies, that teachers in fact have various strategies in which they could follow to correct students' oral errors and at different times. Furthermore, the students in response, they respond to the corrective feedback by showing signs of learner uptake; repairing their errors, avoiding them in the future and correcting their peers' errors. In the training programs, the teachers should be guided towards self-awareness from an early stage onwards in their teacher education. Additionally, teachers should conduct a need analysis to obtain insights about students' needs and interests. Moreover, they should evaluate and examine the implemented strategies, whether it suit the students' levels and their preference, look for other alternative strategies that best help students in improving their oral performance. It is always beneficial

to take a look at one's own and colleagues' actions and perhaps adjust the teaching techniques to benefit the learning process of the students.

2. Limitations of the Study

This study had several limitations in examining the effectiveness of the teachers' oral corrective feedback on the reduction of the students' fossilization. Since this is the first time to take off a research project, the limitation was due to the lack of experiences in writing an academic research paper, this lack adds to the difficulty of choosing the suitable and the appropriate research methods, choosing the right data collection instruments. The second limitation being was limited by the duration of the study; the time and scheduling constraints of the oral courses. Moreover, the limitation of this study results from the selection of the groups, the total number of the first level students is 222, they are divided into three groups, the researcher get confused which group will satisfy the needs of the study.

Another limitation of this study is the lack of the data on the chosen topic (oral corrective feedback). Moreover, it is found that there are a great deal of data on some subtitles, however, some other subtitles; the data about them is too limited (under the same title). With the department limitation of the pages (no more than 120 page), the researchers found it challengeable to narrow the focus and to choose the most necessary, useable titles to include. Not only that it was difficult to make a parallel between chapters (the theoretical and the practical parts), and between the subtitles under the same title.

3. Suggestions for further research

The EFL teachers should encourage the students to participate inside the classroom setting, without inhabitation, taking care neither about the setting in which they are, nor about their oral produced errors and their teachers' correction. Teachers have to build a relaxed and comfortable atmosphere; build a community sense in the classroom, based on trust, sharing respect to each member of the class, teach them how to provide oral corrective feedback and also accept their peers' correction not only the teachers' ones. Moreover, they have to consider the criteria that make the oral corrective feedback effective, such as the appropriate

timing, ask students how and when do they like to be corrected and by whom(the teacher or their peers), also the appropriate strategies that are more likely to enhance the students' oral performance. Teachers have to give opportunities for the students' to self- repair, teach them to be self- responsible for their learning, through implementing specific strategies of the oral corrective feedback: metalinguistic clues, elicitations, clarification request, and repetitions.

Conclusion

Before conducting this study, many pedagogical facts about both the teaching and learning processes were ambiguous. However, carrying out this study enlightened some of those hidden facts. It gave new insights about the putative causal factors that contribute to the production of errors; under which circumstances the errors are to be reproduced more than once. Moreover, teachers' employed strategies that aim at preventing errors from being fossilized. It also gave insights about the effective way of providing oral corrective feedback without demotivating students, or causing inhibition or embarrassment. In general, this study was a profitable experience for the researchers, for the life- long careers.

GENERAL CONCLUSION

Various studies investigate the role that the corrective feedback plays in second/foreign language learning and teaching, it has been referred by some of linguists and researchers as negative feedback, a kind of correction. Some of raised studies conclude that the teacher oral corrective feedback has great impacts on the teaching and the learning process. It has benefits on both the teacher and students. To conclude, the findings of the present study have shown that EFL students have strong positive attitudes towards the usefulness and usability of the teacher's oral corrective feedback inside the classroom setting; this technique enhances both the students' linguistic and the communicative competences. Moreover, it helps both the teacher and the students to prevent the occurrence of errors in the future and reduces the phenomenon of fossilization. This information does provide motivation for language teachers to continue the practice of corrective feedback, as the learners clearly see it as a benefiting factor in their language learning. However, teachers should be careful when they make use of the oral corrective feedback technique; they have to be cautious when they apply the different oral corrective feedback strategies, because some of these strategies are more likely to cause anxiety, demotivate learners to learn. Thus, Language teachers should focus on determining how to provide corrective feedback that is tailored for each student and takes into account his / her language skills and affections, rather than spending time on wondering whether they should correct errors or not.

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Résumé

La correction orale joue un rôle actif dans l'apprentissage d'une langue seconde ou étrangère ou il est devenu les questions les plus importantes de l'école récemment que les nombreux scientifiques de plusieurs études afin de tester la validité et suivre l'utilisation de diverse stratégie de correction orale dans l'éducation. La découverte du rôle actif derrière l'utilisation d'un professeur de ces stratégies pour aider les élèves a amélioré la langue et a repris la voie orale ainsi la réalisation des objectifs d'un professeur est le but de cette études. Nous avons réalisé cette étude avec les étudiants du premier groupe de la première année Anglais au niveau de l'université Chadli Bendjedid, El-tarf. Présente par patch approprié par l'enseignant aux collègues a joué un rôle dans la sensibilisation des élevés de la nature des erreurs et de les traiter et comment les évitera l'avenir ce qui nous amené a élever leur niveau d'utilisation et la prononciation des mots de les utiliser dans le contacte de la langue orale appropriée avec tout loi polyvalence et la maîtrise.

المخلص

يلعب التصحيح الشفوي دورا فعّالا في تعلم اللغة الثانية أو اللغة الأجنبية؛ حيث أصبح من أهم المسائل الدراسية في الآونة الأخيرة، إذ قام عديد العلماء بعدة دراسات من أجل اختبار صلاحية إتباع واستعمال استراتيجيات التصحيح اللغوي المتنوعة في التعليم . اكتشف الدور الفعال وراء استعمال الأستاذ لهذه الاستراتيجيات في مساعدة الطلبة في تحسين مستواهم اللغوي الشفوي وكذلك تحقيق أهداف الأستاذ هو هدف هذه الدراسة . حيث أجريت هذه الدراسة مع قسم طلبة السنة الأولى لغة انجليزية بجامعة الشاذلي بن جديد الطارف الفوج الأول. تقديم التصحيح المناسب و في الوقت المناسب من قبل إما الأستاذ أو زملاء له دور فعال في رفع وعي الطلبة بطبيعة الأخطاء اللغوية ومعالجتها وكيفية تفاديها في المستقبل، مما يؤدي إلى رفع مستواهم في استعمال ونطق الكلمات جيدا وتوظيفها في السياق اللغوي الشفوي المناسب بكل براعة وإتقان.

Appendix A

The Students' Questionnaires

Dear Students,

We would be so grateful if you could help us in gathering information. It is needed for the accomplishment of a master dissertation .We direct this questionnaire to investigate the effectiveness of teacher's oral corrective feedback upon student oral performance. Therefore, we found it necessary to involve our first year English students at Chadli Bendjedid University. Please, give as precise answers as you can, tick (√) your answer (s) in the corresponding box (es), and make a full statement whenever necessary. Be sure that the answers you provide will certainly remain confidential and will only be used for research purposes.

Thank you for your time and for your collaboration

Part One: Personal Information

1. How old are you? (Please tick the appropriate age group)

19-21

22-25

26-28

30 and above

2. Specify your gender

Male

Female

3. Are you?

Monolingual

Bilingual

Multilingual

4. How many days a week do you study oral course?

Once a week

Twice

Triple

5. What is your oral module average?

Below 10

10-12

13-15

16 and above

6. Do you have opportunities to practice English orally outside classroom setting?

Yes

No

Is it through?

Listening to songs

Watching TV

Social media

others

.....
.....
.....

PART TWO:

A- Classroom Oral Activities

1-What is /are the speaking activities that he/she focuses most?

Discussion and debates

Assimilation and role play

Jigsaw activity

Communicative games

Others

.....
.....
.....

2-Does your teacher make these activities?

A learner-centered

A teacher-centered

Learners-teacher approach

3- What would be your feeling when you perform such a kind of these activities?

Comfortable

Afraid

Embarrassed

4- Do you think that oral courses enhance your oral performance? Explain?

Yes

No

.....
.....
.....

B-Fossilization and Corrective Feedback

1- While communicating, have you ever faced difficulties with?

Mis pronunciation

Grammar rules

Lack of vocabularies

2- What do errors means to you?

Are they inevitable and essential parts in learning

They are of no value

Make you resent, demotivated

3- How often do you produce the same errors even after being corrected by the teacher or by your peers?

Always

Sometimes

Often

4-What are the factors that lead you to repeat the same errors?

First language interference

Lack of practice

Lack of vocabulary

Anxiety and shyness

Lack of motivation

5-Are you able to correct yourself?

Yes

No

6-Once you were unable to correct yourself, who will correct or provide you with corrective feedback? Which one you prefer most? And why?

Your peer

Your teacher

.....
.....
.....
.....

7- Does your teacher provide you with... oral corrective feedback?

Immediate

Delayed

Postponed to another session

8- How you would like to be corrected?

Immediately

Delayed

In Private

In Class

9- Does teacher's oral corrective feedback based on?

Content

Form

Both of them

10- What are the strategies that your teacher follows to provide you with oral corrective feedback? Is it through?

Implicitly reformulates your utterance

Explicitly indicates the error and provide the right form

Repeats your utterance and stress the errors

Asks you to repeat because he/she did not understand your utterances

Provides comments or information or asks you about the rule

11-In your opinion, to what extent does teacher's oral corrective feedback enhance your oral performance?

.....
.....
.....

12- Suggestions towards oral corrective feedback?

.....
.....
.....
.....

Appendix B

The Teachers' Questionnaires

1-What are the students' common fossilized errors?

The "s" rule	Misuse of tenses	The utterance structure
Mis selection of vocabularies	Mispronunciation	

2-How do you typically provide oral corrective feedback?

Recast	classification request	metalinguistic clues
Elicitation	explicit correction	repetition

3- From your experience, and from the previous presented corrective feedback strategies, which is the effective corrective feedback strategy/strategies that lead to the students' uptake?

.....

.....

.....

4-What would be the students' reaction towards CF?

Respond /repair	ignore it
-----------------	-----------

.....

.....

.....

5- Along your experience in teaching oral courses, which time is the best for providing oral corrective feedback? Explain?

.....

.....

.....

6-What is/ are the effects of oral corrective feedback on the students' errors?.

.....

.....

.....