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The Importance Of Self-Correction In Optimizing Student's Oral Production

Case Study of English Master One Student at Chadli Bendjedid
University-El Tarf

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The Requirements for the Degree Master In Didactics of English*

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Dedication 1

I dedicate this work

**First to my dear Parents for their encouragment and
motivation during the period of my studies.**

To my brothers and siter .

To all my friends and collegues.

Fatma Zohra

Dedication 2

I dedicate this work

**First to my Parents for their encouragement and
patience during my studies .**

**To my brothers and sisters without forget the
little kids (Malak , Sadjed , Israa , A Rahim ,
Aya.....)**

**To all my family and all who know me . To every
one has the family name Zouaoui laiche .**

Khadidja

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List of Abbreviation and Acronyms

FL : Foreign Language

L2 : Second Language

ESL : English of Second Language

EFL : English as Foreign Language

TL : Target Language

%: Percentage

IE: It means

Abstract

Learning second or foreign language require to master speaking skill because of it's importance regarding the four skills . There are some problems and difficulties that threat the oral production of the students. Some of this problem come from the atmosphere of classroom and other from the student's themselves. So, this research paper aims to investigate the importance of self-correction in optimizing student's oral production and it sicks to hilight several techniques and strategies that can help learner to cover their deficiencies and difficulties in their speaking. Also this study aims to present self-correction as an effective technique used by students when they make mistakes. Descriptive method is adapted to achieve the validity of the hypothesis. Questionnaire is submitted to master one students at Chadli Bendjedid University. The result of this study appeared that self-correction is the favorite type of correction according to the students because it is an important technique in the learning process. Self-correction lead students to be independent and taking responsibility for their own perfomance. Moreover it is good opportunity to learn from mistakes. Self-correction considers as a best way to enhance students speaking skill if the teacher motivates them to use it inside the classroom.

ملخص:

يتطلب تعلم اللغة الثانية أو اللغة الأجنبية إتقان مهارات التحدث بسبب أهميتها فيما يتعلق بالمهارات الأربع. هناك بعض المشاكل والصعوبات التي تهدد الإنتاج الشفهي للطلاب. تأتي بعض هذه المشكلة من جو الفصل الدراسي وغيره من الطلاب أنفسهم. لذا ، تهدف هذه الورقة البحثية إلى التحقق من أهمية التصحيح الذاتي في تحسين الإنتاج الشفهي للطلاب وإدخاله إلى العديد من التقنيات والاستراتيجيات التي يمكن أن تساعد المتعلمين على تغطية النواقص والصعوبات في التحدث. كما تهدف هذه الدراسة إلى تقديم تصحيح ذاتي ك تقنية فعالة يستخدمها الطلاب عند ارتكاب الأخطاء. تم تكييف المنهج الوصفي لتحقيق صحة الفرضية. يتم تقديم استبيان لإتقان أحد الطلاب في جامعة الشاذلي بن جديد. ظهرت نتيجة هذه الدراسة أن التصحيح الذاتي هو النوع المفضل للتصحيح وفقاً للطلاب لأنه تقنية مهمة في عملية التعلم. يؤدي التصحيح الذاتي الطلاب إلى أن يكونوا مستقلين ويتحملوا المسؤولية عن أداءهم الخاص. علاوة على ذلك ، إنها فرصة جيدة للتعلم من الأخطاء. يعتبر التصحيح الذاتي أفضل طريقة لتحسين مهارات التحدث لدى الطلاب إذا كان المعلم يحفزهم على استخدامها داخل الفصل الدراسي.

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General Introduction

General Introduction

1-Background Information

In the process of learning the main purpose of the student is how to ameliorate and develop their skills . Speaking skill is one of the crucial elements of the communication process which takes a very big stake of researchers and studies because speaking has big importance in all fields of life. « Speaking is the vehicle par excellence of social solidarity, of social ranking, of professional advancement and of business, it is also the medium through which much language is learnt, and which for many is particularly conducive for learning. Perhaps , then , the teaching of speaking merits more thought » (Bygate, 1987). So, evidently speaking a proper language is a necessity because it is the bridge which enable learners to communicate with others to achieve particular objectives . Speaking a language requires the ability to use that language in professional way. However, learners face many problems and difficulties which hinder their oral production. This is why optimising oral production is one of the most challenges that student seeks to achieve . On the other hand , self-correction is adopted to be as a technique to optimise student's oral production .According to Edge (1989) it is the more effective way because students prefer this type of correction, it is more pleasant and less stressful for them .Teacher have to motivate students and give them the opportunity to correct themselves when they made mistakes in what they said . So it is clear that self-correction is the effective tool to improve student's oral production .

2-Statement of the Problem

Learning speaking skill is the most important challenge which many learners are interested with because it is the only skill that learners need in all fields .Therefore learners must be proficient in oral.However,through the observations of student's oral presentation. It has been noticed that student have many difficulties and deficiencies in speaking English accurately and fluently.This is the most common problem of the majority of the student as a

result of such factors. Therefore, students are looking for techniques and strategies to realize some ameliorations and enhancements in their speaking skill. This is why self-correction is adopted to help students to improve their oral production.

3- Research Questions

1. Is self-correction an effective and successful strategy to improve student's oral production ?
2. To what extent, self-correction is an important technique for learning speaking skill
3. What strategies need to be incorporated in correcting student's mistakes in oral production ?

4- Hypotheses

- If student use self-correction as an effective and successful strategy they will improve their oral production
- Self-correction is a strategy that makes students able to correct their mistakes and build self confidence
- students prefer to use self-correction rather than teacher or class mates correction to make the listener know that they are aware of their mistakes

5- Aims of the Study

This research aims to show the main problems and factors which may affect and hinder students oral production. Besides, mentioning the strategies that students can use to encroach these factors. Moreover, it seeks to highlight the importance of student's self-correction in studying English as a foreign language and as a tool to enhance their oral production. Also, it aims to make students aware of the effectiveness of self-correction and how can students benefit from it. This work might be used as a push to raise student's awareness toward using self-correction. Also, it is considered as a starting point for other researchers to carry on this study.

6-Research Methodology

In order to have enough data and relevant information concerning this study. This research is conducted through descriptive method as an appropriate way to investigate the hypotheses. Questionnaire is conducted to master one students at Chadli Bendjedid University.

7-Structure of the study

Our research study is divided into three chapters . The first one deals with theoretical part of the two variables which are : speaking and self-correction . The first variable focuses on the definition of speaking , it's importance , speaking as an oral productive skill , component of oral proficiency , learning speaking difficulties and strategies while the second variable focuses on self-correction. The reader can find reasons of making errors and mistakes , errors vs mistakes , learner and teacher attitude toward errors then error correction and it's types, the definition of self-correction and it's types , importance also self-correction as a learning strategy . The second chapter deals with the practical part presents the data analysis and results . It has been focused on student's questionnaire which are administered to master one students at Chadli Bendjedid University ; the description of the questionnaire and the discussion are presented. The third chapter deals with finding of the study, several suggestions and recommendations which addressed to the reader in general and specific to teacher and learners without forget the obstacles and the limitation of the study.

Chapter 01

Literature Review

Section One : Speaking Skill

Introduction

The first chapter is an attempt to give the literature review of speaking skill. It starts with the basic concepts and its definitions in addition to its importance in the communication process. Also, it provides the component of oral proficiency and the most important strategies which can solve and facilitate the difficulties that might be faced by learners. This chapter sheds light on self-correction as an effective strategy in enhancing student's oral production by giving enough information concerning this strategy.

1.1. Definition of Speaking Skill

In defining speaking skill two approaches arose to define speaking. The bottom-up and the top down approach. According to the bottom-up view, Bygate (1987) points out that the focus on speaking was on motor perceptible skill. Within this context is defining as the productive authority signal designed to produce differential verbal responses in listener. It is the combination of sounds in syntactic way with taking into consideration the specific principals in order to form meaningful utterances. This approach has been adopted by audio-linguism. Far from this approach, speaking is reactivity process which construct meaning that involves producing, receiving and processing information Brown (1994). Speaking is the delivery of language through mouth, the process of speaking skill is a combination of creating sounds and using many parts of our body (Ahmed, 2016). Rivers (1981) illustrated that there is reciprocal interaction between listener and speaker, Bygate (1987) adopted the same view. He says that the person when speaks in front of us is able to show either he agree or disagree, understanding or not. That is to say there is a reaction between the speaker and the listener.

1.2 .The Importance of Speaking Skill

Speaking in a second or foreign language has often been viewed as the most demanding of the four skills. (Bailey and Savage, 1994). Through Bygate's (1987) view it is clear that speaking is the most useful skill in the society and specially in the communication process.

Qureshi (2000, P.2) stated that language is a means of communication, in which people exchange ideas and informations and express opinions through speech, without speech a language is reduced to a script. The use of language is an activity which takes place within the confines of our society. Language is used in different situations. People in any field, either in a medical laboratory or in language laboratory are obliged to speak correctly and effectively in order to communicate well with others. Any gap in communication results in misunderstandings and problems.

For smooth running of any system, the speaker of language needs to be professionally and purposefully trained in the skill of speaking (Qureshi 2000). In order to be a professional communicator, a speaker needs to be proficient in all skills (listening, reading, and writing). However, the ability to speak skillfully provides the speaker with several distinct advantages. The ability to express one's thoughts, opinion and feelings in the form of words. Speakers have to put them in a meaningful way. The pleasure of sharing one's ideas with others is immense. The better understanding of ourselves is realized only when we speak together. Robert Frost said « I am a writer of books in retrospect, I talk in order to understand, I teach in order to learn ». (as cited in Qureshi, 2000). Undoubtedly, the clarity in speech reflects clear thinking.

Only the professional speaker can attract the attention of the audience and hold it till the end of his message. Speaking skill is important for career success. However, certainly that

limited to ones' professional aspiration. The personal life of people can be optimized through speaking skill.

1.2. Speaking as an Oral Productive Skill

Speaking and writing are included in the productive skill of a Foreign language, they are two main components of the crucial process of communication (Redondo, 2002). Concerning the speaking skill Chastian (1998) stated that speaking is a productive skill and it involves many components, speaking is not only producing sounds and selecting the appropriate words or making the correct grammar construction. (as cited in Prieto, 2007, P.81).

According to Hymes (1972) oral skill is the ability to communicate in the right way with special speech community that seeks to achieve its objectives. Not far, Bygate (1991) points out that oral production is the ability to produce sentences in different types of situation. Likewise O'malley and Valdez say that oral production is the way people share information about things they are familiar with, of course with taking into consideration the conversational context. (O'malley & Valdez, 1996). (As cited in Bygate 1994) create a list of facilitation and accommodations strategies that help students to facilitate their oral production. He says that students are able to facilitate their oral production through these features and it is important for them to get used to compensating for the problems. These strategies are ellipsis, short-cuts, time, creating devices and formulaic expression.

1.4. Components of Oral Proficiency

1.4-1. Definition of Oral Proficiency

Fisk (1969) asks the question if it is the ability to express ones' thought only by vocabulary and knowledge of structure, or just the ability to imitate accurately with spoken sounds of second language and to respond with an appropriate dialogue. While, Bachman (1990) proposed two components of professional oral communication which are

organizational and pragmatic competence. Organizational includes grammatical and textual competence and pragmatic includes sociolinguistic competence.

Many researchers such as Bygate and Nunan... gave many definitions to the oral proficiency, but in general oral proficiency involves characteristics and features of target language. Speakers who are supposed to be competent and skilled should be fluent, accurate and knowing proficiency accent and rating. (Samira, 2014, P.34) .

1.4-2. Fluency

Oral fluency is one of the crucial features of proficiency in speaking. The term fluency has several meanings, the most common which is pertained to high proficiency is that is ideal grasp of the vocabulary and grammar of language. fluency also defined as a phenomenon concerned with flow, continuity, authenticity or smoothness of speech (Rossiter, Derwing, Manintim, & Thamson 2010). According to Segalowitz (2003) as cited in Solcova (2011) the term fluency is « the ability in the L2 to produce or comprehend utterance smoothly, rapidly and accurately ». which means the fluent speaker is who produce his FL fluently without making poses every where , with good pronunciation of words. fluency is concerns with tow main aspects ; speed delivery and regularity ,ie , natural amount and distribution of poses.

1.4.3. The Importance of Speaking Fluency

The linguist Brumfit (1984) states that the ability to speak fluently can enable speaker to produce continuous speech and meaning without comprehension problems for the listener.

(As cited in yang, 2014.). Ritchard (1985) argued that the importance of fluency is that it is criterion of communicative proficiency level. Therefore, it is clear that speaking as communicative skill involves fluency as one of the important components of communicative competence. Hedge (2000) ultimately classify the fluency development into criteria list of communicative proficiency for being as native speakers.

1.4-4. Accuracy

The term accuracy means the use of the linguistic form in correct way (Grammatical accuracy), correct use of register (sociolinguistics accuracy), exactness vocabulary (semantic accuracy), and correct use of cohesive implements (rehetorical accuracy) (Ommaggio, 1998) (as cited in Stein 1990) Iwashita (2010) states that there is no error in the accurate speech or in other way it is error-free.

Both concepts ; fluency and accuracy are similar in meaning. Technically speaking, the term fluency is hypernym, being fluent not only to produce utterances smoothly and rapidly but also accurately. (Scolva, 2001).

1.4-5. Syntactic Complexity

Syntactic complexity can be as the range and variation of syntactic patterning and the complex variation of grammar and structural sophistication. (Ortiga, 2003.). Syntactic complexity or as it meant syntactic naturity or linguistic complexity is the range of forms that surface in language production and the sophistication on degree of such forms (Samira, 2014).

1.5. Learning Speaking Difficulties

It is clear that speaking is the most important of the four skill. In fact, the common problem that faced by the learners is that they study English for many years but, still have difficulties in speaking. (Rodriguez, 2010). It has been mentioned earlier that there are some pscycological factors that hinder student from participating their speaking in English class (Al Nakhalah 2010).

Learning to speak a language is a very difficult task for L2 or FL learners, because it needs a proper use of language in social communication. Kang shumun pointed that learners must also learn about knowledge of how native speaker use the language in the context of structured interpersonal exchange, in which many factors interact (as cited in Latha, 2012). Some problems in ESL class can cause the fail in the process of speaking. It is deedful to

analyse the difficulties that affecting oral communication,elements dependant speaking proficiency and particular skills or strategies in communication. Some of the problems and difficulties encounter learners speaking skill are mentioned bellow (Latha,2012) .

1.5-1. Learner Inhibition

Learner inhibition is the most common problem that encountred by the learner in the language acquisition process. speaking activities need a learner to attract the attention. Speaking in front of the audiance can often give learner stage fear they may also worried about making mistakes. Afata (2008) adds that this fright is linked to the issue of correction and negative feedback also the fear of being laughed by other students, or creticised by the teacher, this results the failure in their performance whether they make a lot of mistakes or not .

Inspite of having a very good knowledge in the area or totally keeping silent.(as cited in latha 2012.p.2-3).

1.5-2.Lack of Motivation

Another reason that hinder the learners to participate in speaking activities is the lower motivation levels or lack of motivation which result the hesitance in active participation in the speaking activities that leads to poor practice or no practice at all (Latha,2012.p.2-3).

1-5-3.Lack of Subject Matter

Learners faced another problem which is the thinking about the subject that they will talk about. They think that they have nothing to say in particular topic. In fact, they may be bored or feel that there is no relationship to any thing they know. If it is the case, they will become immotivated to speak. However ,the fact is they should be participating in it actively.(Latha,2012 .p .2-3)

1.5-4 .Lack of Proper Vocabulary

This problem faced by English as second language /EFL learners is the searching of appropriate words . But, they don't find words which are relevant to the context. This due to the lack of knowledge about different vocabulary. This may lead to fail in communicating fluently in English which also leads to losing confidence and lack of motivation to speak . This may consequence the overuse of fillers in their speak and conversation and they give incomprehension statements .(Latha,2012 .p2-3)

1.5-5.Lack of confidence

Learning EFL requires continued practice and patience .Mastering the language and achieving fluency is difficult task for the learner, this is what learner think ,this lack of confidence prevents them from learning the speaking skill (Latha,2014.p 2-3)

1.5-6. Anxiety

Speaking in first language or FL in public and particularly in front of native speaker often cause anxiety. Sometimes ,extreme anxiety makes the learner tongue-tied or lost for words in unexpected situation leading to discouragement and general sense of failure in the learning process .Unlike, children,adults, are very careful about making errors and mistakes. For the learner making mistakes would be public display of ignorance which would be a clear occasion of losing face. This is one of the major factors for the inability to speak in English. (Latha,2014 .p.2-3)

1.6 Learning Speaking Strategies

1.6.1 .Speaking Strategies

Learning strategies is one of the important components of language learning .Speaking strategies are those techniques used by learners to cover any communication deficiencies while speaking English (lopez,2010). According to O'malley and Chamot(1990) speaking strategies are important because it helps FL learner to speak the Target language effectively.

(as cited in Lopez .2011). Furthermore, speaking strategies are conscious plans for solving an individual problem in reaching a particular communicative goals (Samira,2014). Speaking strategies can be outlines as:

1.6.2 . Paraphrasing

Paraphrasing can be considered as a speaking strategy,when the TL learner searching in his /her background of the TL in order to find vocabularies to reformulate ideas, that is equal to the first one in the meaning that the speaker used (Samira,2014,p.).Wei (2012) listed three subcategories of paraphrasing .

A- Aproximation: the use of TL vocabulary item or structure which the speaker knows that it is not the relevent one. But, they shares the same semantic features with the desired item to satisfy the speaker.

B- word coinage: the learner's creation of new word in order to communicate a disired concept.

C- Circumlocution : The learner's describing the characteristics or elements of an object or action instead of using the appropriate TL structure .

1.6.3.Borrowing Strategy

Borrowing strategy includes using the mother tongue or other language to solve facing problems in L2 (Samira,2014.). Bygate (1987) proposes four types of borrowing (as cited in Hmaid,2014 .p24)

A -Literal translation: The learner translates word for word from the native language (Bygate,1987).

B -Code Switching:The learner uses the native language term without bothering to translate (Bygate,1987)

C- Apeal for Assistance: the learners ask for correct term (Bygate,1987).

D -Mime: The learners use non verbal strategies for lexical item (Bygate,1987).

1.6.4 . Repetition

speakers of TL use this strategy in order to gain time they repeat the same utterance in order to give themselves time to think what they can say after that (Samira,2014).

1.6.5. Self correction

Cock (1996) described this technique as a speaking strategy used when the speaker is aware that he/she already makes mistakes and he/she is trying to correct it (as cited in Samira,2014).

Conclusion

To sum up, learning speaking skill is large issue. But, at the same time it is a complex and difficult task for both learner and teacher. So, it is necessary to achieve huge analysis and study of all what is related to this skill strategies of teaching and learning, problems and difficulties...to enable the learner and the teacher to investigate amelioration and improvement in speaking skill.

Section Two : Self-Correction

Introduction

It has been regarded that errors and mistakes play an important role in the learning process committed by learners in the classroom. Teachers have to aware their learners about errors which are useful and helpful in the process of learning . They should motivate and encourage their learners even when errors and mistakes appear.

2-Student's Reason of Making Mistakes and Errors

As it is mentioned before making mistakes is the result of several factors such as stage fright, anxiety. Mistakes and Errors caused because of : a- Ignorance, of not knowing the rules , the structure of the language and so on . b- The inability of students to apply what they have learnt . The behaviourist approach treats the mistake and Error as a symptom of non- effective teaching, as proof of failure . The mentalist attitude considers mistakes and errors as proof that the student is learning . The student learns even more from mistakes and errors when they are carefully corrected . In order to correct those mistakes learners have to know about it whether they are errors or mistakes because it is possible to correct mistakes and not possible to correct errors. This is why learners have to distinguish between errors and mistakes.

2-1-Definition of Error

Hendrickson (1978,p.387) defines errors as « a word derived from errare meaning to wander, roam, or stray » depends on its use for a particular purpose or objectives. For the purpose of discussion on error correction in foreign language teaching. Hendrickson defines an error as an utterance , form or structure that a particular language teacher deems unacceptable because of its inappropriate use or its absence in reading discourse. (cited in Krushna p.36). He sees the language is used by the teacher to be a crucial factor in deciding what an error is in relation to reading discourse to which a form in consideration may be compared.

Corder(1967,p.160) defines errors as « a systematic consistent deviances characteristics of the learner's linguistic system at a given stage of learning. Corder asserts that the learner is using a definite system of language at every point in his development, although it is not ...that of the second language ...the learners are themselves systematic» (cited in Krushna p.36). It means that errors are deviation. Dulay, Burt and Krushen (1982 , p.138) also consider errors to be deviations. They say : « Errors are the flawed side of learner speech or writing . They are those parts of conversation or composition that deviate from some selected norm or nature language performance » .« I shall define an error as a form or structure that a native speaker deems unacceptable because of its inappropriate use » (Johanna Klassen 1991,p.37) . The above definition discover the following features of errors as a deviation related to the student stage of language learning.

2-2-Definition of Mistake

According to Corder (1967, cited in Krushna ,p.38) defines mistakes « are deviations due to performance factors such as memory limitations 'eg ,mistake in the sequence of tenses and agreement in long sentences ,spelling, pronunciation , fatigue , emotional etc...'. »

They are typically random and are readily corrected by learner when his attention is drawn to them ». Norrish (1983,p.8) emphasis the inconsistency aspect in a mistake and says « Sometimes (after learning the rule that 'must' does not take 'to' after it and before the infinitive) the learner will use one form (he must do) and sometimes the others (he must to go) ,quite inconsistently. This inconsistent deviation called 'mistake. Sometimes the learner does it right but sometimes he makes a mistakes and uses the wrong form. (cited in Krushna, p . 38). Thus , while mistakes are random , errors are systematic. Mistake is the early stage of errors and the difference is a matter of degree and not a kind.

2-3-Errors VS Mistakes

Batman and Walton (1991) state that it is important to differentiate between errors and mistakes. Mistakes are caused by the learners putting into practice something they have learned about, while errors are caused by the lack of knowledge about something which is completely new and getting it wrong (as cited in Kirsnawati, 2013, p. 185). Not far, Ellis (1997) says that errors mean that there is a gap in learners' knowledge, they happen because the learner does not know what is correct. Mistakes on the other hand consist of occasional lapses in performance because the learner is unable to perform what he knows (as cited in Kirsnawati, 2013, p. 186). Furthermore, Feltsen (2009) says that we can define an error as « a lack of competence » and mistakes as « performance phenomena ». This means that errors are something that is not possible to correct, while mistakes can be corrected as knowledge we already know it.

Focusing on mistakes Hedge « most people agree that making mistakes is a part of learning. Most people also agree that correction is a part of teaching » (as cited in Pavlu, 2007, p. 7). That is to say mistakes are starting points to learn.

According to Pavlu, irrespective of mistakes in the L1 or FL, mistakes are common to all learners, every body makes mistakes. It is difficult to separate mistakes from language learning. Besides, Corder (1991) cited in « A mistake is not an issue of knowledge, but it is an issue of its application ». It means that a mistake is something normal, something that the teacher can identify.

2-4-Learners Attitude Towards Errors and Error Correction

Teacher and student have different attitudes toward errors and error correction as Corder put that teachers are more concerned with how to work with errors than with what causes them « if we were to achieve a perfect teaching method the errors would never be committed in the first place, and that therefore the occurrence of errors is merely a sign of a

present inadequacy of our teaching techniques »(1967,p.60 cited in Honglin,p.128).

Therefore,teachers try every means to prevent their student from making errors by constant correction which they believe would recognize their errors and not repeat them.While some other teachers believe that the learning of the foreign language be discouraged by the teacher who insists upon correction and grammatical accuracy. They also believe that continuous correction can raise learners level of anxiety,and that thus impedes learning (Krushen,1982) like teachers, it is not surprising to see that some students like to be corrected every now and then by their teachers because they think that frequent correction would enhance the language they are learning. As Cathcart and Olsen (1979) show that students want correction of their oral errors. Leki(1991) finds that the majority of the students wanted all their errors corrected. On the other hand , some of them consider correction very annoying and discouraging ,they don't mind being corrected if the error is really conspicuous but they don't like it whenever they make it , they hate correction through communication and some of them would even stop participating in the classroom interaction just because they don't want to be corrected. from these different attitudes both of them teachers and students should adopt a reasonable approach to handle the error correction .

2-5-Teacher Attitude Towards Error

Teachers feel disturb of student's mistakes.They think that students might repeat the same errors. This attitude goes back to the belief of the behaviourist's model of learning . Which maintains that language learnt by repeating the correct forms until they become natural. Doff(1993) stated that learners are put in a group which contains rules from their first language and they applicate those rules. But teachers are in some way intermediate between their native language and target language. Teachers see these errors are useful for them in many ways. These errors tell the teachers what is left for him to learn .Teacher can come out with new strategies to optimize the learning process. (cited in Mohammed ,p.27)

2-6- Error Correction

2-6-1-Definition of Correction

In any learning process, learners may commit mistake but they will benefit from it by using their self-correction and it makes learners responsible for their learning. Murphy(1986) defines correction « is a form of feedback to learners on their use of the language. Essentially it is neutral and may describe success or failure because language in use exploits both form and function. It may be concerned with accuracy or fluency. Giving correction, the teacher attempts to help and improve. Indeed, learners claim that they want correction and find it useful ». Besides, Fergusson (1972) considers correction as « Feedback on error ». Correction has its total success and the achievements that when learners made a mistake and commit it, also correction is viewed as feedback and a basis to evaluate learners level by most teachers. (cited in Krushna 2005, p.61). As Corder (1967) said that « feedback on errors available to the teacher, to the learners and the researcher ».

« Correction is a way of reminding students of the forms of standard English. It should not be a kind of criticism or punishment ».

« Think of correction as a way of giving information or feedback, to your students, just when it will support their learning » (Edge,1989, p.17-20 cited in Krushna 2005,p.61) Correction is process or technique of ‘reminding’, ‘information’ just when improve or enhance their learning through feedback.

2-6-2-Types of Correction

Brown (2009) noticed that there are three types of correction which are : Teacher-correction(by teacher), peer-correction (by peer) , self-correction (by learner itself) in English language teaching classroom used by learners(p.379). This study focuses on the third type which is Self-Correction ,and therefore it will be discussed in details .

Teacher-Correction

In this correction with the help of the teacher. This latter plays an important role to correct their learners when they make a mistakes. As Allwrights (1975) viewed that teacher correction is a traditional technique that all the correction is done by the teacher , it is because the teacher know more knowledge and English grammar. Also to take the learners capabilities to consideration. (cited in Krushna,p.65).

Peer-Correction

Edge(1989) finds that Peer-correction is one of the advantage to the learners on four counts ; first, it helps in thinking and knowledge about the language when the two learners are actively engaged in deciding which is the best form of language , listening to others ideas helps in testing one's own knowledge. Second, when the teacher engages learners in correcting each other's mistakes, they correct by each other . Third , error correction helps them to be less dependent on their teachers and rely more on their colleagues. Fourth, the habit of doing every little thing in the class in pairs and group without hurting each other's feeling . convinces them that they can learn from each other .In addition to that ,they accept the grammatical rules. Also, when using this type in the class in groups without influence each other feeling that correction by peers is a way of helpfull. As Norrish (1983) sees that peer-correction to be helpfull in that it saves the teachres a lot of time. even ,it will be contributing to the weak of the learners and confidence. Peer-correction special seat – arrangement should be made to help student read each other's notes and converse in English easily. (cited in Krushna p.68-69)

Self-Correction**2-7-Definition of Self-Correction**

Sultana (2009) defines self-correction as a way or technique that when learners make a mistake ,correct themselves in the middle of speaking , also it comes from learner itself.(p.11)

Learners can be self-corrected automatically when they understand their mistakes catch and correct it such as in grammar,pronunciation as Lam(2006,P.144) « speaker hears him/herself a mistakes in pronunciation,grammar,choice of words ...etc and immediately correct » . « Teacher-correction might be very helpful to some learners,but self-correction might be more benefical to others and must be encouraged » (Makino,1993,Rief,1990) .Self-Correction as a better means or way of correction compared to other types ,also the two types of correction are advantageous or useful to learners,it makes them feel comfortable and relax ,but since learners are the centre of of the learning process self-correction is more important when learners are encouraged to correct themselves.

Havranek and Cesink(2001,p.107) added that « what is missing is fine-tunning,confirmation of the correct alternative and routine access to it which is achieved through self-correction. » performance of self-correction by learners means that aware about the correct one of the mistake is committed or know about about the alternative one .According to Ellis (1999) as cited in Hiwa (2015) called self-correction as self-repair that is the technique of learner uses when he/she made the mistake and correct it by him/herself.(p.702).

Green and Hecht (1993,p.15) viewed that « self-correction may be a learning strategy in a foreign language , but we also correct ourselves not infrequently when using our native language , which we have already learnt . so self-correction is a part of our psychological make up belonging to the attential process which company procedures that are not fully automatic » (as cited in Hiwa ,2015). self-correction is born with us, it is used in every day life when making mistakes in our native language since we are familiar with it,only find a difficulty when speaking with a foreign language because it is new.

According to Spach (1964) viewed that self-correction happens when learners commit a mistakes, they catch it and correct a number of their errors by themselves,also Mc

Cracken(1971) found that learners who fall in mistake and self-correct it they become unsuccessful because of their lack of idea intake. (cited in Donna 1976)

2-7-1- Importance of Self-Correction

Claudia Pesce(n.d) considers that the rapidity in giving answers leads learners to make mistakes, so when they use self-correction ,they learn to avoid rush and analys themselves . Besides, they will be responsible for their learning process without the presence of the teacher ie becomes autonomous .

In addition to that , they get their English well when they become aware of their mistakes because they know that mistakes can affect student and their ability to communicate.

Finally, self-correction makes learners find out all the mistakes in terms of pronunciation ,grammar ...etc and avoid it in the next stage of learning. Retrieved from :<http://busyteacher.org/18127-help-esl-student-achieve-self-correction-6-ways.html>.

2-7-2-Types of Self- Correction

Mc Naughton and Glynn (1981) considered that immediate and delayed correction of oral miscues are types were influenced by timing when learners made a mistake ;every miscue was corrected either immediately or delayed. Learners are corrected in few munites with immediately and focuses on corrective feedback type is that and it will be provided immediately as Hunter (2007) thought that «An assumption has been made that feedback can only be effective if offered-online ,that is , in the immediate context of the errors .» (P.49) ,or corrected after a delay when the learner reached a phrase or a sentence ,also delayed correction techniques that when learners made a mistake. They are used some times to correct it , this is to avoid interrupting fluency practice. However, the effect of delayed corrective feedback on the positive result as Roediger (2013) notes that « once an idea has taken hold,it is hard to root out /EVEN/ an idea supported by , at best ,only in direct evidence , and at worst no rigorous experimental evidence » (P.2).

2-7-3-Benefits of Self-Correction

Abdul Madjid and Uzma (2013) added that there are benefits of self-correction during the learning process. They believed that self-correction is a way to instill in the learner feelings and provides them with the opportunity to take more effective role in their own learning .

Self-Correction helps weak students away the help of the teacher correction , although , the help of the teacher play crucial role whenever the need arises .

The learner is enhanced to work out how the mistake can be corrected using the metalinguistic cues provided . Learners accept comments since it enables to know and understand what their strenghts and weaknesses are . Even the teacher gets opportunity to understand the capacity of the learner through the use of self correction when a mistake return in learners work.

Therefore, it helps learners to think about their own learning, also it is an important stage and it helps learners to get better ideas .

2-8-Self-Correction as a learning strategy

Learners of foreign language use many strategies to facilitate the process of learning . There are several factors that influence language learning as aptitude,motivation, opportunity, personality,learning style , strategies of learning . Which make good learners .

Learners of foreign language can correct themselves when using native language .

Self-Correction has a relation with psychological factor which born with it according to Morrison and Low (1984,p.47) claim that there are two faculties act in harmony which are creative and critical. This two later have relation with psychological factors. It means that if the two basic faculties (the creative) and (the critical) occur together learning happens smoothly .

In the fact, native speakers can differentiate between wrong and correct ones since their native language is born with them. Self-Correction in both native (mother tongue) and foreign language (second language) have the same characteristics. A second language learner is characterized by variability in short discourse, it is when learner uses the correct one but return to delete it during speaking.

Conclusion

From the previous study of self-correction many researchers encourage the use of this technique inside classroom. It is regarded as an important strategy in optimizing student's oral production and building self confidence because it has a relation with the psychological factors of the students.

Chapter 02
Anlysis and
discussion Of
Student's
Questionnaire

Analysis of Student Questionnaires

Introduction

This chapter is the complement of what is done in the theoretical part, it is the practical part of this study in the shape of questionnaire which is directed to twenty student out of a whole population of master one student at Chadli Bendjedid University as an attempt to investigate if they use self-correction to optimize their oral production .

1. Student's Questionnaire

1.1. Descriptive of the Questionnaires

This student questionnaire includes eleven(11) questions which are concerned of our topic . The questions in general are about speaking production and the use of self-correction as a strategy .

1.2. Sample

Twenty (20) students of master one in the department of English at Chadli Bendjedid University are selected randomly to answer this questionnaires. They are from both gender male and female .

1.3. Analysis of the result and Comments On

Item One : Students abilities in Speaking

Option	Student number	Percentage
Excellent	00	00%
Sufficient	20	100%
Poor	00	00%
Total	20	100%

Table 1 :Student Attitude Towards Their Abilities In Speaking Skill .

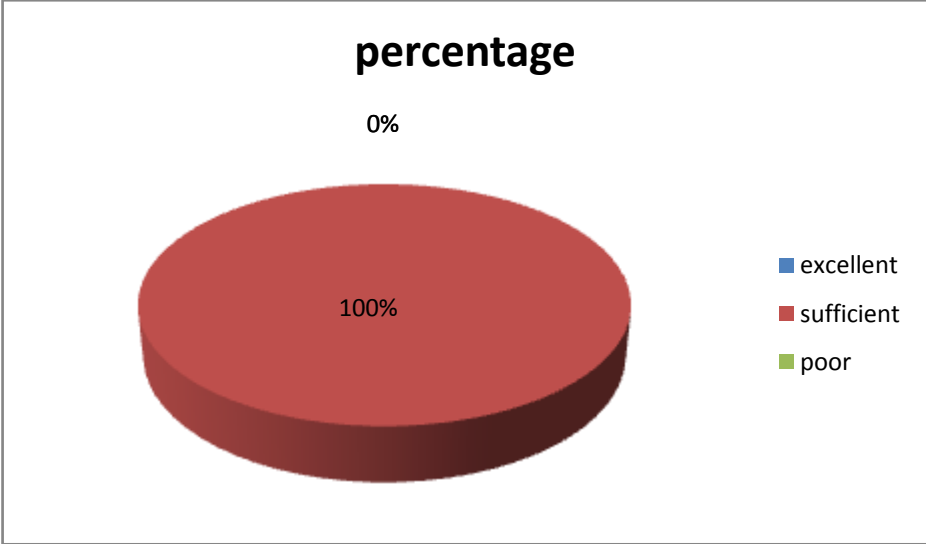


Figure 1 : Student Attitude Towards Their Abilities In Speaking Skill

It is clear from the result that all the participants (100%) have the same choice in speaking abilities which is sufficient while in the other hand no one of them has an excellent or poor level in speaking skill means that all the students have the same level and no one is better than the other .

Item Two :Student attitude toward giving oral presentation in front of the whole class

Option	Student number	Percentage
Yes	17	85%
No	03	15%
Total	20	100%

Table 2: Student attitude towards giving oral presentation in front of the whole class

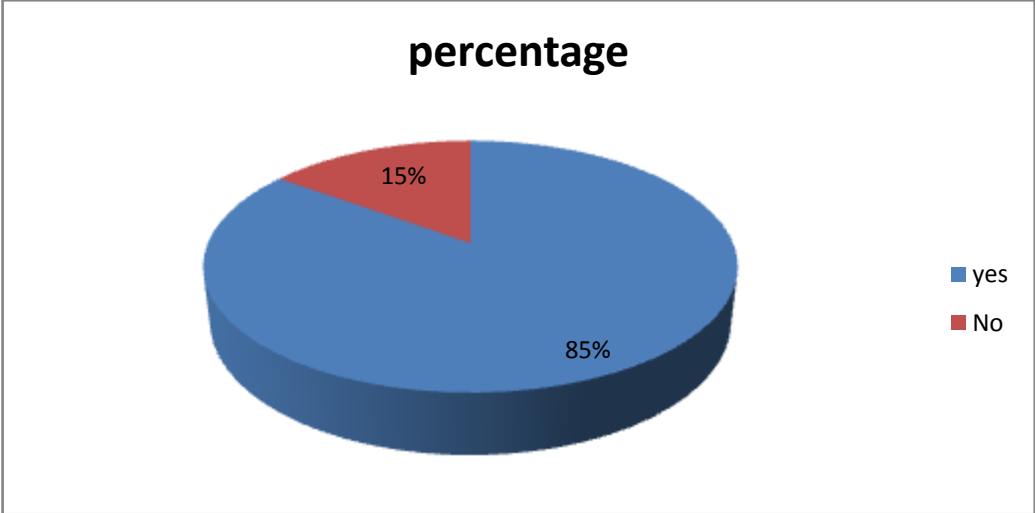


Figure 2: Student Attitude Towards Giving Oral Presentation In Front Of The Whole Class

According to the answers , the highest percentage of the sample (85%) claimed that they feel stressed when they give an oral presentation in front of the whole class . They explained this by their feeling of fear and shy about making mistakes and being criticized by their teacher and classmates , added to that lose and forget information , inhibition , lack of confidence , stress when all eyes are on them , lack of vocabilary , stage fright , and the most common reason is the negative feedback of the teacher . So all of these reasonns lead students feel stressed . The rest of the participants (15%) said that they don't feel stressed because they have confidence and enjoy when they give an oral presentation to express their ideas in the front of the whole class because they will be a teacher in the futur .

Item Three : Student attitude towards making mistakes while communication:

Option	Student number	Percentage
Always	02	10%
Sometimes	16	80%
Often	02	10%
Never	00	00%
Total	20	100%

Table 3: Student Attitude Towards Making Mistakes While Communication

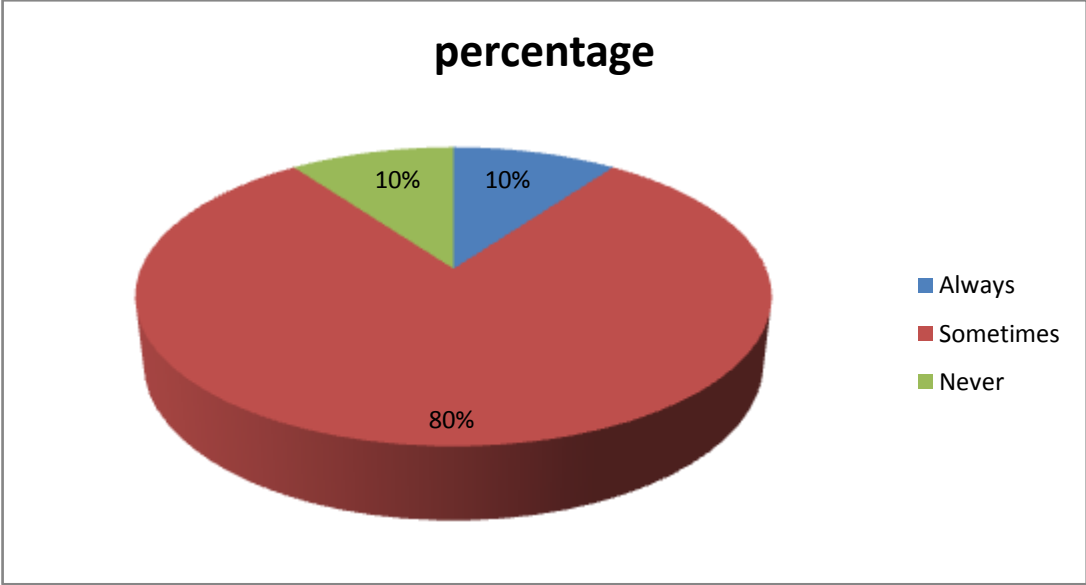


Figure 3: Student Attitude Towards Making Mistakes While Communication

The table above shows that the majority of the participants (80%) answered that they are sometimes making mistakes while they communicate because of the fear and only few of them (10%) answered often and the other students (10%) answered always, but no one (00%) said never making mistakes during communication. Therefore, it is considered that all the respondents are in the average level.

Item Four :Student reaction when they making mistakes

Option	Student number	Percentage
Anxious and stop talking	00	00%
Correct yourself	16	80%
Worrying and starting miming	04	20%
Total	20	100%

Table 4 : Student Reaction When They Making Mistakes

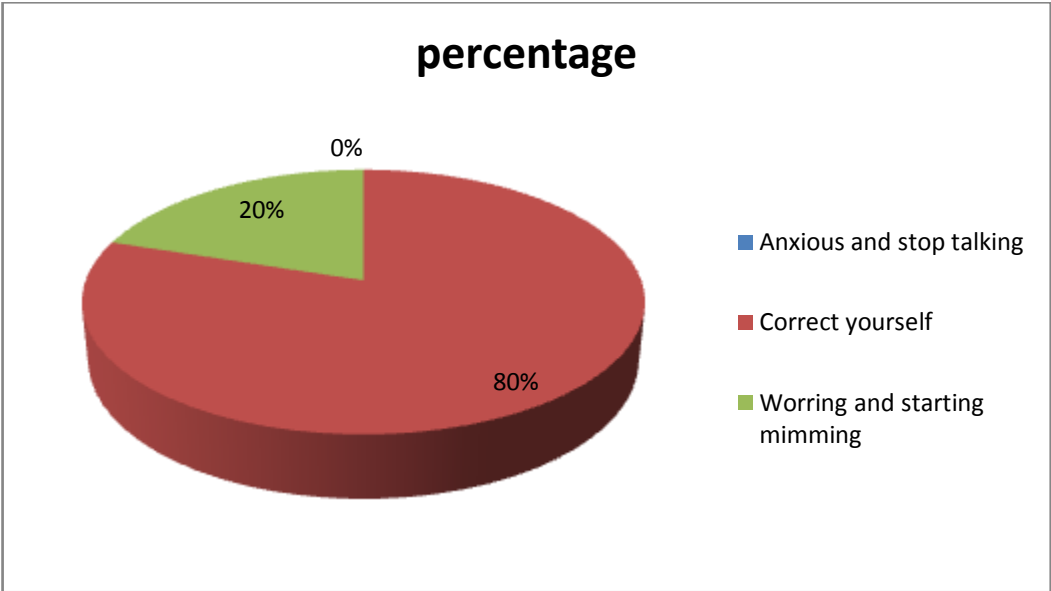


Figure 4: Student Reaction When They Making Mistakes

The result on the table above indicates that most of the respondents (80%) prefer correct themselves when they commit a mistake and catch it. They are used the technique or the way of self-correction to correct their own mistakes . While (20%) of the participants worrying and starting miming this is about of lack of confidence or of the phobia . But no one (00%) answered anxious and stop talking .

Item Five :Student attitude towards awareness about their mistakes

Option	Student number	Percentage
Yes	18	90%
No	02	10%
Total	20	100%

Table 5: Student Attitude Towards Awareness About Their Mistakes

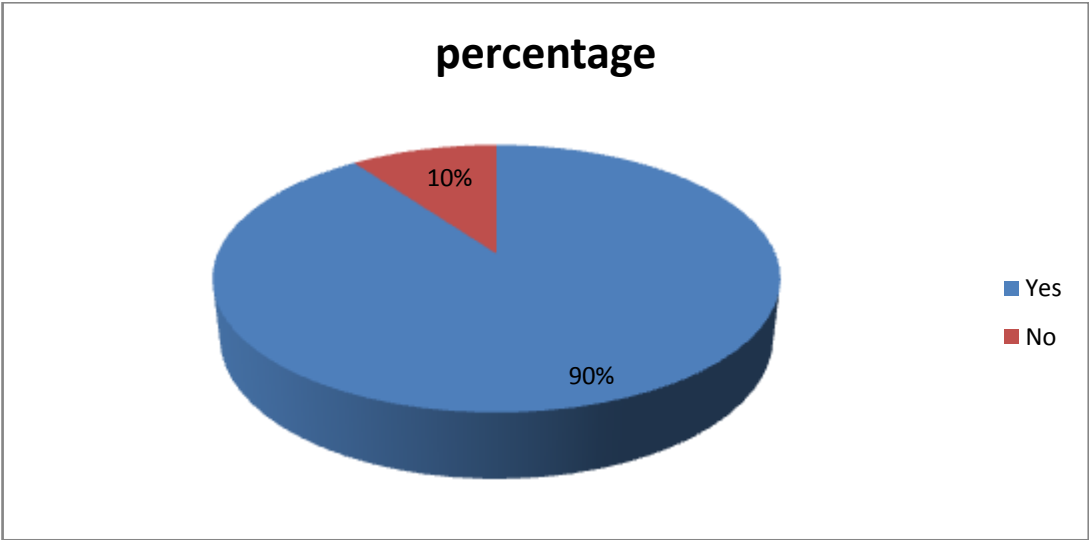


Figure 5: Student Attitude Towards Awareness About Their Mistakes

The table above reveals that the majority of the participants (90%) are aware about their mistakes which is a result of the stress and stage fright . While (10%) answered that they are not aware about their mistakes because when they communicate didn't believe in their abilities .

Item Six :Student's reason of making mistakes

Option	Student's number	Percentage
Lack of knowledge	05	25%
Lack of confidence	12	60%
Low of English proficiency	03	15%
Total	20	100%

Table 6: Student's reason of making mistakes

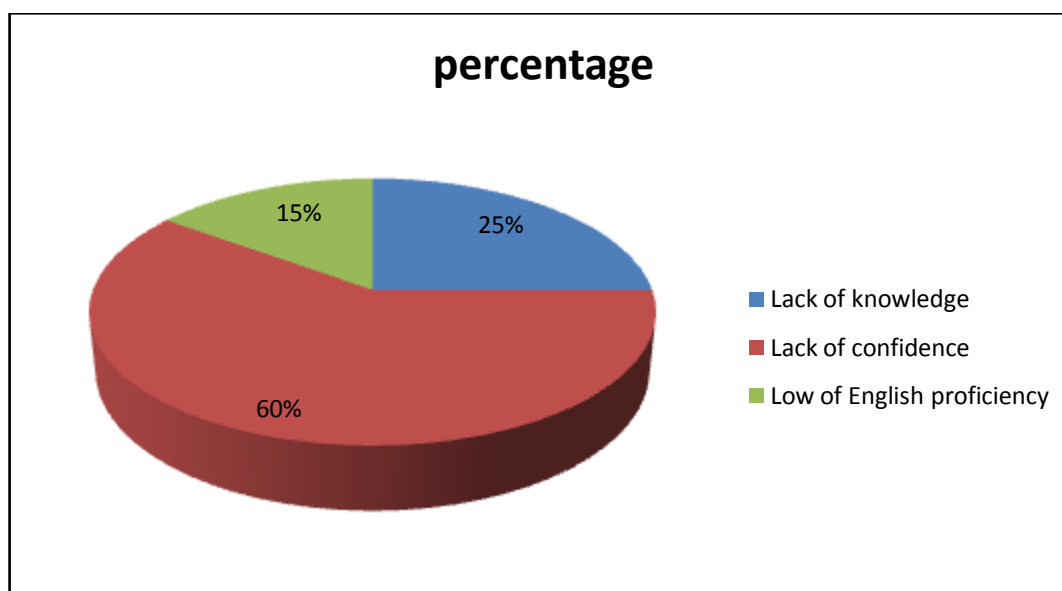


Figure 6: Student's Reason Of Making Mistakes

The result of the sixth question indicates that (60%) of the student declared that lack of confidence is the common reason of making mistakes because they don't have a self-confident of their abilities in speaking . However ,(25%) of them selected lack of knowledge is the other reason means that they have lack of information . While , the rest of the participants (15%) answered that the reason of making mistakes is the low of English proficiency . They added other reasons of committing mistakes such as ; lack of practice , fair of failure , stress , shyness , lack of proper vocabilary , inhibition , interfering of arabic language , lack of audacity , the sense of confusion , lack of English , teacher bad reaction , anxiety , negative feedback by peers , stage fright . This latter is the most reason declared by the majority of the participants of making mistakes .

Item Seven :Student's favourite type of correction

option	Student number	Percentage
Teacher	06	30%
Self-correction	13	65%
Classmates	01	05%
total	20	100%

Table 7 : Student's Favourite Type Of Correction

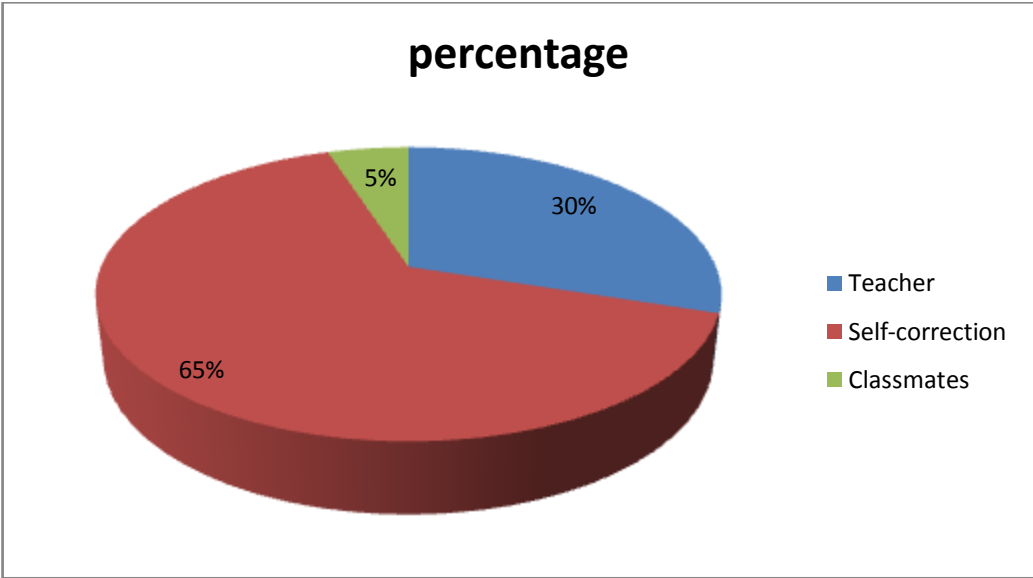


Figure 7 : Student’s Favourite Type Of Correction

The results display that (65%) of the respondents prefer self-correction as enjoyable technique that allows them to correct their own mistakes better than other types of correction and are responsible. Also, they will be self dependent learners . Besides , (30%) of the students choose teacher correction because he plays an important role in the class as a facilitators through correcting their mistakes without any fear. In addition to that , they consider teacher as a guide in their learning process . However , (05%) selected correct their mistakes by their classmates to break the barriers between each other, to share and get more information , to express ideas because they are all learners learn from the mistake is committed because no one is perfect when they are in the class .

Item Eight :Student’s feeling embarassed when others correct their oral mistakes

Option	Student’s number	Percentage
Yes	06	30%
No	14	70%
Total	20	100%

Table 8 : Student’s feeling Embarassed When Others Correct Their Oral Mistakes

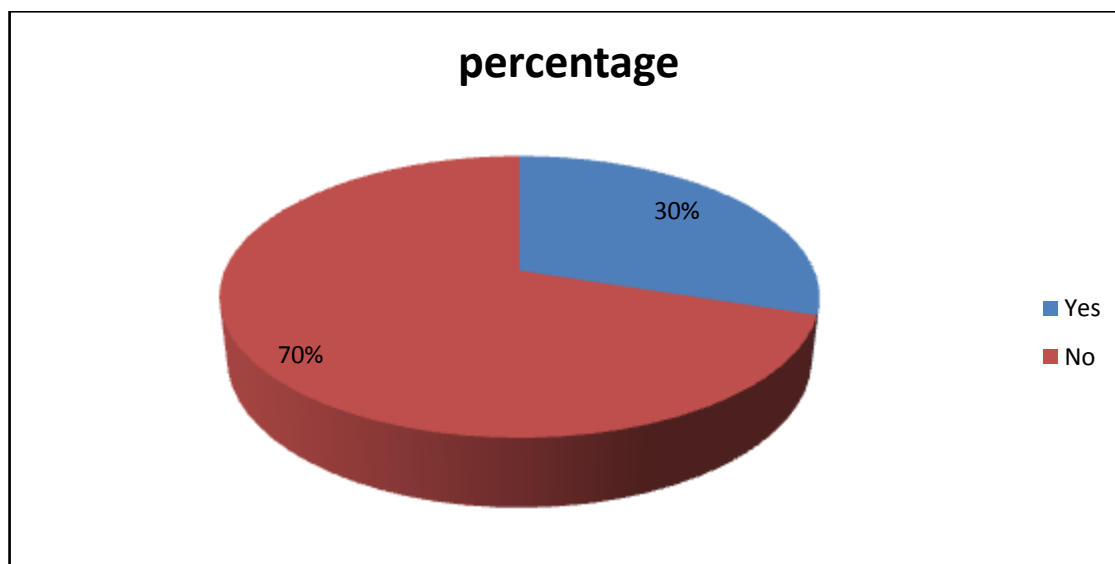


Figure 8: Student's feeling Embarrassed When Others Correct Their Oral Mistakes

The result of the table above indicates that the highest percentage (70%) of the participants don't feel embarrassed when others correct their oral mistakes because in any learning process learners may fall in mistakes but, they benefit from it also, to their self confidence in committing mistakes and correct them by others because no one born knowing the correct information . While ,the rest (30%) answered that they feel embarrassed when others correct them . They justified their answers by ; when they made a mistake some classmates don't correct for purpose of correcting , they correct just to show that they are better and more knowledgeable than the one who make mistakes. So they embarrassed them , also , making mistakes because they lose their self-confidence .

Item Nine :Student's attitude towards correcting themselves

In this question the participants are free to write down their feelings when they correct themselves . They claimed that , they becoming proud , self-confident , broke shy and become motivate to carry their speaking in English because they know and aware about their mistakes. So , they try to give the correct answer . They feel dependent because their weak points which is mistakes while communication is solved , they feel relax than someone correct them , requiring new knowledge and grammar for improving without getting help .

Chapter 02 Analysis And Discussion Of Student's Questionnaire

They are comfortable as if they are creating their own atmosphere that suits them through self-correction .

Item Ten : Student's benefit of self-correction

Option	Student's number	Percentage
Yes	20	100%
No	00	00%
Total	20	100%

Table 9 : Student's Benefit Of Self-Correction

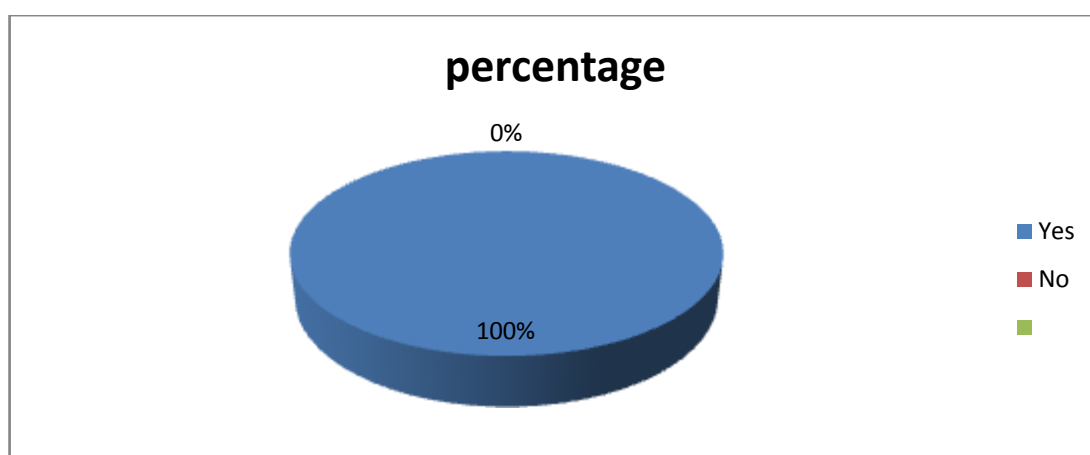


Figure 9: Student's Benefit Of Self-Correction

The answers of the table above shows that all the participants (100%) benefit from self-correction as a technique to improve student's oral production was positive and it comes from learner itself since use this way they feel more confident and encouraged learners to correct themselves and free as mentioned in table (9) .While no one is against this technique because all of the sample claimed that they enjoy from self-correction as a technique that leads learners correct what they made .

Item Eleven : Student's attitude towards results of self-correction

Option	Student's number	Percentage
Yes	20	100%
No	00	00%
Total	20	100%

Table 10 : Student's Attitude Towards Results Of Self-Correction

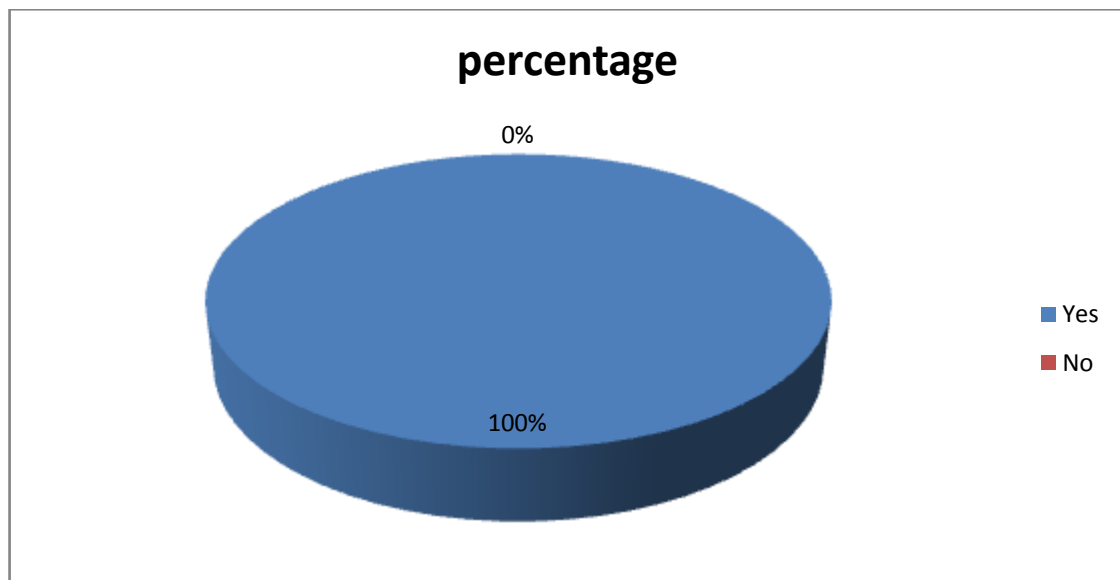


Figure 10: Student's Attitude Towards Results Of Self-Correction

The table above show that all the participants (100%) said that self-correction has a result . They justified their answers by : self-correction is an important technique, and it gives learners more strengths also , the best to find solution to their own mistakes . They claimed that self-correction is a good opportunity for the learner to learn from their mistakes without being judge by any one else . The result also is to build their confidence and they stop making mistakes , and being self-dependent , also more relax and not anxious , they improve their ability to use their own knowledge , and to be more proficiency .

1.4.Disscussion Of The Results

Some aspects and factors of students and their performance of self-correction in oral production are reveal from the different answers given by students in the questionnaire. Self confidence, stage fright, stress,lack of audacity,shyness,fear of mistakes from and anxiety are the most common factors which hinder and threat student's speaking proficiency i.e students have negative feeling toward giving oral presentation and to speak in front of the audiance , exopt three students who do not feel stressed when they give oral presentation which means that the majority of the participants have the same problems which mentioned above . These problems are the reasons of making mistakes . In other words students feel embarassed and

Chapter 02 Analysis And Discussion Of Student's Questionnaire

always have negative thinking about what they are going to present. This is why they commit in mistakes and become disturbance. In the table (7) it is found that the highest number of students prefer to use self-correction as a technique to correct their mistakes. From this answer it is clear that students are aware about their mistakes and also aware about the importance of self-correction. Students know that if they use this technique they will build self confidence and become more relax and not anxious which lead them to improve and enhance their oral production.

As a result, and from the analysis of student's questionnaire it is clear that our hypotheses concerning the importance of self-correction in optimizing student's oral production are in the right way.

Finally, it is crucial and necessary to give big importance to the effective strategies which can improve student's oral production. In addition to that and as a final result it is better to say that self-correction has positive result and important role in the learning process.

Conclusion

Through what is mentioned in this study, and through the analysis of the questionnaires. It is demonstrated that students are aware about the importance of self-correction on their process of learning . They adopted this technique as one of the effective and useful way in optimizing speaking skill . Learners through self-correction can build their self confidence and ameliorate their speaking skill ,create their own atmosphere of communication . It is a way to provide learners with chance to fill linguistic deficiencies and problems . Self-correction is the solution of learners speaking skill problem .

Chapter 03

Suggestions And Recommendations

Findings Of The Study

This research is aimed to highlight the importance of student self-correction in studying foreign language and as a tool to enhance oral production, for the purpose of investigating our objective. Questionnaire is submitted for master one student of the department of English at Chadli Bendjedid University. After analysing the results of student questionnaire several findings of this study can be summarized as the following :

- Speaking is the most useful skill regarding to the four skills.
- Fluency, accuracy and syntactic complexity are the crucial features of proficiency in speaking.
- Lack of motivation and confidence consider as a problem which hinder the learners to speak.
- Most of the learner have sufficient level in speaking skill.
- The most common reasons of making mistakes are stress,shyness;stage fright;fear of making mistakes,lack of confidence and the negative feedback of the teacher .
- Student are aware of their mistakes .
- Self-correction is an important technique in the learning process to improve student oral production .
- Self-correction has a relation with psychological factor.
- Self-correction leads student to be independent and taking responsibility for their own performance .
- Students are motivated to perform self-correction as a technique.
- Students enjoy when they use self-correction to correct themselves .
- Self-correction can help students to build their self confidence .
- Self-correction gives strengths and it is the best way to find solution to their mistakes .
- Self-correction has a positive result on learning a second or foreign language .
- Self-correction helps weak students and play crucial role .
- Self-correction is good opportunity to learn from mistakes .

Suggestions And Recommendations

From the results above and the basis of the theoretical part some recommendations and suggestions are going to suggest to learners .

- Learner should be motivated to speak .
- Learner should know the importance of speaking skill to ameliorate their oral production .
- Students be aware of mastering both accuracy and fluency in order to give profession oral production .
- Students should use speaking strategies(paraphrasing,repitition ,self-correction) to enhance their speaking skill .
- Learner should have strong personnality when committing mistakes .
- learner should defferentiate between errors and mistakes .
- Learner should keep away his fear and shness while giving oral presentation .
- Lerner should forget about the negative feedback of the teacher .
- Learner should avoid the fear of making mistakes in order to don't make mistake .
- Learner should have self confidence .
- Learner should be motivated to correct their oral mistakes .
- Learner should be aware about the importance of self-correction as a strategy .
- Learner should use self-correction as a technique to facilitate learning process .
- Learner should accept the negative critical of their mates or teacher .

From the previous results some recommendations and suggestions are addressed for the teacher .

- Teacher should have a big role to avoid the fear and stress of their students.
- Teacher should provide a good atmosphere for the learner in the oral presentation .
- Teacher should raise their student's awareness about the importance of self-corrction as a way to optimize speaking skill .

-Teacher should seen self-correction as a central and essential way in correcting mistakes .

-Teacher should motivate their students to use self-correction.

Limitation Of The Study

During the collection of the data and information concerning this study some obstacles and difficulties faced us which are listed as follow :

Time : because of the limited time only descriptive method is used , although it is better if we use observation in addition to the descriptive method .

Lack of Sources : we tackle self-correction as new subject this is why it difficult to find enough references that have a relation with this subject .

Sample : when we submitted our questionnaire to the sample some of them neglect to answer and loose some paper s , this is why we were obliged to give another papers which contain our questionnaire .

Library : as a researher we need to organize meeting in the library in order to discuss our study , but infortunately the ris no connexion there .

General Conclusion

General Conclusion

This study was presented to investigate whether the use of the technique of self-correction motivate students to participate for achieving oral production. It has been hypothesize that if students use self-correction as an effective and successful strategy they will improve their oral production.

It is believed that the application of self-correction as a technique is an essential way for improving oral production because it creates a situation in which students can correct themselves when they making mistakes . This dissertation includes three chapters . The first one deals with the literature review of the speaking skill and self-correction as a speaking strategy. The second one deals with the practical part included analyses and discussion of the results where this latter (results) presented to confirm our hypothesis. After analyzing student's questionnaire. It has been concluded that students are motivated to perform self-correction as a technique in the sake of improving their oral production . Moreover, it has been noticed that the majority of students are enjoyable when they using self-correction to correct themselves during making mistakes , because it has an essential role in optimizing oral production , also they claimed that self-correction has a positive result because it gives them more strenghts and the best strategy to find solution to their own mistakes also it is a good opportunity to learn from mistake.

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Appendix

Student's Questionnaire

Dear Students :

This Questionnaire is a part of our study that investigates how to optimize speaking skill ,through the use of self - correction. So, we will be grateful if you could answer the following questions.

- Please cross in the appropriate box and make statement whenever is necessary.

Q1 - How do you consider your abilities in speaking skills ?

- Excellent
- Sufficient
- Poor

Q2 - Do you feel stressed when you give an oral presentation in front of the whole class ?

- Yes
- No

* If yes say why ?

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Q3- Do you make mistakes while you communicate ?

- Always
- Sometimes
- Often
- Never

Q4 - What is your reaction when you make mistakes ?

- Anxious and stop talking
- Correct yourself
- Woring and starting miming

Q5- Are you aware about your mistakes ?

- Yes
- No

Q6- Why do you make mistakes ?

- Lack of knowledge
- Lack of confidence
- Low of English proficiency

* If there are another reasons please mention ?

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Q7- Who do you prefer to correct you ?

- Teacher
- Self-correction
- Classmates

Q8 - Do you feel embarrassed when others correct your oral mistakes ?

- Yes
- No

* If yes say why

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Q9 - How do feel when you correct yourself ?

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Q10- Do you benefit from self-correction ?

- Yes
- No

Q11- What are the results of self-correction ?

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