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The Role of Delayed Correction in Fostering the Students' Speaking Skill

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DEDICATION

I would like to express my deep recognition to Allah, for giving me determination and strength to finish this work.

I dedicate this humble work to: *The memory of my Mother*

To the greatest father all over the world, the one who gives me his love, support and always encourages me to move forward.

To my sisters Amina, Bouthaina, my brother Mohamed, Samah and her lovely and beautiful daughters RAZANE& ALAA, who help me with their patience and encouragement.

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ABSTRACT

The present dissertation investigates the role of delayed correction in enhancing students' speaking. This way of correction can be a good strategy to enhance students' speaking proficiency. Therefore, our aim is to investigate the existing relationship between delayed correction and speaking skill. Thus we hypothesize that if teachers use delayed correction, students speaking skill will be improved. To confirm the hypothesis the quantitative descriptive method is used by administrating two questionnaires to both teachers and students randomly chosen for the English Department at 8 Mai 1945 University, Guelma. The main result obtained revealed that both teachers and students consider delayed corrections as an important strategy to motivate students perform orally better. Despite the limitations that were faced during this research, its findings provided some suggestions and recommendations that can help teachers as well as students for future researches.

List of Abbreviations

NCLRC: National Capital Language Center

EFL: English as a ForeignLanguage

FL: Foreign Language

L1: First Language

L2: Second Language

Q: Question

i.e.: That is to say

%: Percentage

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Résum

General Introduction

One of the extreme goals of most of EFL learners is to be good speakers. Speaking Skill is very necessary element in teaching process for EFL learners. Developing the speaking skill is very necessary. However teachers play an important role in enhancing students' oral performance/ ability. Thus, teachers' delayed error correction may be important in improving learners' speaking skill. Successful teachers choose the appropriate techniques of teaching that help students become more fluent and accurate.It is important for the EFL learners to receive feedback from the teachers to be aware of mistakes/errors they make and to avoid committing them again during learning process. Therefore, mistakes/ errors delayed correction plays a crucial role in fostering students speaking skill. Thus, EFL learners must take into consideration its importance to improve their level of speaking skill and perform orally better.

1. **Statementof the Problem**

Learning a foreign language is a long process during which learners inevitably make mistakes/ errors, and this is necessary to be competent in the target language. This competence is the result of many practices which enhance and develop students' performance. One of these practices is being corrected by teachers through the learning process. Using the expressions "your paragraph is full of mistakes'', " your content is riche but you did many mistakes'' make students frustrated and think about how to prevent themselves from making mistakes. However, most of students at the department of English language, university of guelma are not good speakers; this may be due to many factors, mainly teachers' delayed error correction. Therefore, the question that should be asked is not how to prevent students from committing errors, but rather when and how to correct them.

2. Aim of the Study

The present study aims at demonstrating that errors delayed correction gives students more chances to communicate. It is more efficient than on the spot correction. In the sense that the latter can decrease the students' desire to speak the language, while the former gives students more chances to communicate in the target language. The study aims also at knowing whether students and teachers consider mistakes /errors as an indication that learning is taking place or whether they regard them as obstacles.

3. Research Questions

- How do teachers correct students during the oral performance?
- Which are the aspects teachers focus on in their correction?
- Is error delayed correction encourages students to speak?

4. Hypothesis

Delayed correction is an important technique that is used to foster students' speaking skill. Accordingly, we hypothesize that:

If teachers adopt delayed correction, students' speaking would be improved (H1).

The null hypothesis supposed that no relation between the two variables:

If teachers adopt delayed correction, students speaking would not be improved (H0).

5. Research Methodology and Design

5.1 Method

The present dissertation adopts a quantitative descriptive method. Which is considered as a research method that deals with numbers that can be measured systematically to investigate phenomena and their connections? It is adopted to answer questions related to measurable variables in order to interpret and predict the given phenomena (Leedy 1993). The

aforementioned method suits the research topic. It contributes in checking the research hypothesis and providing the relation between mistakes/ errors delayed correction and students speaking skill.

5.2 Population of the Study

The population in this study consists of one hundred and four (104) Master one students from the Department of English, University of 8 Mai 1945, Guelma. They were chosen randomly for this research. They have been selected because they are more experienced with oral performance and supposed to have a high level of speaking. In addition to fifteen (15) teachers at the same department for the sake of obtaining their opinions concerning the effect of mistakes/ errors delayed correction on students' speaking skill.

5.3 Data Gathering Tools

For the sake of investigating the effect of using Errors Delayed Correction for students during the oral performance, a questionnaire is opted for. For collecting data two questionnaires are elaborated: the first one was given to Master One students at the department of English Language and Literature, 8 Mai 1945 Guelma University, and the second one for teachers at the same department. The purpose of these questionnaires is to gather information about students' and teachers' opinions about correcting mistakes/errors during the oral performance, about their preferences of this correction, i.e., how and when teachers correct mistakes/errors and how students want to be corrected?

6. Structure of the Dissertation

The dissertation is divided into three chapters. Chapter one deals with the importance of the speaking skill and the various techniques used to develop that skill. Chapter two is devoted to how delayed correction can be applied by teachers to foster their students'

speaking skill in English language. Chapter three is concerned with analyzing the results of the questionnaire given to both teachers and students. Recommendations and suggestions to teachers to improve students' spoken English language are provided in the general conclusion.

Chapter One

Developing the Speaking Skill

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CHAPTER ONE

DEVELOPING THE SPEAKING SKILL

Introduction

Developing the speaking skill during the teaching-learning process requires a number of factors that affect this procedure. Speaking does not mean producing a piece of language or a group of words, but it means communication, i.e., the ability to express something you feel or a point of view in front of interlocutors and in different settings. Speaking a foreign language has occupied an exceptional position among the other skills (writing, reading and listening), and throughout the language-teaching process. Students often hesitate and feel embarrassed to speak a foreign language because they are afraid of not having enough vocabulary or not having the fluency a native speaker has. Therefore promoting the speaking skill needs a variety of activities and techniques which build a positive attitude towards the foreign language.

1.1 Definition of Speaking as a Skill

Oxford advanced Dictionary (1995) defines speaking as "the ability to express or communicate opinions, feelings, ideas etc. by or as talking and it involves the activities in the part of the speaker psychological, physiological (articulator) and physical (acoustic) stages" (p.13) . It is also defined as "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of context" (Chaney, 1998, p. 13) .Therefore, speaking is not an easy task , its mastery claim a lot of experience and practice. According to Huebner (1960, p. 5), "language is essentially speech, and speech is basically communication by sounds and that speaking is a skill used by someone in daily life communication whether at school or outside".

Speaking also is defined by Brown (1994), Burns and Joyce (1997) as "an interactive process of constructing meaning that involves producing, receiving and processing information". From the above definitions, we can say that speaking is the ability to express thoughts, ideas and emotions through using words for the purpose of informing, and this ability can be achieved by following some teaching and learning steps.

1.2 Goals of Teaching the Speaking Skill

The goal of language is communication, and the aim of teaching speaking is to promote communicative efficiency. Teachers' role is to make students use the foreign language as free as they do with their first language. Whereas, students' role is to make themselves understood and use their current proficiency to the fullest. Goodwin (2001) stresses the Communicative Approach which "enables our learners to understand and be understood, to build their confidence in entering communicative situations, and to enable them to monitor their speech" (p.131). These two major roles lie under a very important aim which is communicative efficiency and the ability to deliver the message as correct and meaningful as it is required. To help learners enhance their communicative efficiency, teachers concentrate on what is called 'communicative activities', where their main purpose is to appreciate meaning and convince students that "the only way to learn to communicate in the language is, actually, to communicate in that language" (Edge, 1989, p.49). Determining for students that the purpose behind teaching speaking is getting meaning, not looking for mistakes, pointing them out, help students to be more confident and able to use the language without any fear of making mistakes or hesitation.

Moreover, a second goal is meaning, by seeking for it through content which is the heart of learning a language. Another goal behind teaching speaking is using language as a social means to interact with people outside the classroom, where "the learner must develop skills and strategies for using language to communicate meaning as effectively as possible in

concrete situations" (Littlewood, 1981, p.6) . An additional goal is that "students must learn to relate language to the social meanings that it carries and to use it as a vehicle for social interaction. To this end, it is necessary to increase their sense of performing in a meaningful social context" (p.12).

1.3 The Importance of the Speaking Skill in Language Learning

Richards (1990) claims that "the mastery of speaking skills in English is a priority   for many second or foreign language learners. Learners, consequently, often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how well they feel they have improved in their spoken language proficiency" (p. 16). This means that learning a foreign language has become a necessity, because when you learn a foreign language, you will not only show your willingness to communicate with your foreign colleagues but you will also be showing an open mind with regards to other cultures.

Furthermore, "speaking is a very important part of second language learning and the ability to communicate in a foreign language clearly and efficiently contribute to the success of the learner in school and success later in every phase of life" (Kayi, 2006, p.5) . Speaking a second/ foreign language allows learners to communicate with people from other countries and cultures who you would otherwise be unable to communicate with. It expands learners' cultural knowledge, since a main part of learning a language is learning the culture in which it is spoken.

1.4 Techniques of Developing the Speaking Skill

Assisting students to develop their oral skills, and convincing them that developing them does not only mean producing a piece of language but rather the ability to speak and understand what is being said since the communicative competence is explained by Brown (2007) as follows:

Communicative competence is a construct that has been a topic of interest for at least four decades, recent trends have put less emphasis on structural and cognitive characteristics of communication and more on the myriad social, cultural and pragmatic implications of what it means to communicate in a second language. (p. 218)

Therefore, teachers should keep in mind that they are dealing with large mixed-ability classes with different and varied levels of motivation and different styles. Learning some strategies, communicative activities such as communicative output and providing learners with a useful feedback will serve the purpose of expanding students' knowledge of the language and confidence in using it. Brown (2007, p. 226) further explains that "language techniques are designed to engage learners in the pragmatic, authentic, functional use of language for meaningful purposes. Organizational language forms are not the central focus but rather aspects of language that enable learners to accomplish those purposes". In other words, language techniques are important for learners to achieve meaningful aims.

1.4.1 Communicative Activities

Littlewood (1981, p. 17) explains that "communicative activities are those activities where learners are engaged in a communicative situation, they feel the need to use their linguistic repertoire so as to carry specific meanings for specific reasons". He adds that "teachers should make learners use language not just to master its structures but rather to use it for communication in real situations" (pp.17-18). In other words, communicative activities are used by teachers to make learners use and try with the language in different situations and at the same time, make them more confident about what they have as knowledge and how they should use it in spite of the lack of enough vocabulary.

1.4.1.1 Communicative Output

Both teachers and students value speaking as a skill which is the core of communication and without it there is no learning. According to Brown (2007, p. 145), reported "in communicative classes students ultimately have to use the language productively and receptively, in unrehearsed context". Harmer (1991) also explains that "there is nothing important than successful achievement of the communicative task" (pp. 84-85). Therefore, teachers use a variety of activities to promote students' communicative ability. In communicative output activities, learners are asked to accomplish a certain task such as solving a problem, developing a plan, expressing an opinion or any other activity which provokes them to speak and interact together (NCLRC, 2004). The most common types of communicative output activities are: role plays and discussion.

1.4.1.1.1Role Play

Students usually enjoy role play because they are in real situations performing with language. In doing role play, learners are given specific roles and are asked to put them into practice through interacting and having those abstract turns concrete. They pretend they are outside the classroom and they have to have their turns to contribute in the conversation (NCLRC, 2004). Teachers' role is being present as a source or a guide not as a monitor where they listen carefully to their students and whether role playing maintains them in a communicative mood or puts them in an embarrassing situation where they are afraid of speaking and revealing their lack of vocabulary or mistakes. During role plays, teachers should not correct students' mistakes because they have to pay attention to the content and not to the way they are receiving that content unless what they say changes the target meaning of the role play. In this particular situation, getting meaning is more important than having everything correct. Role plays are beneficial opportunities for both teachers and students;

teachers can notice their students' areas of weakness and have notes about them especially if they heard something wrong repeatedly to be dealt with later in a follow up activity (Edge, 1989). On the other hand, students can practice with the language and feel relaxed and that neither the classroom nor the teachers are sources of threat. In general, "a role play is a technique which can develop students' fluency in the target language, promotes students to speak or interact with others, increases motivation and makes the learning teaching process more enjoyable" (Susanti,2007, p. 20) .In other words, role play is considered as an important technique that help learners interact, using the language properly in real situation.

1.4.1.1.2 Discussion

Discussions give students opportunities to express their opinions about certain topics which are suggested by them to be dealt with in the classroom. Jones (2007) shows the process of conducting discussions in Oral Expression courses by saying "let everyone know how long their discussion should take, encourage students to spend more time on the questions that interest them most and continue the discussion with the whole class at the end of group work so students can hear other peoples' ideas"(p. 32). By doing this, they feel that they are not just evaluating their amount of knowledge about a particular topic, but they are using language to converse, to deliver a certain message. Before the discussion takes place, it is important to set its purpose from the beginning in order to clarify for students what they should think about and talk about. This way, students are limited to talk about every aspect relevant to their discussion and avoid wasting time with irrelevant ideas. Students feel motivated and encouraged to speak about personal experiences and expressing points of view. After having the discussion finished, teachers should make it general where the whole class contributes by inserting their opinions about the discussion, their moments where they felt amused. Another point is that teachers should provide students with controversial subjects which help them build their vocabulary and learn how to deal with persons to whom they are

opposed politely and accept each other's opinions (Kayi, 2006, p.10). In addition, it will "help learners develop links with meanings that will later enable them to use this language for communicative purposes" (Littlewood, 1981, p. 8). This means that through classroom discussion learners will be able to use language for communication purposes.

To sum up, both discussions and role play contribute positively in making students experiment with the language and try language in different settings whether inside or outside the classroom.

1.4.1.2 Using Language to Talk about Language

Foreign language learners usually feel embarrassed or uncomfortable when they do not reach the meaning or they cannot make themselves understood. Therefore, using language to talk about language is a technique where teachers put students in a conversation to experiment with the language, and convince them that it is normal not to understand someone or not being understood and teach them how to seek for clarification. In this way, teachers help learners to overcome this problem by assuring that misunderstanding can happen at any normal situation with any speaker. By doing this, students can use language to interact and learn how to behave in similar situations whether inside or outside the classroom. By motivating students and giving them the drive to speak and use the language freely, they are provided them with an authentic environment (real situation) where they feel they are not performing, but rather in a situation where they really have to think of any way to overcome this problem that may stop the conversation (NCLRC, 2004). Edge (1989) considers that what is important is that "teachers and students build their own way of talking about the language" (p. 42), and that "at this stage of learning, it is much important that students get lots of practice in the language than that everything is absolutely correct" (p. 42). In other words, the teacher creates a special

method for students based on a guided interface to give students more time to practice the language and exchange their conversation and thus more experienced in the language.

1.4.1.3 Storytelling

Many scholars agree that storytelling is the original form of teaching (Pederson, 1995).According to Jianing(2007) "The primary reason to recommended storytelling in the EFL speaking classroom is that stories are motivating and immensely interesting, can best attract listeners and promote communication" (p.9). Storytelling is beneficial for students to increase their own willingness to communicate thoughts and feelings. It also encourages active participation where students feel the need for contributing as Jianing said "the lively atmosphere and real life environment created by stories encourages the students to talk and discuss with each other. When telling and listening to a story, the learners will easily be plunged into the plots and the scene and forget about themselves, which will, to a great degree, relieve their nervousness". This means that storytelling expands students' imagination and promotes a feeling of well-being and relaxation. According to Kayi(2006) storytelling fosters speaking where they can summarize a story they heard from somebody beforehand, or may create their own stories to tell their classmate.

1.3 Providing Feedback during Oral Performance

Harmer (2007) demonstrates that teachers' reaction towards students' performance depends on the type of the mistake made, the stage of the lesson, the purpose of the activity and the students who committed the mistake (p. 104). Feedback can be either positive or negative and it is not just a way to comment on something done, but it is also an indispensible source of motivation and support. Both Richards and Lockhart (1996, p. 189) consider feedback from two angles: feedback on form and feedback on content. Feedback on form

focuses on the accuracy of student's oral production, and it is done through asking students to repeat, pointing out the errors committed, asking for self-correction, and explaining what is wrong with that error. According to Harmer" […] how well the students have performed linguistically, how accurate they have been" (2007, p. 104). However, feedback on content emphasizes on acknowledging a correct answer. Whereas, if the answer is not completely correct, here, the teacher tries to inform the students that what he has said is partially correct asking another student to provide further help (p.11). Such feedback which focuses on content also concentrates on fluency in a way the teacher does not interrupt the student in mid-flow, since it interrupts the communication and drags an activity back to the study of language form or precise meaning(Harmer, 1997, p.105). Littlewood (1981) shares this view and emphasizes that,

> If the purpose [of the activity] is to produce certain pre-determined linguistic structures, success will be measured according to correspondingly structural criteria, namely: how accurately and/or fluently the structures are produced. On the other hand, if the purpose is to convey or comprehend meaning, success will be measured according to communicative criteria, namely: how effectively communication takes place. (p. 90)

1.5.1 Types of Feedback

1.5.1.1 Feedback on Accuracy

Richards (2006) explains that if the teachers' goal behind doing an activity is concentrating on students' accuracy, then those activities should focus on the correct forms of language, the use of language which only corresponds to classroom use, and do not give much more

attention to meaningful communication but rather to the students' products. This means that during a student's accurate oral production, teachers pay attention to the way students are speaking, to the mistakes committed, and to the correction techniques whether by the teacher him/ herself, by the student who made the mistake, or by another student (2006). Harmer (2007) divided the correction techniques into two levels: the first level is the level where the mistake is pointed out and revealed to the student, and the second level where the correction takes place and where the student tries to correct the mistake. This means that, teachers during this stage of learning are controllers; they look for students' mistakes and apply on the spot correction, they give the student the opportunity to correct the error but if the he/ she fails to do so, they correct it by themselves.

1.5.1.2 Feedback on Fluency

A fluency activity concentrates on the natural use of language, the achievement of a meaningful communication, and the use of communication strategies where students are trying with the language to reach just one purpose which is successful communication. Richards (1990) states that "fluency is developed by creating classroom activities in which students must negotiate meaning, use communication strategies, correct misunderstanding and work to avoid communication breakdowns" (p.25). In other words, the difference between a fluency and an accuracy activity is that, in a fluency activity, teachers change the way and the time of correction, i.e., they listen more carefully to the students' content without correcting any mistake at any time, unless this mistake hinders meaning. The correction during a fluency activity takes place after the student production not during it, as Harmer (2007) says "our tolerance of error in fluency sessions will be much greater than it is during more controlled sessions" (p. 145). Jones (2007) adds that

> Feedback is an essential part of every lesson, which is why monitoring students while they're working together is so important. If they are going to take notes on students' mistakes to point out to them afterward, we need to do this unobtrusively but formally – preferably in a (nice) notebook devoted to each particular class so that we have a permanent record of these notes. (p.20)

In other words, it is important to give feedback to students due to its crucial role, especially when teachers write down their students mistakes as notes; this can be more effective and beneficial.

1.5.2 Teacher's Role in the Classroom

1.5.2.1 As a Controller

The controller role is the role which gives the teacher the right not only to control the learners but to focus on their language, too. This means that teachers in this role are monitors, while students are those who have to do and learn only what the teacher gives as information and this is considered as one of the negative points of this role (Harmer, 1991).

1.5.2.2 As an Assessor

Harmer (1991) explains that being an assessor means that the teacher is the one who shows students what is right and what is wrong. In other words, students need to be evaluated and shown whether they are progressing with their language or not, and whether success can be achieved through this way or that way. Harmer (1991) divided assessment into two categories:

-**"Correction":** here, the teacher's role is to acknowledge the right answer and correct the wrong one.

-**"Organizing Feedback":** the teacher is going to correct the students as well as to motivate them and show them the right path.

1.5.2.3 As a Prompter

If students are lost in the middle of an activity where they can go neither forward nor backward, and have just the choice to stop and wait for something to help them overcome this situation, here comes the role of the teacher as a prompter. Students in this particular situation should be encouraged to participate and are shown the path to reach that particular outcome (Harmer, 1991).

1.5.2.4 As a Participant

Sometimes it is better for the teacher to be inside the activity rather managing it from the outside. In other words, teachers sometimes should join in as participants in the classroom who are taking turns with students instead of being instructors in order to improve the atmosphere in the class, and make students feel that desire to communicate with someone who has better English (Harmer, 1991).

1.5.2.5 As a Resource

A teacher's role as a resource is a very beneficial role for students where they are convinced that their teachers are helpful and available. This means that teachers help students to become more independent and self-reliant where they wait for guidance from teachers but not a total reliance (Harmer, 1991).

Conclusion

The ability to speak a foreign language is considered by both teachers and students as a very important skill, but at the same time it is hard to develop. As a result, as speaking is

interrelated with the other skills, its development results in the development of the other skills. In other words, achieving a high level of proficiency in the speaking skill will affect positively the proficiency level of the other skills resulting in achieving an increased communicative competence in the foreign language. This proficiency level, whether in speaking or in the other skills, depends on a variety of activities which contribute to that level of proficiency and guide learners to a high communicative ability in using the foreign language.

Chapter Two

Delayed Correction

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CHAPTER TWO

Delayed Correction

Introduction

The teaching-learning process is a process where both teachers and students meet together, teachers as data providers, while students are collectors. During that process of giving and accepting information, errors have to take place since there is no learning without committing mistakes which are the first building stones of learning. Therefore, teachers think about a way of correction for those mistakes, some of them call for delayed correction and others encourage the immediate correction, but they agree that both over correction and poor correction are not beneficial for students, and do not promote their speaking competence. Teachers consider the relationship between their correction and students' level of speaking a target language as a major issue to investigate. Of course, there are a number of corrections that teachers make during oral sessions what makes them need to be aware of when to correct learners' errors so that their speaking abilities will be promoted. Based on what was stated above, the purpose of this chapter is to identify students' mistakes/ errors, how theycontribute positively to enhance students' oral performance and the impacts of delayed correction since it is our current concern.

2.1 Mistakes , Errors in Language Learning

Since mistakes, errors are inescapable in the learning process; this means that they have a great significance in developing the speaking skill. This significance makes both teachers and students not to consider them as signs of failure any more but rather as learning steps towards learning.

2.1.1 Definition of Mistakes

Drid (2003, p. 19) considers that mistakes "are due to chance circumstances indicating failure to use a known system correctly". When teachers encounter something wrong, they call it a mistake. It is also clarified that "mistakes are due to a failure to utilize a known system correctly" (Brown, 1994, p.205). In other words; even native speakers can commit mistakes in their language. Also, it is explained as "an action, decision or judgment which produces an unwanted or unintentional result" (Cambridge Dictionary Online). This means that;mistake occurs whenproducinga piece of language that leads to unintended or undesirable consequences.

2.1.2 Definition of Errors

In linguistics, error is viewed by Norrish (1983) as "a systematic deviation when a learner has not learnt something and consistently gets it wrong"(p. 7). This means that; an error is a regular deviation that occurs when a learner has not knowledge about something, and always gets it wrong.According toJames (1998), language error can be described as an "unsuccessful bit of language" (p. 1). In other words, an error is considered as ineffective use of a piece of language. Also, Hendrickson (1987) mentioned that errors are 'signals' that indicate an actual learning process taking place and that the learner has not yet mastered or shown a well-structuredcompetence in the target language(p. 357).

2.1.3 The Difference between Errors and Mistakes

The difference between an error and a mistake is that a mistake "is meant the learner's momentaryfailure to apply what they already know" (Thornbury, 2005, p.92), this means that; learners disability in applying something they have knowledge about. However, an error is "a noticeable deviation from the adult grammar of a native speaker, reflecting the interlanguage competence of the learner" (Brown,1994,p.205). So that, error occurs when native speaker

doing significant deviation in his language. Ur (1991) points that mistakes happen occasionally; they are called inconsistent slips. However, errors are referred to as "breaches of the code"by Corder (1973, p. 259), adding about mistakesthat "these lapses" occurs due to some situations such as stress and tiredness (p.123).

Concerning the correction, mistakes are slips of the tongue, they are not strange to the second language learner alone and usually are corrected unlike errors which are systematic, occur repeatedly and are not recognized by the learner. Brown (1994) clarifies that mistakes mean that learners already know or understand the usage of the language, but unintentionally say or use it in the wrong form or way. However, learners will be able to notice it and self-correct it immediately. On the other hand, the error means that the learners use the wrong term, word or form and they are unable to recognize the problems. At this point, an error is made and it is needed for somebody to point it out to the learner to correct it (Brown, 1990, p.217-18). Ur (1991) differentiates errors from mistakes as they are "consistent and based on a miss-learned generalization" while mistakes are "occasional, inconsistent slips". In other words, errors are committed due to the lack of knowledge about something, whereas, mistakes are committed when learners' unintentionally do it but they already have knowledge about they said.

2.1.4. Categories of Mistakes

No one can run before learning how to walk. Beginning from this point, we realize that learning a foreign language needs some crucial steps to be followed, and one of these steps is mistakes. During the learning process, both teachers and students detect many different mistakes, some of them can be corrected by students themselves and some others require teachers' help to be corrected. Therefore, to find out what is behind this variety of mistakes, Harmer (2007) differentiates slips (mistakes students can correct themselves once they have

been pointed out), errors (mistakes they cannot correct themselves and therefore need an explanation) and attempts (when they try to say something but don't know the correct way) as Edge has identified in his book "Mistakes and Correction" (1989) three types of mistakes: errors, attempts and slips.

2.1.4.1 Errors

Errors are "due to deviant competences or the result of interlanguage which is the learner's momentary system of target language" (Haluskova, 2007, p.1). Corder (1967) maintains that "they are the result of not having a full knowledge about the target language system" (p.204). In other words, errors are due to the lack of knowledge about the target language. From a student's point of view, errors are not recognized as errors. Therefore, they cannot be corrected and they appear as a consequence of lacking enough knowledge about the target language. Bowen and Marks (1994) clarified that "errors are items which the learner has had some experience of but cannot correct, and which represent a different norm from the target or native one" (p.45). In general, errors are those areas where the learner cannot recognize that there is something which has to be corrected, and further learning must take place before correction can take place.

2.1.4.2 Attempts

Edge (1989) defines the concept 'attempts' as "those deviances made, when the teacher knows that the student has not yet learned the language necessary to express what he/ she wants to say"(p.11). In other words, they are the result of students' trial to fulfill a gap in a language system that he/she has not yet had enough knowledge about that system (Edge, 1989). Attempts are a type of mistakes "where students have no idea how to structure what they want to mean, or when meaning and structure intended are not clear to the teacher"

(p.11). Briefly, attempts are students' mistakes where they want to use a language system they have not yet dealt with.

2.1.4.3 Slips

Slips are different from both errors and attempts in the sense that they are "errors in performance which are easily and quickly self-corrected by the producer without having them pointed out" (Dellman, 2008, p. 2).This means that slips are those mistakes which can be self-corrected and they are the consequence of not paying attention. Edge (1989) adds that slips are mistakes where teachers do not give more attention to since students know this slip and can correct it by themselves. Bowen and Marks (1994) add further that "Slip suggests something feeling perhaps due to the lack of attention, probably without serious consequences and with little suggestion intention or blame or responsibility" (p.45). In other words, a slip refers to a feeling that can be a consequence of the lack of attention,intention and responsibility.

2.2 Causes Behind Making Mistakes

2.2.1 Interlanguage

Ur (1991, p. 85) said "Mistakes may be seen as an integral and natural part of learning: a symptom of the learners' progress through an 'interlanguage' towards a closer and closer approximation to the target language". In other words, during the acquisition of the target language, learners are exposed to new rules between their first and foreign language and this is their interlanguage which is the result of producing incorrect application of such rules, not having enough knowledgeabout the foreign language whatleads to the production ofmistakes.This means thatit is the target language form thatcontains errors caused by

inappropriately using aspects of the learner' s native language while trying to speak the target language (Ur, 1991).

2.2.2 L1 Interference

Lott (1983, p. 256) defines interference as "errors in the learner's use of the foreign language that can be traced back to the mother tongue".This means that students who learn a new language have another language as their mother tongue, therefore; during the process of learning this new language they find themselves in the middle using their background knowledge about their L1 in learning the L2. In addition, Ellis (1997, p. 51) refers to interference as 'transfer', and views it as "the influence that the learner's L1 exerts over the acquisition of an L2". That is to say; interferences refers to the goal of the learners to gradually achieve the fluency of L2. As Bowen and Marks (1994, pp. 51-52) claimed "L1 would have a facilitative influence on L2 if the languages are similar, but a detrimental influence if the languages are dissimilar". In other words, the positive effect of L1 on L2 occurs when the two languages are identical, whereas the negative effect happens when the two languages are different.

2.3 The Importance of Mistakes and Errors in Language Learning

The importance of mistakes is revealed where students experiment all types of errors for the purpose of learning something right. Though mistakes are generally considered as signs of failure, they may carry this positive side of showing the progress of the learning process (Gomez, 2006). This means that both teachers and students should welcome committing mistakes since they are one of the blocks which build learning. Edge (1989) states that, "the importance ofmistakes is that they should be ignored, students need the experience of being listened to as people with things to say" (p. 49).He supports his opinion by using the term

'learning steps' instead of 'mistakes', where this new view of students' failures can help teachers a lot as they can see their students' mistakes from a completely different perspective.

On the other hand, from many years error is considered as a sign of failure. However, now it has been agreed that making error is a step towards learning instead of failure, as well as, it plays a crucial role in learning the language. Duly and Burt(1974) stated that making error is something predictable to happen and it is important in learning the language. Also, making errors is considered as an important tool that helps the teacher in knowing the nature of learner' knowledge, as well as, knowing what he still need to learn. In other words, errors is an effective source that help the teacher have an idea about his learner' strengths and weaknesses.

2.4 Mistake Correction in Learning the Speaking Skill

2.4.1 The Importance of Mistake and Errors Correction in Speaking

One has to keep in mind that "making mistakes is a part of learning and correction is a part of teaching, both go together in the work of teachers who see themselves as part of people's learning, where the teaching exists to serve the learning" (Edge, 1989, p.69). Still according to Edge (1989), another important aspect to remember is that we cannot say that the learning – teaching process is taking place without mentioning the occurrence of mistakes and the importance of getting the right. Since teachers' job is to provide learners with some piece of knowledge, and students' job is to respond to that piece and try to use it correctly, the result is a combination between students' trial and teachers' response and that what is called 'correction'. Els (1984) defines correction as "feedback on errors" (p. 261). Error correction is defined as 'a response either to the content of what a student has produced or to the form of the utterance (Richards and Lockharts, 1996, p.188). Correction is a hard job to do because teachers do not precede correction at any time and the way they want, but rather there are

many aspects to consider before having the decision to correct. Bartram and Walton (1991) specified some questions to ask before correcting a student piece of work, beginning with whether the mistake committed affects communication or not, whether the purpose of the course fluency or accuracy, is it really wrong?, whether the mistake is committed by most of the students, and whether theyhave met this language point before, ending with correcting that piece. Furthermore, correction is considered as an essential part during the learning process since errors still exist as Hendrickson (1980) suggests that errors are of two types, global and local errors. The former are those which intervene with communication and deserve correction, while the latter do not change the meaning of the intended message since the context is not hindered like the absence of the 's' of the present (He go… to the theater now).

Levine (1975) also calls for correction and its positive effects on the students' outcomes. He said that if an error is left without correction, this leads learners to think that what they made is right and this is the dangerous effect of non-correction. That is why students need to be informed about whether they are going direct through the right path or not, if not so they need teachers' response to what they produce (Levine, 1975).

2.4.2 Types of Mistake Correction

2.4.2.1 On the Spot Correction (Immediate Correction)

Immediate correction is one of the ways teachers process for the purpose of getting their students right. It is done immediately after the mistake was made, and it is viewed as an effective technique to correct students' errors/ mistakes. Immediate correction involves the teacher since he/ she is the one who is responsible for the correction process, the student who committed the mistake and the mistake itself (Thomas, 2011). In other words, according to him "If we want to involve our students in the correction process, we need to show they have made a mistake; we may also need to indicate where in the sentencethe mistake was madeand

perhaps what kind of mistake it is" (2011). In addition to that, he concluded tips to teachers when they apply on the spot correction by using facial expressions to indicate the occurrence of an error/ mistake, repeating what the student said up to the mistake waiting for self-correction, using a finger for each mistake made, or by pointing out the mistake made. The Behavioristic theory (Watson 1924, Thorndike 1932 and Skinner 1957) suggests that it is through correction that learning happens,i.e. when a mistake is made, the teacher should correct it immediately and then repeat the correct version to be learnt by the rest of the class.

2.4.2.2 Over Correction

Over correction is one of the techniques teachers use to correct their students' mistakes. It is conducted through correcting every mistake committed by every student where teachers cannot pass any mistake left without correction since they think students should be corrected constantly. Teachers use this type of correction for the reason of getting their students' mistakes right at any cost because they are afraid of making those mistakes permanent where they cannot be changed. Even if over correction as a technique is useful but not all the time .Its effect on the students' speaking is harmful where it leads to hesitation and less desire to learn.

> [Teachers] will undermine students' confidence if they correct student mistakes all the time. It is not difficult to realize the demotivating effect of this over correction. Perhaps there is nothing more disconcerting or intimidating to students than to be interrupted every time they make a mistake in oral practice"[…] they may forget what they intend to say or feel that they will never be able to say anything right. (Language123, 2009, p. 2)

This means that teachers who are in favor of constant correction do not believe that mistakes are a natural and important part of learning.

2.4.2.3 Delayed Correction

This correction "helps students maintain their enthusiasm for English and encouraged to speak freely" (Edge, 1989, p.23). Delayed Correction technique isa correction a teacher uses sometime after a learner has made something wrong, often for the purpose of not interrupting the flow of the conversation or giving a chance to hear what is said and not how it is said, as Edge (1989) illustrates this by maintaining that "students need the experience of uninterrupted meaningful communication if they are to learn to use the language" (p.37). Furthermore, meaning is thedriving force of learning and focusing more attention on learning processes rather than learners' products as Krashen (1981) states, "recognizing that improvement comes from supplying communicative and comprehensible input, and not from forcing and correcting production" (p.202). In other words, "the speech is thought to besuccessful as long as the learner can make himself/herself understood no matter how incorrect the language"(Richards, 1990, p. 48) . This means that, when learners speak and make themselves clear the speech will succeed even if the language is wrong. Hendrickson (1978, pp. 389-390) claims that it is better not to stop or interfere students in a middle of a conversation or speech just because of some errors. Lyster, Lightbown and Spada (1999) agree with Hendrickson concerning this point by stating that "The corrections which are done through breaking up student's thoughts do notreally have sufficient results, instead students feel less motivated and upset from the correction". In other word, it is better to choose the right time to correct student's errors/ mistakes while he/she presents, because this can damage the learner and his performance.

2.5. The Benefits of Delayed Correction

When teachers use delayed correction, they want to make students feel that are being listened to through their ideas not through the way they structure those ideas as it is illustrated

by Edge (1989) "they need to feel that people are listening to what they are saying, not to how they are saying it. [...]If learners can feel their ownemotions beingexpressed in a language, this willbuild up a relationship with the language which will help them learn it" (p.37). Norrish (1983) also supports this point of view by mentioning that teachers' emphasis in the classroom should be on learners' ideas to encourage effective communication and not on whether they do it right or not.

Gomez (2006) agrees with Norrish about the idea that language is more important than structure and that correction should take place for the student's favor, but she said "correction turns to be a way to break the flow of conversation -especially when the teacher interrupts thestudent before he has finished his utterance-, and it is also a way to lower the student's motivation as only his failures and not his goals are highlighted" (p.3). In other words, the negative effect of correction occurs when the teacher choose the wrong time to correct his students mistake/ error.

2.6 Guidelines for Applying Delayed Correction

Bathubber (2012) explains that Delayed Correction is a technique which is done after giving the lesson and having everything explained and clear. This means that at a particular point, teachers can stop to make some correction following useful steps to point out the mistake and correct it. The first step is trying not to make learners frustrated about their mistakes, for instance by saying 'I heard…' instead of saying 'you said…' without pointing at the student who committed that mistake. Students can be provided with several options to choose the answer they think is best for the situation. Also, teachers can repeat what the student has said up to the mistake showing him/ her that there is something wrong and waits for correction. Another step is to ask other students to give the same answer, by doing this you can discover whether this particular mistake has to be dealt with again or it does not deserve

reteaching without forgetting that "student work should center on meaningful communication rather than on form, input should be interesting and so contribute to a relaxed classroom atmosphere"(Krashen and Terrell, 1983, pp. 75-77). Moreover, having a notebook where teachers can write the errors committed is very useful to remember the mistakes made and prepare for explanation. For example, the time an error is made, here, comes the role of the notebook to see whether this error needs further explanation and further exercises about or not. As a result, learners will gain chances to discover their errors and have them corrected. Teachers' response to students' progress in the language is also an effective technique to students' confidence. For instance, comments like 'would you explain more' and compliments like 'nice idea' give them the drive to improve (Herwindy, Henny, p. 8).

Conclusion

In summary, error/ mistake correction has always been a great debatable topic among both teachers and students.The sensitivity of error/ mistake correction makes teachers always ask and apply different techniques of correction to treat their students' mistakes. This sensitivity is also considered as the reason behind students' confusion and fear about their mistakes and the waythey are corrected.Therefore, Error/ mistake correction during oral performance should be carefullydone by teachers in order to develop the speaking skill and achieve a communicative ability in the foreign language which is their goal as well as their students' goal.

Chapter Three

Field Investigation

CHAPTER THREE

Field Investigation

Introduction

This chapte is devoted to both teachers' and students' questionnaires and to their analysis. The description of the results will show the significance of errors/mistakes in the learning process and the role they play to promote the speaking skill as well as its importance and the techniques used by teachers in the classroom to foster that skill.

3.1 Research Methodology and Tools

The present dissertation adopts a quantitative descriptive method. The aforementioned method suits the research topic. It contributes in checking the research hypothesis and providing the relation between mistakes/ errors delayed correction and students speaking skill. The population in this study consists of one hundred and four (104) Master one students from the Department of English, University of 8 mai 1945, Guelma. They were chosen randomly for this research. They have been selected because they are more experienced with oral performance and supposed to have a high level of speaking. In addition to fifteen (15) teachers at the same department for the sake of obtaining their opinion concerning the effect of mistakes/ errors delayed correction on students' speaking skill. For collecting data, two questionnaires are elaborated: the first one was given to Master One students at the department of Letters and English Language and Literature, Guelma, and the second one for teachers at the same department. The purpose of these questionnaires is to gather information about students' and teachers' opinions about correcting mistakes/errors during the oral performance, about their preferences of this correction, i.e., how teachers correct mistakes/errors and how students want them to be corrected?

3.2 The Sample

The questionnaire was submitted to fifteen (15) teachers at the Department of English, 8 Mai 1945University, Guelma. The reason behind teachers' questionnaire is to highlight the importance of the speaking skill, their role to develop the skill, the importance they give to the feedback, attitudes towards students' mistakes/errors, as well as the role of mistakes in learning a foreign language, and the way they are corrected.

The other one was distributed to one hundred and four (104) students of Master One at the same department. The questionnaire was given to them for the purpose of having knowledge about their level in Speaking, their aims behinds learning to speak, their preferences concerning the techniques used to promote speaking as well as their attitudes towards mistakes, and the way they prefer their mistakes to be corrected.

3. 2. 1Teachers'Questionnaire

3. 2. 1. 1 Description of Teachers' Questionnaire

The present questionnaire includes eighteen (18) close-ended and open-ended questions. It is divided into three sections:

Section One: General Information (Q1 – Q3)

This section deals with teachers' years of experience teaching English, particularly their experience on relying on oral performance, as well as the current level of their students in the Speaking Skill.

Section Two: Developing the Speaking Skill (Q4 – Q8)

Section two is concerned with teachers' focus during oral sessions, the importance of their feedback and its effect on the students' oral performance. In addition, it includes the various techniques teachers use to develop the Speaking Skill.

Section Three: Delayed Correction (Q9 – Q18)

This section concentrates on the importance of mistakes in language learning, whether they are corrected and how they should be corrected. Moreover, it deals with whether correction fosters the students' Speaking Skill and how.

3.2.1.2 Analysis of the Results of the Questionnaire

Section One: General Information

Q 1: How long have you been teaching English?

Table3.1

Years of Teaching English

Years	Number	Percentage
1 – 5	5	33%
5 – 10	7	47%
More than 10	3	20%
Total	15	100%

Table 01 shows that 33 % of the total respondents (N=15) have been teaching English between 1 to 5years, 47 % between 5 to 10 years, and 20% more than 10 years. This implies

that, our university teachers have a great experience that qualifies them to recruit various skills and employ them in a scientific framework to raise the level of the students.

Q 2: How long have you been relying on Oral performance?

Table3. 2

Years of Experience in Relying on Oral Performance

Years	Number	Percentage
1 – 5	4	27%
5 – 10	3	20%
More than 10	8	53%
Total	15	100%

Table 02 provides us with years of experience in relying on Oral performance. We notice that 27% of the teachers have been relying on Oral performance from 1 to 5 years, 20 % from 5 to 10, and more than 10 years presents 53 %. It thus clear that the experience in relying on oral performance differ from one teacher to another, this may be related to each teacher and his experience in teaching the English language.

Q 3: How do you consider the level of your students in Oral performance?

Table3. 3

Students' Level in Oral Expression

Option	Number	Percentage
Very good	0	0%
Good	4	27%
Average	10	66%
Low	1	7%
Very low	0	0%
Total	15	100%

The participants said that 27 % of their students have a good level in Oral performance, while 66 % have an average level, and 7 % present a low level. This indicates that the majority of students have acceptable level in oral performance.

Section Two: Developing the Speaking Skill

Q 4: In the Oral performance, what do you mostly seek to develop in your students?

Table 3. 4

Developing the Speaking Skill

Option	Number	Percentage
Fluency	1	7%
Accuracy	0	0%
Both	14	93%
Total	15	100%

We see from table 04 that 7% of teachers chose option 'a', while 93 % of teachers chose option 'c', which says that both fluency and accuracy are the items which should be developed in students. This implies that the majority of teachers focus on fluency and accuracy as two important items in developing their students.

Q 5: What techniques do you use to promote your students' Speaking Skill?

Tables3. 5

Techniques Used to Promote the Speaking Skill

Option	Number	Percentage
Role play	0	0%
Discussion	4	27%
Storytelling	0	0%
Others	2	13%
Role play, discussion and storytelling	3	20%
Role play, discussion, storytelling and others.	6	40%
Total	15	100%

Table 05 shows that the majority of the participants use all the techniques mentioned plus others to promote the speaking skill where they represent 40 % out of the whole population. 13 % use discussion and role play, and 27 % use only discussions, whereas 20% use the techniques of roleplay, discussion, and storytelling. And those who chose option "d", two (4) teachers suggest video watching and topic preparation at home while the rest suggest listening as a technique to promote the speaking skill. That is to say, role play, discussion, and storytelling are the most preferable activities used by the teacher to promote students' speaking skill.

Q 6: Do you provide Feedback during Oral performance?

Table3. 6

Providing Feedback

Option	Number	Percentage
Yes	14	93%
No	1	7%
Total	15	100%

Table 06 shows that 93 % of teachers provide feedback during Oral performance. On the other hand, only 7 % do not provide their students with feedback during the Oral performance. Thus, we can notice that the big number of teachers provide students feedback during oral performance which may indicate that teachers are always trying to develop and improve their students' oral performance.

Q 7: Do you think that students benefit from teachers' feedback?

Table3. 7

Students Benefiting From Teachers' Feedback

Option	Number	Percentage
Yes	15	100%
No	0	0%
Total	15	100%

Table 07 shows that all teachers said that students benefit from feedback they provide.So, the benefit students get from feedback implies that it will help them to develop their speaking skill more and more.

Q 8: I f 'Yes', to what extent?

In Q7, all teachers said that students do benefit from teachers' feedback, and the justifications behind their point of view are as follows:

-Learners will not reproduce the same mistakes (5 teachers)

-It depends on students' motivation and interest (4 teachers)

-Students will obtain new knowledge through teachers' feedback (3 teachers)

-Feedback will save students' time and effort (3 teachers)

Section Three: Delayed Correction

Q 9: Do you consider your students' mistakes as:

Table3. 8

Teachers' Attitudes towards Students' Mistakes

Option	Number	Percentage
Learning steps	14	93%
Signs of failure	1	7%
Total	15	100%

We notice from Table 08 that 93 % of teachers do consider their students' mistakes as learning steps, whereas 7% said that they are signs of failure. This may imply that mistakes are considered as a step to learn by the majority of teachers due to their importance in learning the language.

Q 10: Do you correct your students' mistakes during Oral performance?

Table3. 9

Mistake Correction during Oral Performance

Option	Number	Percentage
Yes	14	93%
No	1	7%
Total	15	100%

As table 09 shows, 93 % of the participants agree on correcting students' mistakes during the oral performance. This could mean that teachers are aware of their students' mistakes and they are always trying to give them feedback in order to improve their speaking skill. On the other hand,7 % do not correct students' mistakes. This may denotes that, teachers are not aware of the importance of mistakes committed by their students.

Q 11: If 'No', please explain why.

Teachers who answered 'No', justified their answers by saying that they do not correct students' mistakes in order:

-To save students' faces.

 -Not to stop the flow of the ideas.

- To keep them motivated to speak.

Q 12: What mistakes should be corrected?

Table 3. 10

Types of Mistakes that should be corrected

Option	Number	Percentage
Pronunciation	0	0%
Stress	0	0%
Grammar	1	7%
Pronunciation and stress	2	13%
Pronunciation and grammar	2	13%
Pronunciation, stress and grammar.	6	40%
Pronunciation, stress, grammar and others.	4	27%
Total	15	100%

From Table 10, we can observe that 7 % of teachers chose option grammar, 13% chose option pronunciation and stress, the same value for the option pronunciation and grammar. However,the option pronunciation, stress, grammar has occupied 40% and the participants

added vocabulary, and the last 27 % was devoted to option pronunciation, stress, grammar and others. Those who mentioned others suggest vocabulary and intonation. This indicates that, pronunciation, grammar and stress are considered as important mistakes that should be corrected.

Q 13: How often do you correct your students' mistakes?

Table3. 11

Frequency of Correction

Option	Number	Percentage
Always	2	13%
Often	7	47%
Sometimes	3	20%
Rarely	2	13%
Never	1	7%
Total	15	100%

Teachers who always correct their students' mistakes represent 13% and those who sometimes correct students' mistakes are 20 %, 7 % is devoted to option "**e**" where teachers never correct the mistakes, another 13% is given for option "**d**" where they rarely correct the mistakes committed, and the last 47 % is devoted for option "**b**" where the mistakes are often corrected. Thus, according to the majority of teachers who correct sometimes their students' mistakes, indicates that teachers try to give their students feedback at the right moment which do not bother them.

Q 14: When correcting students' mistakes during Oral performance, do you use:

Table3. 12

Correction Techniques

Option	Number	Percentage
a	3	20%
b	4	27%
c	8	53%
Total	15	100%

Table 12 shows that 20% of teachers said that they correct their students' mistakes using on the spot correction, 27% use delayed correction while the use of both techniques was chosen by 53% of teachers. The results obtained above revealed that teachers chose the right time to give their students feedback according to the mistake they commit.

Q15: Does constant/heavy correction during Oral performance discourage students from speak?

Table 3. 13

The Impact of Heavy Correction on Students' Oral Performance

Option	Number	Percentage
Yes	12	80%

No	3	20%
Total	15	100%

We see from table 13 that Twelve (12) teachers agree with the statement which says that heavy correction discourages students from speaking, whereas Three (3) teachers out of fifteen encourage the use of heavy correction. This may indicate that, heavy correction is not the appropriate way to encourage students to speak due to its negative effect on students' performance.

Q16: If 'Yes', please explain why.

-Four (8) teachers justified their choice by saying that heavy correction leads students to hesitation where they refrain from speaking and feel inhibited.

-The other three (4) teachers said that heavy correction makes students feel that teachers are interested in their language rather than in the final product.

Q17: Do you think that students can be affected by teachers' correction?

Table3. 14

The Impact of Teachers' Correction on the Students

Option	Number	Percentage
Yes	15	100%
No	0	0%
Total	15	100%

Table 14 demonstrates that 100% of teachers said that students can be affected by their correction. As a result, students will benefit more from their teachers' correction.

Q18: If 'Yes', to what extent?

-Seven (7) teachers said that students can be either positively affected where they work more on what was corrected or negatively affected where their correction inhibits them from speaking.

-Four (4) teachers justified their answers by stating that the correction affects mostly shy students because they feel anxious about the correction.

-Other Four (4) teachers said that the correction will activate students' unconscious knowledge.

3. 2.1.2 Summary of the Results of Teachers Questionnaire

Based on the findings of this study, results reveal that the speaking skill has a great importance according to both teachers and students. Teachers use various techniques in order to develop the speaking skill, as it is shown in table 05, the use of discussions, storytelling, role plays and the suggestion of listening and video watching. And they 93% (table 06) provide learners with useful feedback as an essential part which has to take place at any Oral performance. The results also show the significance of errors in language learning where teachers 93% (table 08) regard their students' mistakes as learning steps instead of being signs of failure as well as the role correction plays to foster the speaking of a foreign language learner. It is also shown that teachers 93% (Table 04) concentrate on both students' fluency and accuracy during Oral Expression sessions and have positive attitudes towards mistakes what leads them to use both immediate correction and delayed correction 53% (table 12) as techniques to treat what is wrong from the part of the learner. Even if they have that positive

attitude towards mistakes and correction, they do not prefer heavy correction for its negative effects on their Oral performance.

3.2. 2 Students' Questionnaire

3.2.2.1 Description of Students' Questionnaire

The students' questionnaire is composed of sixteen (16) questions, and it is divided into three sections. Section one includes:

Section One: Background Information about the Speaking Skill (Q1 – Q3)

This section is concerned with general information about the students of Master one. It includes the students' level in speaking English and whether they have enough chances to speak during the Oral session.

Section Two: Developing the Speaking Skill (Q4 – Q9)

This section deals with students' focal point in the Oral Expression course, their goal behind learning the speaking skill, and the significance of teachers' feedback. Also, it focuses on techniques used to develop the speaking skill, the role of mistakes in language learning as well as the preferred way to correct those mistakes.

Section Three: Delayed Error Correction (Q11 – Q16)

This section includes information about students' attitudes towards their mistakes, what makes them keep silent during the Oral session as well as mistakes correction.

3.2.2.2 Analysis of the Results of the Questionnaire

Section One: Background Information about the Speaking Skill

Q1: How do you consider your level in the Speaking Skill?

Table 3. 15

Students' Level in Speaking English

Option	Number	Percentage
Very good	0	0%
Good	40	38%
Average	64	62%
Low	0	0%
Very low	0	0%
Total	104	100%

Table 15 provides the level of the students in the speaking skill. We notice 38% of the students have a good level, while 62% are of an average level in speaking English. This may indicate that the majority have acceptable level in speaking that language.

Q2: In an Oral Expression course, do you have opportunities to speak?

Table3. 16

Students' Opportunities of Speaking in the Classroom

Option	Number	Percentage
Yes	90	87%

No	14	13%
Total	104	100%

Table 16 shows that 87% of the students have enough opportunities to speak in the Oral session, whereas the 13% do not have the chance to speak.

Q3: If 'Yes', how often?

Table3. 17

Frequency of Students' Speaking Opportunities

Option	Number	Percentage
Very frequently	8	8%
Frequently	56	54%
Occasionally	32	30%
Rarely	8	8%
Never	0	0%
Total	104	100%

We see from table (17) that the majority of the students have frequent opportunities of speaking during an Oral Expression course. 30% represent those speak occasionally, while 8 % is devoted for those who have very frequent chances to speak and the other two (8) students chose option "**d**" where they speak rarely. According to the results mentioned above, it may denote that the big number of students have the opportunity to interact and communicate inside the classroom.

Section Two: Developing the Speaking Skill

Q4: When you are asked to speak in an Oral Expression course, do you care mostly about?

Table 3. 18

Students' Principal Aspect in the Oral Expression Course

Option	Number	Percentage
Meaning	16	15%
Form	0	0%
Both	88	85%
Total	104	100%

85% of the participants mentioned that during the Oral performance they care mostly about both meaning and form, while 15% represented those who care only about meaning. That is to say both meaning and form are important principles which students care about.

Q5: As a foreign language learner, your aim in learning to speak is to become:

Table3. 19

Students' Aims in Learning Speaking

Option	Number	Percentage
Fluent	26	25%
Accurate	16	15%
Both	62	60%
Total	104	100%

We see from table (19) that the majority of the students 60% aim at being both fluent and accurate. 25% out of the whole population chose option "**a**", while 15% represent those whose aim is being accurate. This may imply that being fluent and accurate are two important items students aim to be in learning to speak.

Q6: What technique(s) do you prefer to develop your speaking skill?

Table3. 20

Students' Techniques for Developing their Speaking

Option	Number	Percentage
Role play	5	5%
Discussion	83	79%
Storytelling	5	5%
Others	3	3%
Role play and discussion	8	8%
Total	104	100%

Table 20 shows that the majority 79% prefers discussion, because maybe during this activity, they feel free to discuss and talk about what they want and need. 5% represent those who prefer role plays and the same for those who prefer storytelling, this could be because in this activity, students tend to tell their own stories or hear their classmates' stories. On the other hand, 8% is devoted to those who chose both discussion and role play and those who

chose option "d" add listening. However, discussion is the most preferable classroom activity for students.

Q7: Does your teacher apply one of the techniques mentioned in question '6'?

Table3. 21

Teachers' Techniques to promote The Speaking Skill

Option	Number	Percentage
Yes	96	92%
No	8	8%
Total	104	100%

From table 21, we notice that the majority of the participants 92% said that their teachers apply one the methods mentioned in Q6, while 8% said that teachers do not apply one of those methods.

Q8: If 'No', what techniques does he/ she apply?

The students who said that their teachers do not apply role play, discussion or storytelling mentioned that teachers ask specific questions and wait for answers, in addition to video watching.

Q9: Does your teacher's feedback encourage you to speak more during the course?

Table3. 22

The Impact of Teachers' Feedback on Students' Oral Performance

Option	Number	Percentage
Yes	60	58 %
No	44	42 %
Total	104	100 %

According to the results shown in the 22, 58% of learners are encouraged by their teachers' feedback; this may indicate that students will benefit from teachers' feedback by helping them to obtain new information, develop their communicative skills and learn from their mistakes so they will not repeat it again. Whereas teachers' feedback does not encourage 42% of the students, this may show that students feel stressed and embarrassed when they receive feedback so they will not benefit from it.

Q10: If 'Yes', in which way?

Students who said that teachers' feedback encourage them to speak mentioned that they are encouraged through:

-Words of motivation teachers use like" good", "you can do more", "carry on" "next time it will be right".

-Teachers' response to students' answers encourage us to speak in a way that they ask us questions which provoke us to contribute.

  -Teachers suggest debatable topics which make every one of us think how to express his/ her opinion.

Section Three: Delayed Correction

Q11: Do you think that mistakes:

Table3. 23

Students' Attitudes towards Mistakes

Option	Number	Percentage
Take you away from learning	18	17%
Are steps towards learning	86	83%
Total	104	100%

We notice from table 23 that 83% of the students consider their mistakes as learning steps, whereas mistakes are signs of failure for 17% of the students. Thus, according to the majority mistakes have a major role in learning the language which are considered as a step to learn and enrich their knowledge.

Q12: Do you prefer to be corrected by the teacher during the Oral Expression course?

Table3. 24

Students' Attitudes towards Correction

Option	Number	Percentage
Yes	62	60%
No	42	40%
Total	104	100%

As we can see from table 24 that 60% of the whole population prefers correction to take place during the Oral Expression course. On the other hand, correction is not preferable to 40% of the learners. That is to say students will benefit from their teachers' correction of their mistakes. However, for those who did not prefer to be corrected, may be this due to their feelings because feedback in front of their classmates makes them nervous and upset.

Q13: As a student, what makes you keep silent in an Oral Expression session?

Table 3. 25

Students' Reasons for Keeping Silent in the Classroom

Option	Number	Percentage
Fear of mistakes	44	42%
Fear of teachers' correction	31	30%
You prefer listening	29	29%
Total	104	100%

According to the results obtained from the above question, we have 42.5% of the participants mentioned that they keep silent because of mistakes, and the fear of teachers' correction is the reason behind the silence of 30% of the students. However, 29% of learners prefer listening. Depending on the results, mistakes are considered as an obstacle for the majority of students who keep silent in an oral expression course.

Q14: What is the best way to treat mistakes?

Table 3. 26

Students' Correction Preferences

Option	Number	Percentage
All the time correction	60	58%
Delayed correction	44	42 %
No correction	0	0%
Total	104	100%

We can notice that the majority of the learners 58% prefer all the time correction, this may imply that students chose that way of correction to avoid repeating the same mistakes while speaking .Whereas, 42% is devoted for those who prefer delayed correction, this may indicate that students prefer that way of correction in order to finish their performance and avoid interruption.

Q15: Do you think that any mistake deserves correction?

Table3. 27

Students' Opinion about Mistake Correction

Option	Number	Percentage
Yes	55	53%
No	49	47%
Total	104	100%

Table 27 reveals that any mistake deserves correction for 53 % of the whole population of the students, whereas 47% said that not every mistake deserves correction. According to the results mentioned above, this may denote that students will benefit from their teachers feedback and not to repeat the same mistake.

Q16: If 'No', how should your mistakes be corrected?

Those who said that not every mistake deserves correction suggest mistakes should be corrected through:

-Selecting which mistake has to be really corrected

-Focusing on the idea rather than the language

-Using note book to mention the important mistakes to be dealt with again.

3.2.2.3 Summary of the Results of Teachers' Questionnaire

The results indicate that our sample generally has an average level in the speaking skill with 62% (table 15) and 85% while speaking, they focus on both meaning and form (table 18). The data revealed that discussion as a technique to foster the speaking skill is the most useful one among the students with 79% (table 20), and that more than 58% find feedback as a motivator to speak (table 21). In addition, most of students view mistakes as learning steps with 83% as it is shown in table 22where they prefer to be corrected during the Oral Expression course with 60%. Moreover, the results also show that students' fear is behind mistakes with 42% more than they do with their teachers' correction 30%. 58% of the students prefer heavy correction as a technique to correct their mistakes since they think that over corrected teacher is the one who will enhance their speaking skill as it is shown in table 25where they also see that every mistake deserves correction for 53%.

Conclusion

As the questionnaires have been analyzed, we concluded that both teachers and students value the speaking skill, and consider the role of mistakes in their foreign language learning and more important the way they are corrected. It is generally agreed that the most useful techniques used to promote the speaking skill are both discussions and role plays, and that feedback is an important part during the Oral Expression course. Concerning mistakes, they are regarded as learning steps and the correction technique depends on the mistake committed as well as the purpose of the session. On the other hand, it was generally agreed that over correction is not preferable.

General Conclusion

General Conclusion

1. Research Limitations

2. Suggestions and Recommendations

GENERAL CONCLUSION

This dissertation is conducted for the purpose of investigating the importance delayed correction in enhancing students' speaking skill. Also, the study investigated both teachers' and students' attitudes towards mistakes and the way they conduct correction in the classroom. Moreover, the study spotted light on the various types of mistakes committed in learning as well as the various techniques used to promote the speaking skill in spite of the mistakes.

The dissertation is divided into three chapters, two chapters present the theoretical part and one chapter is devoted to the practical one. The first chapter spots light on the importance of the speaking skill as well as the various techniques used to foster the speaking skill. Also, it deals with teachers' goals behind teaching the speaking skill and their role in supplying feedback during the Oral Expression course. The second chapter concerns mistakes definition and the significance of errors in foreign language learning. In addition, it focuses on the difference between errors and mistakes as well as the reasons behind mistakes. It focuses further on the techniques used to correct those mistakes and foster the speaking skill.

The third chapter was devoted to the fieldwork. It tackled the outcomes obtained from both teachers' and students' questionnaires. The results of the questionnaires administered to both teachers and first year Master students as measuring tools for the purpose of collecting their attitudes towards the speaking skill, mistakes and the correction process, as well as confirming the research hypothesis.

Thus, this study has spot light on using mistakes/ errors delayed correction as a major factor in developing students' speaking skill. It is important to take more consideration and attention in EFL pedagogy because it helps students to improve their speaking proficiency and to perform orally better.

1. **Research Limitations**

Throughout the investigation of this study we have encountered some problems that limits our research work, as any research can face many constraints, which limits our

- Time consuming that constraints our research study because time extended help us to use another research tool and a larger number of teachers as well as students.

- Thus, the research can be investigated through an observation or interview.

- In addition to some difficulties in collecting back data mainly teachers questionnaire.

- The problems experienced by the education sector, including the wave of strikes, which delayed and constrained the distribution of the questionnaire to students in particular.

- The lack of interest and seriousness of some students in responding the questionnaire.

- Without forgetting some technological problems that all of us can face in the last moments (which is for example the loss of most of my works due to the damage of the hard disc).

2. **Suggestions and Recommendations**

On the light of the results of the current study, that investigates the importance of using mistakes/ errors delayed correction as an appropriate strategy in fostering students speaking skill. Some suggestions and recommendations are made:

- Teachers should convince their students with the fact that errors are the stones which build learning.

- Teachers should have positive attitudes towards mistakes as well as towards correction.

- Teachers should not correct their students' mistakes before having some decisions about the purpose of the course, the type of the mistake committed and, then, the type of correction recommended.

- Teachers should encourage their students to speak and develop their speaking skill as well as their communicative ability in spite of mistakes.

- Learners need to be encouraged to speak and also should be given enough opportunities to practice more the speaking skill.

- Teachers should make sure that their correction feedback should be clear and understandable for learners in order to benefit from it.

- Teachers have to choose the appropriate timing of students' mistakes/ errors correction.

- Students need to be positively reinforced and supported by teachers in order to increase their motivation and involvement in communicating and learning FL as well. Also, this can help in reducing shyness and hesitation.

- Teachers should put more consideration to the learner's feeling and emotions when being orally corrected.

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APPENDICES

Appendix 1: Teachers' Questionnaire

Appendix 1: Students Questionnaire

Appendix 1

The Teachers' Questionnaire

Dear Teacher,

You are kindly requested to fill in the present questionnaire which is part of a research work. Investigating the positive effect of using Delayed Correction in Fostering the Speaking Skill of EFL Learners. Please feel free to tick the appropriate box (X) and justify it whenever it is possible.

Thank you in advance for your precious help.

Besma ABIDI

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2018/2019

Section One: General Information

1. How long have you been teaching English?

   …………………………..years

2. How long have you been relying on oral performance?

   ……………………….years

3. How do you evaluate the level of your students in Oral Performance?

☐ Very good ☐ Good ☐ Average ☐ Low ☐ Very low

Section Two: Developing the Speaking Skill

4. In the Oral Expression course, what do you seek to develop more in your students?

☐ Fluency ☐ AccuracyBoth ☐

5. What techniques do you use to promote students' speaking skill?

☐ Role play ☐ Discussions ☐ Story telling

   Other, please, specify:

   ……………………………………………………………………………………

   ……………………………………………………………………………………

6. Do you provide feedback during the Oral Performance?

   ☐ Yes ☐ No

7. Do you think that students benefit from teachers' feedback during the Oral Expression

   course?

   ☐ Yes ☐ No

8. If "yes", to what extent?

   ……………………………………………………………………………………

   ……………………………………………………………………………………

Section Three: Delayed Correction

9. Do you consider your students' mistakes as:

☐ Signs of failure ☐ Learning steps

10. Do you correct your students' mistakes during oral performance?

☐ Yes ☐ No

11. If "No", please, explain why?

………………………………………………………………………………………………

………………………………………………………………………………………………

………………………………………………………………………………………………

12. What mistakes should be corrected?

☐ Pronunciation ☐ Stress ☐ Grammar

Other: please, specify:

………………………………………………………………………………………………

………………………………………………………………………………………….

13. How "often" do you correct students' mistakes?

☐ Always ☐ Often ☐ Sometimes ☐ Rarely ☐ Never

14. When correcting students' errors during oral performance, do you use:

☐ On the spot correction (immediate correction) ☐ Delayed correction

☐ Both of them

15. Does delayed correction in oral performance discourage students to speak?

☐ Yes ☐ No

16. If "Yes", please, explain why?

………………………………………………………………………………………………

………………………………………………………………………………………………

………………………………………………………………………………………………

17. Do you think that students can be affected by teachers' correction?

☐ Yes   ☐ No

18. If "Yes", in which way?

……………………………………………………………………………………………………

……………………………………………………………………………………………………

……………………………………………………………………………………………………

Thank you for collaboration

The Students' Questionnaire

Students' Questionnaire

Dear Students,

You are kindly requested to fill in the present questionnaire which is part of a research work. Investigating the positive effect of using Delayed Correction in Fostering the Speaking Skill of EFL Learners. Please feel free to tick the appropriate box (X) and justify it whenever it is possible.

Thank you in advance for your precious help.

AbidiBesma

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2018/2019

Section One: General information about the Speaking Skill

1. How do you evaluate your level in speaking English?

☐ Very good   ☐ Good   ☐ Average   ☐ Low   ☐ Very low

2. In an Oral Expression course, do you have opportunities to speak?

☐ Yes   ☐ No

3. If "Yes", how often?

☐ Very frequently   ☐ Frequently   ☐ Occasionally   ☐ Rarely   ☐ Never

Section Two: Developing the Speaking Skill

4. When you are asked to speak in an Oral Expression course, do you take more care about:

☐ Meaning   ☐ Form   ☐ Both of them

5. As a foreign language learner, your aim is to become:

☐ Fluent   ☐ Accurate   ☐ Both of them

6. What technique(s) do you prefer to develop your speaking skill?

☐ Role play   ☐ Discussions   ☐ Storytelling

Others: please, specify:………………………………………………………………..

…………………………………………………………………………………………

7. Does your teacher apply one of the techniques mentioned in Question6?

☐ Yes   ☐ No

8. If "No", what techniques does he/ she apply?

……………………………………………………………………………………………

……………………………………………………………………………………………

9. Does your teachers' feedback encourage you to speak more during the course

☐ Yes   ☐ No

10. If "yes", in which way

……

……

Section Three: Delayed Correction

11. Do you think that errors:

☐ a. Take you away from learning ☐ b. Are steps towards learning

12. Do you prefer to be corrected by the teacher after the Oral performance?

☐ Yes ☐ No

13. As a student, what makes you sometimes keep silent in an oral performance?

☐ Fear of mistakes ☐ Fear of the teachers' correction ☐ You prefer listening

Other, please, specify:

…………………………………………………………………………………………………

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

14. What is the best way to treat errors?

☐ Continuous correction ☐ Delayed correction ☐ No correction

Justify,…………………………………………………………………………………………

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

15. Do you think that every error deserves correction?

☐ Yes ☐ No

16. If "No", how should your errors be corrected?

……

……

Thank you for your collaboration

التلخيص

تهدف الأطروحة الحالية في البحث عن دور التصحيح المؤجل للأخطاءكإستراتيجية في تعزيز الأداء الشفوي للطلاب. إذ أن هدفنا الحالي هو التحقيق في هذه العلاقة التي هي بيندور التصحيح المؤجل للأخطاء ومهارة التحدث. يمكن أن تكون هذه الإستراتيجية طريقة جيدة لتعزيز كفاءة التحدث لدى الطلاب. تم تصميم هذه الدراسة لتقييم الفرضية إذا تبنناالأساتذةطريقة التصحيح المؤجلللأخطاء ، سيتم تحسين مهارات التحدث لدى الطلاب. بالنسبة لدراستنا ، اعتمدت منهجية البحث على الطريقة الوصفية الكمية ، لأنها الأنسب لموضوع البحث. تم جمع البيانات من خلال استبيانين تم تقديمهما لكل من الأساتذة والطلاب الذين تم اختيارهم عشوائيًا لقسم اللغة الإنجليزية في جامعة 8 مايو 1945 ، قالمة. اعتمادا على ما نصت عليه فرضيتنا ووسائل البحث،نهدف إلى تسليط الضوء على أهمية الأخطاء في عملية التعلم وكيف يلعب تصحيح المؤجل للأخطاء دورًا إيجابيًا في تطوير قدرة الطالب على التحدث. وعليه كشفت النتائج التي تم الحصول عليها أن كلا من الأساتذة والطلاب يعتبرون التصحيح المؤجل للأخطاء إستراتيجية مهمة لتحفيز الطلاب على الأداء الشفهيبشكل جيد. أيضًا ، توصلنا إلى أن كل من الأساتذة والطلاب يقدرون مهارة التحدث من خلال إعطائها موقعًا أساسيًا في عملية التعلم من خلال استخدام تقنيات مختلفة لتطوير تلك المهارة ومن خلال إيلاء المزيد من الاهتمام لتقنية التصحيح حيث غالبية الأساتذة لم يختاروا فقط تأخير أو على التصحيح الموضعي ، لكنهم اختاروا كلاهما حسب الموقف ونوع الخطأ المرتكب وكذلك الوقت المناسب للتصحيح والطلاب الذين اختاروا تصحيحًا مكثفًا لغرض تصحيح أخطائهم ما يعزز مهارتهم في التحدث.

على الرغم من القيود التي ووجهت خلال هذا البحث ، قدمت النتائج التي توصلت إليهابعض الاقتراحات و التوصيات التي يمكن أن تساعد المعلمين والطلاب في ا لبحوث المستقبلية.

Résumé

La présente thèse vise à trouver le rôle de Correction différée des erreurs en tant que stratégie pour améliorer la performance orale des étudiants. Notre objectif actuel est d'étudier cette relation entre le rôle de la correction tardive des erreurs et la capacité de parler. Cette stratégie peut être un bon moyen d'améliorer l'efficacité de la parole des étudiants. Cette étude est conçue pour évaluer l'hypothèse: si les enseignants adoptent la méthode de correction différée, les compétences des élèves en expression orale seront améliorées. Pour notre étude, la méthodologie de recherche s'appuyait sur une méthode descriptive quantitative, la mieux adaptée au sujet de la recherche. Les données ont été recueillies au moyen de deux questionnaires soumis à des professeurs et à des étudiants choisis au hasard pour le département d'anglais de l'Université du 8 mai 1945 à Guelma. Sur la base de notre hypothèse et de nos méthodes de recherche, nous visons à souligner l'importance des erreurs dans le processus d'apprentissage et à expliquer en quoi la correction tardive des erreurs joue un rôle positif dans le développement de la capacité de l'élève à parler. Les résultats ont révélé que les enseignants et les élèves considèrent la correction différée des erreurs comme une stratégie importante pour inciter les élèves à bien s'exprimer oralement.

Nous avons également constaté que les enseignants et les étudiants appréciaient la capacité de parler en leur donnant une position clé dans le processus d'apprentissage en utilisant différentes techniques pour développer cette compétence et en accordant une plus grande attention à la technologie de correction dans laquelle la majorité des enseignants choisissait non seulement une correction différée ou localisée, Selon la situation, le type d'erreur commise, le temps de correction, et les étudiants qui ont choisi une correction extensive pour corriger leurs erreurs, ce qui améliore leurs compétences orales.

 Malgré les limites rencontrées au cours de cette recherche, les conclusions de certaines des suggestions et recommandations pouvant aider les enseignants et les étudiants dans les recherches futures ont été présentées