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Attitudes and Perceptions of Hebron University English Majors and their
Teachers Towards the Correction of Oral Errors in the Classroom: A Case
Study

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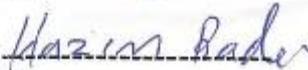
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Dedication

To my father's soul

To my lovely mother

To my husband

To my daughters

To my brother and sisters

To my professors

To my friends

To every one who helped me

I dedicate my work

Acknowledgement

For the instruction, advice and help he gave to me during writing this research, I would like to pay appreciation and gratitude to my advisor Dr. Hanna Tushyeh. I would also want to thank Dr. Mohammad Farrah for his help, support and encouragement. Moreover, I would like to extend my sincere thanks and appreciation to all those who contributed to the accomplishment of this study, particularly:

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ملخص

هدفت هذه الدراسة إلى التعرف إلى آراء الطلاب و المدرسين في قسم اللغة الانجليزية في جامعة الخليل حول تصحيح الأخطاء الشفوية. ما هي الأخطاء التي يرغب الطلاب في أن يتم تصحيحها و ما هي الأساليب التي يفضلون أن يستخدمها المدرسين لتصحيح أخطائهم؟ و ما هي الأخطاء التي يرغب المدرسين بتصحيحها و ما هي الوسائل و الأساليب التي يفضلون استخدامها لتصحيح الأخطاء الشفوية؟ وذلك من أجل تقريب وجهات النظر بين الطلاب و المدرسين و جعل كل منهم يفهم احتياجات و تفضيلات الآخر للمساهمة في نجاح عملية تعلم اللغة الأجنبية. كما هدفت هذه الدراسة أيضا إلى التعرف عن قرب على طريقة معاملة المدرسين لأخطاء الطلاب الشفوية في المحاضرات الدراسية.

Abstract

Matching the expectations between teachers and learners is likely to lead to successful language learning. In order to verify that, the researcher decided to carry out this research. The research examines Hebron University teachers' and learners' attitudes towards classroom oral error correction through a questionnaire that was administered to Hebron University students to see whether they have positive or negative attitudes towards correction of oral errors, what types of errors they like to be corrected and the correction methods they prefer. An interview with English language teachers at Hebron University was also carried out to investigate how teachers think about oral error correction , what errors they like to correct and how they prefer to correct such errors. In addition, the researcher attended classes at the English Department at Hebron University to see how teachers deal with oral errors. Ultimately, the research might help teachers to find out how understanding their students' needs and preferences would guarantee successful language learning.

Chapter 1: Introduction

1.1 Overview

This study tackles Hebron University students and teachers' viewpoints concerning oral error correction. By conducting this study, the researcher hopes to contribute to approximate the viewpoints of teachers and learners and make them understand each others' needs to achieve the intended aims of teaching and learning.

It is believed that for successful language learning to take place, there should be a match in expectations between teachers and learners. So, it is of great value for teachers to discover their students' preferences towards instructional practices and what they themselves actually do and believe. This study will show how learners like their errors to be corrected and which errors they like to be corrected. It will also examine how teachers like to correct the errors and which errors they like to correct. This study will also show what actually happens in English language classrooms through classroom observations.

1.2 Problem statement

It has been noticed that even when they are frequently corrected, English major students still commit the same errors again and again. Thus, it is important that teachers know how to deal with these errors, which errors to deal with or what their students need in this respect.

1.3 Purpose of the study

The purpose of the study is to highlight the difference between teachers' and learners' opinions towards oral error correction and discover if there is a match or mismatch between their opinions.

1.4 Significance of the Research

This research is highly significant because teachers usually correct their students' errors without considering what the learners think of oral error correction. For the time being, learners' perceptions towards oral error correction have rarely been considered. And that's why it is necessary to hear what happens to the learners when they are corrected because the focus has usually been restricted to one side – the teachers'.

So, if teachers are to make best use of oral error correction, they have to take into their consideration student' viewpoints towards the correction of oral errors in addition to their own viewpoints.

It is worth mentioning that to the best of my knowledge, this is one of the leading studies on this topic conducted in Palestine.

1.5 Research Hypothesis

1. There are no statistically significant differences in the total score of the students' perceptions towards correction due to the sex variable.
2. There are no statistically significant differences in the total score of the favored frequency of correction due to the sex variable.
3. There are no statistically significant differences in the total score of the favored correction methods for errors due to the sex variable.

4. There are no statistically significant differences in the total score of the students' perceptions towards correction due to the study year variable.
5. There are no statistically significant differences in the total score of favored frequency of correction due to the study year variable.
6. There are no statistically significant differences in the total score of favored correction methods for errors due to the study year variable.
7. there are no significant differences in the total score of teachers' opinions to error correction due to the degree of qualification , years of experience, levels they teach, preferred teaching methodology or average class size they teach variables.

1.6 Questions of the Study

1. Do students and teachers have positive or negative attitudes towards classroom oral error correction?
2. What kind(s) of errors do teachers like to correct and what kind(s) of errors do students like to be corrected (phonological, lexical...) ?
3. How do teachers and learners like the errors to be corrected ? And what are the reasons for the preference of particular correction methods?
4. What actually happens in classrooms? How do teachers deal with errors inside their classrooms?
5. What implications do the results have for EFL classrooms?

1.7 Limitations of the Study

This research is concerned with the perceptions of Hebron University English major teachers and students . The students were registered in the second semester for the academic year 2009/2010 . The study focuses on

Hebron University teachers' and learners' opinions towards the correction of oral errors only.

1.8 Time Frame

Deciding on the purpose of the study was in October, 2009. Building and testing the questionnaire was in January, 2010. Filling the questionnaires was in February, 2010 whereas conducting the interviews was in March, 2010. Classroom observations were attended in April, 2010. Coding the data and feeding into the computer started in July, 2010.

To recapitulate, this research tries to find out if there are differences between how learners prefer to be corrected and how teachers prefer to correct in order to help both understand each others' needs and preferences.

In the next chapter ,the background to the study and literature review will be presented.

Chapter II : Background and Literature Review

In this chapter, the researcher presents aspects that serve as a background for the problem of the study. By presenting facts and definitions about oral error correction, the researcher will be able to provide a clear view about this topic. Reviewing the literature of oral error correction in this chapter will give a clearer perspective towards students' and teachers' opinions and preferences regarding error correction.

2.1 Literature Review

What is an error in language teaching? The concept of oral error is not easy to define as one may think. In fact, different definitions are given : Allwright & Bailey define an error as a linguistic forms that deviate from native speaker norms (1991, 84). Chaudron (1986: 69) presents a definition very much similar to Allwright & Bailey's. He defines an error as a linguistic form or content that differs from native speakers norms or facts and any other behavior signaled by the teacher as needing improvement .George (1979:2), on the other hand, states that an error is a form unwanted by the teacher .

In this research, it is difficult to view errors in the same way since the language we teach our students may itself deviate from the native speaker norms depending on the target language proficiency of the non- native speaker teacher. As a result, the language teachers use is somehow a deviant form of the target language.

The term oral error in this research denotes giving no attention to grammatical, lexical, phonological or other possible types of errors that the teacher may respond to or ignore in a language class.

There are five basic questions commonly asked when talking about error treatment in language teaching. These five questions were first asked by Hendrickson(1978). These questions are:

1. Should learners' errors be corrected?

If a learner committed an error and this error was noticed by the teacher, does the teacher have to treat it or let it pass without correction or commenting on?

Deciding whether to treat an error or not is influenced by many factors as Allwright and Bailey (1991) believe. The first of these factors is whether learners have been exposed to the form or function involving the error in advance. They think that it is unfair to 'penalize' the learners by reacting negatively to their error which they may not have been exposed to before.

Another factor is "error gravity"; that is the seriousness of the error, (does it hinder communication or not?). If the error hinders the listener's comprehension and makes him/her lost, then the error needs to be corrected (Ludwing 1982).

A third factor is whether the error is within the learners' current level of proficiency or not. It may not be beneficial to provide correction to a form that students aren't ready to learn yet. For example, the second morpheme in 'studies' (as mentioned in Dulay and Burt 1974,a,b; Bailey, Madden and Krashen 1974; Larsen Freeman 1976; T.D. Brown 1983) show that the third person singular is a late learned morpheme.

Specialists have had different opinions as to whether we should correct learners errors or not. In the 1950's and 1960's, behaviorists looked at all errors in oral production as bad and are always in need of correction (Brooks, 1964).

However, in the 1970's and early 1980's, the pendulum swung to a more relaxed approach. Some specialists recommended no direct error correction at all. Instead, they supported the idea that increased accuracy would be a natural outcome of learning to communicate in a new language (Krashen and Terrell, 1983).

More recently, specialists have taken a more balanced view. Most of them no longer insist on correcting every error, but they neither avoid correction altogether. They believe that judicious error correction is helpful and should be provided in appropriate ways. Today's practitioners believe that a sensitive approach to the development of increased accuracy can improve the learner's proficiency in the language (Brown, 2000). This also meets the felt need of most adult language learners, who want and expect more correction from their language instructors (Cathcart & Olsen, 1976), than they were receiving in conversation with their native English speaking friends. These learners may of course react negatively if their teachers or friends begin to over correct. So teachers must find the right balance all the time.

Cathcart and Olsen (1976) compiled 149 adult ESL learners' responses to a questionnaire. Students showed a strong preference for all their errors to be corrected. However, when a teacher involved in the study attempted to provide such treatment, her class agreed it was undesirable since it made communication impossible.

Cohenweth et al (1983) made a survey of over 400 adult ESL learners' attitudes to interactions with native speaking friends and found a strong preference for more error correction. So whether learners' errors should be

corrected may depend on students' preferences because satisfaction of their perceived needs may be important for a positive attitude.

2. When should these errors be corrected?

The teacher may deal with an error either immediately, delay the treatment till the learner finishes the message he/she is conveying, or postpone the correction for a longer period of time (Allwright & Baily 1971). The problem as Allwright mentions with immediate correction is that we interrupt the learner before conveying the message he/she intends to say. This may lead to the student's unwillingness to participate in the class at all. The problem with postponing the correction for a long period of time, as Long (1977:290) believes, is that correction becomes less effective when there is a gap between the time of performance and the time of correction?

Fanselow (1977,b) believes that teachers have to offer learners a variety of treatments to discover which one works most effectively because we have different learners that need to be treated differently. Cohen (1990,60), referring to Allwright(1975) and Krashen (1982) offers criteria that can help teachers decide when to correct oral errors and when to delay correction to a more appropriate time. He thinks that oral error correction will have an impact when:

- a- the learner is developmentally ready for the correction being offered and has adequate knowledge about the structures involved
- b- the learner has time to digest the correction
- c- the learner writes down the correction form in a notebook
- d- the learner verifies the correct form with the teacher at a later time

Lindsay (2000) adds another dimension to the discussion about when to correct. His concern centers on the purpose of the learning activity- whether its purpose is to develop accuracy or fluency. If accuracy is the aim of a learning activity, then the language teacher should provide the correction soon after the error has occurred. But if fluency is the aim, delaying the correction until the activity is over is usually more effective. This allows the learner to digest the correction and even to write down the correction in a notebook.

3. Which errors should be corrected?

Current specialists in the field do not attempt to correct every error in oral communication. When we ask the question " what types of errors should we correct?, we have to consider the significance of the error, will it hinder communication? Does it cause the listener to be stigmatized in a negative way? Does it occur frequently?. Answering these questions is the first step towards dealing with learner's oral errors effectively. Hendrickson (1978:392) summarizes these categories of errors that may need some kind of correction:

a- Errors that impair communication

Burt and Kiparsky (1972) categorized errors as global or local. By global errors they mean errors that hinder communication or prevent the listener from getting the intended message of the speaker. Local errors, on the other hand, involve violation in the language without affecting the meaning or communication. Hendrickson recommends that local errors should not be corrected while global errors need to be corrected in some way as they hinder communication.

b- Errors that stigmatize the learner

Global errors include those that stigmatize the learner, for example, as rude, indifferent, or stupid. These errors occur when the language learner fails to understand or respond appropriately to the social rules of the target culture. People in the target culture usually don't mind if foreigners make some grammatical mistakes. However, they are not as forgiving those who violate the social rules of the culture such as making a request in a way that sounds rude or otherwise inappropriate. So this type of error is clearly a candidate for correction.

c- Errors that are produced frequently

These errors may also be addressed. Brown (2000) gives the following example: "John cans sing, John mays sing, John wills go" (218). We can understand what the speaker intends to say but the speaker seems to have a difficulty distinguishing between modals from other verb forms.

In a study done by Dekeyser (1995), he concluded that the language learners may benefit from explicit instruction in a case where specific grammar rules are broken. This will reduce the frequency of errors.

d- Errors that affect the whole class or large number of students

These are errors that affect a large group of students. These errors should be given attention in class because they affect not one or two students, but most of the students. Correction of such errors is easy through general explanation to the whole class.

4. How should learners' errors be corrected?

Teachers have always to choose the best way to tell the students that an error has occurred either by repetition, confirmation checks, clarification requests, models, explanations....

Lyster and Ranta (1997:49) mention the following types of corrective feedback:

1. Explicit correction: by that they mean indicating clearly that the student has committed an error and the teacher provides the correct form. Lyster and Ranta (1997) and Lightbown (1998) maintain that explicit feedback can be provided without breaking the flow of communication if it is given in a short time and the class resumes the conversation.

Carroll and Swain (1993) suggest that explicit instruction combined with explicit metalinguistic feedback may be beneficial for students to understand complicated rules.

2. Recast: this is indirect indication that the student's utterance was erroneous . The teacher implicitly reformulates the student's erroneous pattern or provides the correction. Recasting has been employed frequently because it is considered as a relatively less obtrusive way to provide feedback. Some researchers believe that recasting is a powerful tool in that it can provide opportunities for learners to become aware of the mismatches between output and input without interrupting communicative flow (Doughty 1999, Doughty & Varela 1998, Long & Robinson 1998).

Doughty (1999) suggests that recasting can be effective if it is targeted at only limited linguistic features and is provided with a clear signal. However, learners might not recognize recast as feedback or the nature of errors of the recast is provided without cues or focus.

3. Clarification request: by using phrase like " I don't understand" or "excuse me", the teacher indicates that the message has not been understood or that the

utterance contained some kind of mistake and that a repetition or a reformulation is required.

4. Metalinguistic clues: without providing the correct form, the teacher poses questions or provides comments or information related to the formation of the student's utterance. For example : "Do we say it like that? That's not how we say it in English" and "is it feminine?".

5. Elicitation: the teacher can elicit the correct answer from the students by asking them questions. "How do we say that in English?", by pausing to allow the student to complete the teacher's utterance. E.g., "It's a", or by asking students to reformulate the utterance . e.g., "say that again.". Lyster and Ranta (1997) distinguish between elicitation and questions in that elicitation requires more than a yes/no response.

6. Repetition: the teacher repeats the student's error and adjusts intonation to draw students' attention to it.

Long (1977) states that a teacher has three choices in deciding what to treat : to inform the learner that an error has been made, to inform the student of the location of the error, or to inform him/her of the identity of the error.

5. Who should correct learners' errors?

The possible answers to this question are: the teacher, the learner who committed the error, or other learners in the classroom. It is known that most error correction is usually provided by the teacher (Allwright and Bailey, 1976,33). Allwright and Bailey question the effectiveness of such type of correction in terms of the learners and teachers' academic goals.

Salikin (2001) investigated the perceptions of 89 students at the English Department at Jember University and found that most students believe that

correction doesn't have to come from the teacher only, it might be from fellow learners.

Katayama (2006) investigated students' perceptions toward oral error correction in Japanese classrooms in the USA and found that 92.8% of the respondents expressed strongly favorable attitude toward teacher correction.

If it is not the teacher who corrects the error, then it could be either the student him/her self or another student in the classroom. It is often better if the teacher offers the learner the chance to self- repair without intervention because it is only the learner who is capable of making differences in his/her developing language systems (Allwright & Bailey, 33) .

The concept of "wait-time" is desirable to be mentioned here. (Rowe 1969; Holley and King 1974; Fanselow 1977,b). Wait- time is the length of time teachers give to students after asking a question or a task to a learner before prompting , rephrasing or redirecting the question to another student (Allwright and Bailey,34).

This phenomenon was explored by Rowe (1969) with native English speaking children studying science. Rowe found that when teachers increase the wait- time, the quality and the quantity of students' responses increased.

Holley and King (1974) asked teachers of German to wait 5-10 seconds when a learner commits an error or hesitates to give an answer. They found that in 50% of the cases they videotaped, teachers didn't need to provide corrective feedback. Students were able to respond accurately due to this brief pause.

The last possibility is for other students in the classroom to help provide correction. If the learner himself- given enough wait time- couldn't correct the

erroneous pattern, then comes peer correction. Because in many language classes we have different levels of students, it will be highly possible for many learners to recognize and correct their classmates' errors.

Long and Porter (1985, 222) reviewed this phenomenon in many researches. They quoted Pica and Douty (1985) saying that the frequency of other-correction and completions by students is higher in group work than in lockstep teaching.

Porter (1986) found that second language learners interacting with native speakers or with other second language learners were able to accurately correct other learners' errors, though they rarely did so.

Katayama (2006) examined Japanese learners' perceptions toward the correction of oral errors in the classroom and found that students showed tendency to prefer peer correction.

The review of literature , studies and quotations in this chapter serve as an introduction to the fourth chapter in which the analysis of the study will show teachers' and learners' opinions towards oral error correction. In the next chapter, the researcher describes the methodology of the study, by mentioning the use of the questionnaire and the interview, presenting the community of the study, the size of the sample, data collection procedures, describing the tools and how these tools have been built and refined.

Chapter III : Research Methodology

Since EFL classes in Palestinian universities almost always have large number of students, it would be especially difficult for teachers to modify students' preferences and practices in order to cater to each individual student's preference. However, if successful language learning depends largely on matching the expectations of teachers and learners, it will be of great value to obtain information on students' views on error correction and to utilize the information in dealing with classroom errors.

3.1 Methodology

The data of this study are based on collecting and analyzing information that are stated in a special questionnaire for English major students ,an interview with English language instructors at Hebron University and classroom observations.

The researcher ensured that the sample of the study included 1st, 2nd, 3rd, and 4th year students who are English language majors. The questionnaire was distributed at the same time to ensure that students will not fill it out twice. The researcher also ensured that the sample teachers included Ph.D. and M.A .teachers and that they teach the four levels of students. The classes attended were for the first, second and fourth year students.

3.2 Procedures and Time Frame

The study was carried out through the following steps. First, an attitude questionnaire was built to reflect students' real attitude towards oral error correction. In order to test the validity of the questionnaire, it was assessed by five professors in the College of Graduate Studies at Hebron University. These

are specialists in English language . Each of them gave his/ her opinion about the statements' relevance, clearness, coherence and cohesion. The statements were then corrected and remodified depending on professors' opinions.

Consequently, 16 statements were developed as shown in table (1) annex (1) page (52).

On the other hand, the validity was investigated by finding the matrix of the tools' items correlation with the total score of the study tool by using the correlation coefficient (Pearson correlation) as table (1) shows:

Table(1) The results of the correlation coefficient (Pearson) for the matrix of the items' correlation for the tool of the study (Pearson correlation)

#	items	(R) value (Pearson)	significance
1.	I want teachers, like the English teacher, to correct all my errors.	0,393	0,000
2.	English teachers should correct all errors learners make in oral communication.	0.545 ^{**}	0,000
3.	English teachers should correct only the errors that influence communication negatively.	0.183 [*]	.0320
4.	I want my classmates to correct my errors.	0.364 ^{**}	0,000
5.	I want my teacher to correct my errors indirectly.	0.288 ^{**}	0,001
6.	I want my teacher to give me the chance to correct myself..	0.258 ^{**}	0,002
7.	I think that providing corrective feedback is effective in assisting EFL learners in learning certain forms.	0.352 ^{**}	0,000
8.	I think that direct error correction is embarrassing.	0.227 ^{**}	0,008

9.	Correction plays an important role in the development of students' ability to speak.	0.189 [*]	0,027
10.	I think that correction interrupts classroom activities.	0.277 ^{**}	0,001
11.	I think delaying correction is effective in reducing the interruption of classroom activities.	0.240 ^{**}	005
12.	I think that students must be very serious in dealing with the correction they receive.	0.214 [*]	0,012
13.	In order for the correction to be useful, I think students must understand the point well enough to deal with in various contexts.	0.315	0,000
14.	If correction is to have a long- term impact on learners' use of language, the information it conveys must be incorporated in the developing interlanguage.	.0940	0, 275
15.	I think that correction does guarantee that students have mastered a certain corrected item.	0.688 ^{**}	0,000
16.	I think correction is especially helpful for students with high extrinsic motivation.	0.213 [*]	0,012

The given data in the previous table indicate that all the values of the items' correlation with the total score of those items are statistically significant. This points to the internal consistency of the instruments' items, and that all of them share in measuring the effect of anxiety on: students' perceptions towards correction and its relation with other variables in light of the theoretical framework which the instrument is built on .

Moreover, the researcher prepared questions to be asked in an interview with teachers of English language at Hebron University. The same steps were done by the same five professors at Hebron University to revise, add or delete any of the statements. They agreed that it was good.

In addition to these two instruments, three classroom observations were done. The researcher attended three English major classes for three different instructors and for three different levels of students: 1st, 2nd and 4th year students. The researcher recorded these three lessons and took notes. The recordings were then decoded into written data to be analyzed. The teachers were told in advance that the researcher is going to examine how teachers correct their students' errors .

3.3 Population of the study

The students of English language and literature department are part of the study. There were 138 English major students. The sample covered all the students attending lectures at 11 o'clock. 18.8% of the sample were males whereas females were 81.1% . 19 students were in the first year, 49 students in the second year, 31 students in the third year and 39 students in the fourth year.

3.4 Description of the Questionnaire

The attitude questionnaire was designed in a way that included four sections. In section A students were asked about their backgrounds: study year and gender. Section B included 16 statements that view students' perceptions towards correction . They were given the opportunity to answer the questions on a Lickert scale of five levels ranging from strongly agree, agree, undecided, disagree to strongly disagree. The questionnaire included in section B a table

that consisted of sixteen statements that measure students' perceptions towards correction. These statements are related to feelings and emotions of participants such as:

- * I want my classmates to correct my errors
- * I think that direct error correction is embarrassing
- * I want my teacher to give me the chance to correct myself

The questionnaire, on the other hand, measures favored frequency of correction. Students were given the opportunity to answer section C on a scale that ranges from never, sometimes, often to always. This section consisted of four items that measure how often students want their errors in (grammar, pronunciation, vocabulary usage and inappropriate expressions) to be corrected.

Section D of the questionnaire measures favored correction method for errors. This section consisted of four methods of correction. Students have only to indicate whether this method is good or not.

The reliability of the tool of the study was calculated with its various dimensions by using the internal consistency way depending on calculating the reliability equation (Cronbach Alpha). The results are shown in table (2) below:

Table (2) The results of the reliability equation (Cronbach Alpha) of the questionnaire with its various dimensions

Area	Items num	Alpha value
Students' perceptions towards correction	16	0.78

In the third question, they were asked to indicate which of the six criteria listed they consider for selecting the errors to be corrected: frequency, comprehensibility, individual student concern, pedagogical focus, number of students affected and irritating effects. Then, they were asked if they think that providing feedback is useful to students and how.

Also, teachers were asked if they think that students feel irritated or embarrassed when being corrected and how; whether students benefit from self correction or not was also addressed; and finally, teachers were asked how far students prefer to be corrected by their peers.

3.6 Variables

This study was designed to identify the attitudes of English major students and teachers towards error correction. The questionnaire includes the following variables:

The independent variables are:

1. Gender – males and females
2. Level of students – 1st, 2nd, 3rd or 4th year.

The dependent variables are:

1. The attitudes of students towards correction.
2. Favored frequency of correction.
3. Favored correction method.

The interview was designed to identify the attitudes of English major teachers towards error correction. The interview includes the following variables:

The independent variables are:

1. Degree of qualification

2. Years of experience
3. Levels they teach
4. Preferred teaching methodology
5. Average class size

The dependent variables:

1. The attitudes of teachers towards correction
2. Correction techniques teachers use
3. The criteria teachers consider for correcting errors

3.7 Data Collection Procedure

This study was based on a questionnaire, interview and classroom observations. The questionnaire was distributed to 138 students at the English department at Hebron University. The interview was held with 10 teachers who teach English language at Hebron University. The researcher also attended three classes of English language at English department at Hebron University.

In this third chapter, the researcher described the methodology of the study by mentioning the use of the questionnaire, presenting the community of the study and the distribution and size of the sample. It was also shown how the data was collected, which tools were used (questionnaire, interview and classroom observations), and how these tools were developed with specialists from Hebron University.

In the following chapter , the results will be presented. The questions that were initially asked will be answered.

Chapter IV : Results and Discussion

This chapter includes a complete and detailed presentation of the results of the study in order to answer the questions and to investigate the hypotheses by using the appropriate statistical techniques. The findings of the student questionnaire, teacher interviews and classroom observations will be discussed.

4.1 Description of the participants

Table (3) demographic data

variable	number	percentage
gender		
male	26	18.8
female	112	81.2
Year		
1 st	19	13.6
2 nd	49	35.6
3 rd	31	22.5
4 th	39	28.3

The outputs of analyzing the filled questionnaire illustrate that the number of females exceed the number of male participants. Females constituted 81.2%, wherein males are 18.8% of the participants. It should be noted that female students at Hebron University constitute 75% of the students' body. Moreover, 2nd year students formed 35.8% of the participants, followed by 4th year

students who formed 28.3 %, and then 3rd year students who formed 22.5% and finally first year students who formed 13.8% of the participants.

4.2 Statistical Analysis

The researcher presents the critical findings of this study within this chapter. The results of the study which are based on the findings of the questions and hypotheses of the study were analyzed statistically by the Statistical Package of Social Science (SPSS) using, mean and standard deviation. Besides, the hypotheses of the questionnaire were analyzed at the level of $\alpha=0.05$ by using the following statistical tests; (T-test) (One way analysis of variance), (Tukey-test), the correlation coefficient (Pearson correlation), and the reliability coefficient (Cronbach alpha).

4.2.1 The first research hypothesis

This states that there are no statistically significant differences at the level of $\alpha =0.05$ in the total score of the students' perceptions towards correction due to the sex variable , To investigate the validity of first hypothesis, (t-test) was used to measure the differences among male and female students in their perspectives to the impact of the students' perceptions towards correction as table (4) indicates:

Table (4): The results of (t-test) for the differences of the students' perceptions towards correction due to the sex variable:

Gender	Num	Mean	Std. Deviation	t	df	Sig.
Male	26	3.84	0.455	0.542	136	0.589
Female	112	3.77	0.566			

The given data in table (4) indicate that there are no statistically significant differences at the level of $\alpha = 0.05$ in the total score of the students' perceptions towards correction due to the sex variable. To clarify, the degrees were high for both males and females who yielded a mean of (3.84) and (3.77), respectively.

4.2.2 The second hypothesis

There are no statistically significant differences at the level of $\alpha = 0.05$ in the total score of the favored frequency of correction due to the sex variable. To investigate the validity of the second hypothesis, (t-test) was used to measure the differences among males and females students in their perspectives of the impact of the favored frequency of correction as table (5) indicates:

Table (5): The results of (t-test) for the differences of the favored frequency of correction due to the sex variable:

Gender	Num	Mean	Std. Deviation	t	df	Sig.
Male	26	2.28	0.802	-0.124	136	0.875
Female	112	2.31	1.200			

The given data in table (5) indicate there are no statistically significant differences at the level of $\alpha = 0.05$ in the total score of the effect of anxiety on the favored frequency of correction due to the sex variable. To clarify, the degrees were high for both males and females who yielded a mean of (2.28) and (2.31), respectively.

4.2.3 Third hypothesis

There are no statistically significant differences at the level of $\alpha = 0.05$ in the total score of the favored correction methods for errors due to the sex variable. To investigate the validity of the third hypothesis, (t-test) was used to measure the differences among males and females students in their perspectives to the impact of anxiety on the favored correction methods for errors as table (6) indicates:

Table (6) : The results of (t-test) for the differences of the favored correction methods for errors due to the sex variable.

Gender	Num	Mean	Std. Deviation	t	df	Sig.
Male	26	1.85	0.160	1.326	136	.1870
Female	112	1.80	0.185			

The given data in table (6) indicate there are no statistically significant differences at the level of $\alpha = 0.05$ in the total score of the effect of anxiety on the favored frequency of correction due to the sex variable. To clarify, the degrees were high for both male and female students who yielded a mean of (1.85) and (1.80), respectively.

4.2.4 Fourth hypothesis

There are no statistically significant differences at the level of $\alpha = 0.05$ in the total score of the students' perceptions towards correction due to the study year variable. To investigate the validity of the fourth hypothesis, (one way analysis of variance) was used to measure the differences among first, second,

third and fourth year students in their perspectives to the impact of students' perceptions towards correction due to the study year variable as table (7) indicates:

Table (7): The results of (one way analysis of variance) test for the differences of the degree of the effect of students' perceptions towards correction due to the study year variable.

Source of variation	Degrees of free (df)	Sum of Squares	Mean Square	Value of calculated (f)	Sig.
Between Groups	3	0.766	0.255	.8540	.4670
Within Groups	134	40.095	0.299		
Total	137	40.861			

Table (7) explains that there are no statistically significant differences at the level of $\alpha = 0.05$ in the total score of students' perceptions towards correction due to the study year variable. The next table (8) with means clarifies this more:

Table (8): Numbers, means and standard deviations of students according to study year for

students' perceptions towards correction.

Year	Num	Mean	Std. Deviation
1 st	19	3.61	0.300

2 nd	49	3.84	0.591
3 rd	31	3.81	0.537
4 th	39	3.78	0.584

Table (8) explains that there are no statistically significant differences at the level of $\alpha = 0.05$ in the total score of students' perceptions towards correction due to the study year variable.

4.2.5 Fifth hypothesis

There are no statistically significant differences at the level of $\alpha = 0.05$ in the total score of favored frequency of correction due to the study year variable. To investigate the validity of the fifth hypothesis, (one way analysis of variance) was used to measure the differences among first, second, third and fourth year students in their perspectives to the impact of favored frequency of correction due to the study year variable as table (9) indicates:

Table (9): The results of (one way analysis of variance) test for the differences of the degree of the effect of favored frequency of correction due to the study year variable.

Source of variation	Degrees of free (df)	Sum of Squares	Mean Square	Value of calculated (f)	Sig
Between Groups	3	8.176	2.725	2.176	.0940
Within Groups	134	167.832	1.252		

Total	137	176.008			
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Table (9) explains that there are no statistically significant differences at the level of $\alpha = 0.05$ in the total score of favored frequency of correction due to the study year variable. The next table (10) with means clarifies more:

Table (10): Numbers, means and standard deviations of students according to study year for favored frequency of correction

Year	Num	Mean	Std. Deviation
1 st	19	2.28	0.796
2 nd	49	2.13	0.734
3 rd	31	2.12	0.673
4 th	39	2.69	1.754

Table (10) explains that there are no statistically significant differences at the level of $\alpha = 0.05$ in the total score of favored frequency of correction due to the study year variable.

4.2.6 Sixth hypothesis

There are no statistically significant differences at the level of $\alpha = 0.05$ in the total score of favored correction methods for errors due to the study year variable. To investigate the validity of the sixth hypothesis, (one way analysis of variance) was used to measure the differences among first, second, third and fourth year students in their perspectives to the impact of favored correction methods for errors due to the study year variable as table (11) indicates:

Table (11): The results of (one way analysis of variance) test for the differences of the degree of the effect of favored correction methods for errors due to the study year variable

Source of variation	(df)	Sum of Squares	Mean Square	Value of calculated (f)	Sig.
Between Groups	0.068	3	0.023	685.0	.5630
Within Groups	4.440	134	0.033		
Total	4.508	137			

Table (11) explains that there are no statistically significant differences at the level of $\alpha = 0.05$ in the total score of favored correction methods for errors due to the study year variable. The next table (12) with means clarifies more:

Table (12): Numbers, means and standard deviations of students

according to study years for favored correction methods for errors

Year	Num	Mean	Std. Deviation
1 st	19	1.76	0.212
2 nd	49	1.82	0.197
3 rd	31	1.80	0.179
4 th	39	1.83	0.144

Table (12) explains that there are no statistically significant differences at the level of $\alpha = 0.05$ in the total score of favored correction methods for errors due to the study year variable.

4.3 Attitudes of students towards oral error correction

The attitude questionnaire showed that students have their own opinions regarding oral error correction. Students have different opinions about the statements. The following table presents percentages of students to each statement of the questionnaire:

Table (13): Percentages of students' reaction to the statements:

#	Statement	Strongly agree	agree	undecided	disagree	Strongly disagree
1	I want teachers, like the English teacher, to correct all my errors.	5.6	16.6	6.5	44.2	26.8
2	English teachers should correct all errors learners make in oral communication.	3.6	18.1	14.49	36.2	27.5
3	English teachers should correct only the errors that influence communication negatively.	17.3	34	21	26	1.4
4	I want my classmates to correct my errors.	21.7	24.6	18.1	26.8	8.6
5	I want my teacher to correct my errors indirectly.	2.1	17.3	12.3	47.1	21

6	I want my teacher to give me the chance to correct myself..	57.2	31.8	5.7	5	-
7	I think that providing corrective feedback is effective in assisting EFL learners in learning certain forms.	27.5	56.5	12.3	2.1	1.4
8	I think that direct error correction is embarrassing.	18.8	39.1	11.5	22.4	7.9
9	Correction plays an important role in the development of students' ability to speak.	45.6	46.3	4.3	2.8	.72
10	I think that correction interrupts classroom activities.	7.9	31.1	29.7	26	5
11	I think delaying correction is effective in reducing the interruption of classroom activities.	13.7	29.7	23.9	26	6.5
12	I think that students must be very serious in dealing with the correction they receive.	42.7	44.9	6.5	3.6	2.1
13	In order for the correction to be useful, I think students must understand the point well enough to deal with in various contexts.	43.4	47.8	7.2	,72	,72

14	If correction is to have a long-term impact on learners' use of language, the information it conveys must be incorporated in the developing interlanguage.	5.7	36.9	50.7	5	1.4
15	I think that correction does guarantee that students have mastered a certain corrected item.	13.7	45.6	30.4	7.2	2.8
16	I think correction is especially helpful for students with high extrinsic motivation.	24.6	42	18.1	12.3	2.8

From the table above, we notice that most students 71% don't want the teacher to correct all their errors. Only 22.3% want the teacher to correct all their errors. However, 6.5% of them were undecided whether they want their teachers to correct all their errors or not.

63.7% of the students don't want the teacher to correct all the errors they make in oral communication. 21.7 of them want the teacher to correct all their oral errors. 14.4% of them were undecided whether they want their teachers to correct all their oral errors or not.

Nearly half the students 50.13% believe that teachers should only correct the errors that influence communication negatively. On the other hand, 27.4% believe that teachers should not correct the errors that influence communication negatively. And 21% of them were undecided.

46.3% of the students want their classmates to correct their errors. Whereas 35.4% of them don't want their classmates to correct their errors. 18.1% of the students were undecided.

On the other hand, 67.2% of the students don't believe that their teachers should correct their errors indirectly. Only 19.4% of them want their teachers to correct their errors indirectly. 12.3% of them were undecided.

As for giving the students the chance to correct themselves, 89% of the students want to be given this chance. Only 5% of them don't want to be given the chance to correct themselves. 6% of the students were undecided.

84% of the students believe that providing corrective feedback is effective in assisting EFL learners in learning certain forms. Only 3.5% of them don't believe it is effective. 12.3 % of them were undecided.

As for if correction is embarrassing or not, 57.9% feel that direct error correction is embarrassing. On the other hand, 30.3% of the students don't view as embarrassing. 11.5 of the students were undecided.

91.95 find that correction plays an important role in the development of students' ability to speak. Only 3.5% don't believe that correction is important for the development of students' ability to speak. 4.3% were undecided.

39% think that correction interrupts classroom activities. 31% of the students, on the other hand, believe it does interrupt classroom activities. 29.7% were undecided whether correction interrupts classroom activities or not.

43.4% of the students think that delaying correction is effective in reducing the interruption of classroom activities. Whereas 32.5% believe that it doesn't reduce the interruption. 23.9% were undecided.

As for if students have to be very serious in dealing with the correction they receive, 87.6% of the students think that they should be. Only 5.7% of them believe that they shouldn't be serious. 6.5% of them were undecided.

91.25 of the students believe that students have to understand the point well enough to deal with it in various contexts. Only 1.4% believe that students shouldn't. 7.2% were undecided.

As for if the correction should be incorporated in the developing interlanguage or not, 50.7% were undecided. 42.6% believe it should and only 1.9% believe it shouldn't be incorporated.

Correction, for the majority of students (59.3%), does guarantee that they have mastered a certain corrected item. Only 105 believe it doesn't guarantee. The rest were undecided whether it guarantees or not (30.4%).

66.6% of the students find correction helpful for students with extrinsic motivation. Only 15.1 of them don't find it useful. The others (18.1%) were undecided.

4.4 Students attitudes towards favored frequency of correction

The following table shows in percentages how often do students want to have their errors corrected.

Table (14): Percentages of favored frequency of correction:

#	item	never	sometimes	often	Always
1	Grammar	40.5	14.4	39.1	5.7
2	Pronunciation	36.2	29.7	23.1	10.8
3	Vocabulary usage	28.9	24.6	32.6	13.7
4	Inappropriate expressions	26	19.5	36.9	17.3

When asked : how often do they want their errors be corrected, 39.1% of the students want their grammatical errors to be often corrected, 40.5% of them don't want their grammatical errors to be corrected, and 14.4% want their grammatical errors to be sometimes corrected. Only 5.7% want to always have their grammatical errors corrected.

As for errors in pronunciation, 36.2% of the students don't want their errors in pronunciation to be corrected at all. 29.7% of them want to sometimes have their errors in pronunciation corrected. And 23.1% of them want to often have their pronunciation errors corrected. 10.8% of the students want their pronunciation errors to be always corrected.

When asked about errors in vocabulary usage, 32.6 of the students preferred to often have these errors corrected. 28.9% don't want to have their errors in vocabulary usage corrected at all. 24.6% want to sometimes have their errors in vocabulary usage be corrected. And 13.7% want to always have correction in this particular error.

36.9% of the students want to be often corrected if they uttered inappropriate expression. Whereas 26% of them don't want to receive

correction at all. 19.5% want to sometimes be corrected if they uttered inappropriate expressions and 17.3 want to always be corrected in this area.

4.5 Students' attitudes towards favored correction method

The following table shows in percentages favored correction methods for errors.

Table (15): Students favored correction methods in percentages:

#	item	good	not good
1	Teacher gives a hint to enable students to self correct errors	86.9	13
2	Teacher explains why the utterance is incorrect	81.8	18.1
3	Teacher points out the error and provides the correct form	82.6	17.3
4	Teachers presents the correct form when repeating the student's utterance	73.1	26.8

When asked about favored correction methods, 86.9 of the students indicated that they think that if the teacher gave a hint to enable students to correct themselves, then this was a good idea. Only 13% said that it is not a good method.

81.8% of the students indicated that it is good that the teacher explains why the utterance is incorrect. Only 18.1 of them believe it is not a good method.

82.6% of the students indicated that it is good that the teacher points out the error and provides the correct form. 17.3% of them think that it is not a good method.

73.1% of the students showed that it is good that the teacher presents the correct form when repeating the student's utterance. Whereas 26.8% think that it is not a good method.

4.6 Teachers attitudes towards correction

4.6.1 Description of the participants

Table (16): Demographic data:

Degree of qualification	M.A. 8	Ph.D. 2		
Years of experience	1-5 1	6-10 2	More than 10 7	
Levels you teach	1st 1	2nd 3	3rd 3	4th 3
Preferred teaching methodology	Grammar Translation 0	Communicative 8	Direct method 0	Others 2 (eclectic)
Average class size	15-20 0	21-25 2	More than 25 8	

4.6.2 Hypothesis of the interview

The hypothesis states that there were no significant differences at ($\alpha = 0.05$) in the total score of teachers' opinions to error correction due to the degree of qualification , years of experience, levels they teach, preferred teaching methodology or average class size they teach variables.

4.6.3 Findings of the teacher interview

The results of the interview revealed that 60% of the teachers' sample usually use explicit correction, recast, clarification request, elicitation and repetition. On the other hand, 60% of them seldom use metalinguistic clues to correct their students' errors.

Most teachers (80%) correct the errors that affect a large number of students. And 70% correct the errors that are repeated most the time, and 60% correct the errors that occur in a lesson (pedagogical focus). Very few teachers consider irritating effects but none of them consider individual students' concern.

The results of the interview also revealed that 80 % of the sample teachers believe that providing corrective feedback is useful to students. Some of them believe that students would avoid making the same error in the future. Others think that students' errors should be corrected to ensure that they have mastered the intended lesson. Others believe that because these students are English majors, they must be corrected so that they do not repeat the error again and again as these will teach the new generations. Very few, on the other hand, 20% find that providing corrective feedback is not useful all the time.

When asked if they think that students feel irritated or embarrassed when being corrected, most teachers (80%) believed that weak students are generally embarrassed when corrected because such correction shows that they are not proficient and they may be afraid of being made fun of or ridiculed by the teacher or by other students. Others think that female students may be more embarrassed and they may never participate in class interaction.

Some teachers believe that students should be told in advance that it is okay to commit errors. On the other hand, there are few (20%) who believe that students are not embarrassed when being corrected.

When asked about how far they think students benefit when they correct themselves, most teachers (80%) believed that students benefit a lot when they correct themselves. They say that students get the maximum benefit when they correct themselves because they would know their own errors, learn from them and will never forget them. They also believe that when students correct themselves, they check their understanding and improve their error analysis strategies. However, others (20%) think that students won't benefit a great deal when they correct themselves because sometimes they either are not aware of the error they make or simply cannot correct errors because they lack proficiency.

If students prefer to be corrected by their peers, was the last question. Half the teachers believe that students prefer to be corrected by their peers. But they think that students should be told in advance that if you correct one of your peers, this doesn't mean that you are better than them. And if it happened and one of your peers corrected you, this doesn't mean that you are less intelligent than him/her. You will correct him/her one day.

Teachers also believe that students won't feel inhibited or embarrassed or put in a corner by a peer, but that may happen if the teacher corrects them. From another angle, 50% of the teachers think that students don't trust their peers, so they don't like to be corrected by them. They feel embarrassed and that they are weaker than their colleagues.

4.7 Findings of classroom observations

4.7.1 The first classroom observation

Attending a lecture for second year students, the researcher noticed that the teacher corrected nearly almost every error in pronunciation. The teacher gave students time to correct themselves and when failed, he asked their colleagues to correct the errors. Finally, being helpless, he corrected some errors himself.

T: give me another meaning for connected

S1: followed

T: followed? (he paused)

S1: (no answer)

S2: attached

T: very related

S3: linked

T: Excellent choice

As seen from the extract above, the teacher gave the first student the chance to correct him/herself. He also paused after the inappropriate expression maybe to make the student feel that he/ she committed an error. Then the teacher gave another student the chance to correct his/her colleague. His/her answer wasn't the recommended one . However, the teacher didn't tell the student that it is incorrect. Instead, he said that it is very related. The teacher then gave another student the opportunity to answer. This time, the student gave the correct answer and the teacher praised him/her.

4.7.2 The second classroom observation

In this classroom, the teacher didn't give the students the opportunity to correct themselves. Instead, he himself indicated where the error is and what is the correct form.

S: women who becomes....

T: Women who become not becomes

S: neither of the wrestler is strong

T: wrestlers not as you pronounced it

It can be concluded from the extract above that the teacher didn't let the students correct their errors or even give them some time to discover the error and to try to correct it. He himself corrected every error in subject- verb agreement because the lesson was about subject verb agreement (pedagogical focus).

4.7.3 The third classroom observation

In this observation, whenever students committed an error, the teacher corrected it himself without giving students the chance to correct themselves.

Moreover, many times during the

lecture, the teacher said “ no, this is incorrect”. This may affect students' willingness to participate in classroom interaction.

T: What do we mean by hyper correction?

S: Correcting more than needed

T: Which one is hyper?

S: p-b

T: That's incorrect. The b- p

Sometimes, the teacher gave the students time to correct themselves and gave them a hint to enable them to self correct errors.

T: What do we name spelling?

S: phoneme

T: paused and then said gra.....

S: grapheme

In the above extract, the teacher didn't correct the error; instead he gave the student time to correct him/her self and then he gave him/her a hint to help him/her answer correctly.

In this chapter, the researcher discussed results of the students' questionnaire, teachers' interview and classroom observations in depth. In chapter five conclusions and recommendations will be presented.

Chapter V : Conclusion and Recommendations

Garrette and Shortall (2002: 48) state that those teachers who listen to their students' voices are more likely to foster and protect the enthusiasm, vitality and sustained commitment that their learners need in their efforts to learn a foreign language well. The findings presented in the previous chapter made it clear that students have their own viewpoints which may differ from their teachers'. In this final chapter, the researcher presents concluding points and recommendations.

5.1 Conclusions

The purpose of this research is to identify students' and teachers' general attitudes and preferences towards classroom oral error correction. Results revealed that there's a small gap between what students want and what teachers believe. But, surprisingly there is a gap between teachers' practices in the classroom and their own attitudes towards oral error correction. On the other hand, there is a gap between teachers' practices and students' opinions.

The results revealed that teachers and learners meet in many points regarding the correction. For example both teachers and learners think that not all errors should be corrected. They both want the student him/herself to correct the error he/she committed. Moreover, they both want other classmates to help correct the error. They also believe that correction is effective in assessing EFL learners in learning certain forms. They both think that direct error correction is embarrassing for students.

Students expressed strong positive attitudes towards teacher correction of oral errors. They also expressed highly favorable attitudes towards correction

of oral grammatical errors. They also wanted the teacher to give them a hint to enable them self correct errors.

On the other hand, there are areas that they (teachers and learners) don't meet or they think differently about. For example teachers like to correct errors that affect a large number of students and errors that are repeated most the time. However, students want the teacher to correct errors that influence communication negatively. Teachers prefer to use explicit correction while students don't want to receive explicit correction.

The results revealed that teachers and students don't think differently about error correction. But the problem appeared in classroom observations where teachers acted in a way that is very different from what they believed. While they think that direct error correction is embarrassing, they provided direct correction and moreover they said ' no , this is incorrect, we don't say it like that".... They said that they want the student to correct him/herself and they themselves corrected the errors.

5.2 Implications for teachers

Teachers should be aware of the correction techniques they use. They have to avoid correction strategies that embarrass and humiliate learners in front of their colleagues.

Teachers should not correct all errors that are committed. They need to listen to their students' preferences about which errors they like to be corrected.

It is time for teachers to practice what they know about error correction . They already know the literature concerning error correction. It is the time to put these theories into real practice.

Teachers have always to survey their students' perceptions towards pedagogical practices. These surveys send a message to the students that the teacher is concerned about their needs and expectations.

Teachers should also practice a variety of feedback techniques. Good teachers understand that one size doesn't fit all. Individual students may differ in their preferences to a particular error correction technique.

Teachers have to always focus on the learner. It is very important to let students correct themselves. Students are capable of correcting themselves more than teachers think. Teachers often rush in with the correct response before students have had enough time to process the information . The least effective technique for correction is to simply give the answer.

Teachers have also to take time to find out how they address students' errors. They may ask another colleague to observe them and to take notes on their feedback techniques. They can also audio record some of their lessons and reflect on the recordings.

5.3 Implications for students

Students shouldn't be afraid of committing errors. They will not master the foreign language in a glance or without committing errors .Errors are natural and they occur in any learning type and situation. Errors ensure that students are developing. Yule (1997) points out, " an error', then, is not something which hinders a student's progress, but

is probably a clue to the active learning progress made by a student as he or she tries out ways of communicating in the new language".

Students should always engage in classroom activities and interaction. Teachers are there to support them, give them feedback and help them become better learners. If the way the teacher corrects the students errors isn't suitable, students have to tell the teachers to change it. Teachers are there to help students master the language

5.4 Recommendations

There is a significant need for classroom research because it is one of the most important pedagogical issues we need to deal with. Though error correction is believed to be one of the essential parts of language teaching, in most of the educational institutions, error correction is considered to be the most negligible part. Unfortunately, not much research in our country has been done in this respect. So it is recommended that much more attention and investigation be given to correction techniques and strategies.

Replication of this study with different sample or different University is recommended to determine whether teachers and students have positive or negative attitudes towards the correction of oral errors. Also, more classroom observations should be carried out to see how teachers correct their students errors and whether they practice what they believe to be true or not.

5.5 Suggestions for further study

Further studies are recommended because few studies have investigated the correction methods that language learners prefer. Researchers should

observe more university teachers and students for getting better generalizations of error correction techniques and preferences.

For future research, researchers should observe not only oral errors correction. They should observe correction of all language skills. Writing errors are worth researching . Researchers need to find out how students like their written errors to be corrected and how teachers like to correct written errors. Researchers have also to discover which errors learners like to be corrected and which errors teachers prefer to correct. They should not only ask teachers and learners about their opinions, but they have also to observe classes and see how teachers correct written errors and what correction techniques they use. Researchers have to find out if teachers practice what they believe or not.

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Annex 1: The students' questionnaire:

Questionnaire

**Perceptions of Hebron University English Majors and their Teachers
Towards the Correction of Oral Errors in the Classroom: A Case Study**

Dear students:

This is a questionnaire for an MA thesis. Your help is kindly requested in filling out this questionnaire as completely and honestly as possible. You don't need to write your name and your answers will be confidential and solely used for research purposes.

Section A: background information

Year: a- 1st b- 2nd c- 3rd d- 4th

Gender: a- male b- female

Section B: students' perceptions towards correction

Using the scale provided, please rate the extent to which you agree or disagree with the following statements regarding error correction.

#	Statement	Strongly agree	agree	undecided	disagree	Strongly disagree
1	I want teachers, like the English teacher, to correct all my errors.					
2	English teachers should correct all errors learners make in oral communication.					
3	English teachers should correct only the errors that influence communication negatively.					
4	I want my classmates to correct my errors.					

5	I want my teacher to correct my errors indirectly.					
6	I want my teacher to give me the chance to correct myself..					
7	I think that providing corrective feedback is effective in assisting EFL learners in learning certain forms.					
8	I think that direct error correction is embarrassing.					
9	Correction plays an important role in the development of students' ability to speak.					
10	I think that correction interrupts classroom activities.					
11	I think delaying correction is effective in reducing the interruption of classroom activities.					
12	I think that students must be very serious in dealing with the correction they receive.					
13	In order for the correction to be useful, I think students must understand the point well enough to deal with in various contexts.					

14	If correction is to have a long- term impact on learners' use of language, the information it conveys must be incorporated in the developing interlanguage.					
15	I think that correction does guarantee that students have mastered a certain corrected item.					
16	I think correction is especially helpful for students with high extrinsic motivation.					

Section C: favored frequency of correction

How often do you want to have your errors corrected?

#	item	never	sometimes	often	always
1	Grammar				
2	Pronunciation				
3	Vocabulary usage				
4	Inappropriate expressions				

Section D: favored correction methods for errors

#	item	good	no good
1	Teacher gives a hint to enable students to self correct errors		
2	Teacher explains why the utterance is incorrect		
3	Teacher points out the error and provides the correct form		
4	Teachers presents the correct form when repeating the student's utterance		

Annex 2: Teachers' interview questions:

Interview**Background information:**

- 1- degree or qualification: a- MA b- PHD
- 2- Years of experience: a- 1-5 b- 6-10 c- more than 10
- 3- levels you teach: a- 1st b- 2nd c- 3rd d- 4th
- 4- preferred teaching methodology:
 a- Grammar-translation method b- Communicative
 approach
- c- Direct method d- others. Mention :
- 5- Average class size you teach: a- 15-20 b- 21-25 c- more than 25

Questions:

- 1- What correction techniques do you use? What techniques do you find most effective?
- 2- How often do you use the following techniques?
 a- explicit correction
 b- recast/ rephrase
 c- clarification request
 d- metalinguistic clues
 e- elicitation
 f- repetition
- 3- What criteria do you consider for selecting errors to be corrected?
 a- frequency
 b- comprehensibility
 c- individual student concern
 d- pedagogical focus
 e- number of students affected
 f- irritating effects
- 4- Do you think that providing corrective feedback is useful to students? How?
- 5- Do you think that students are irritated or embarrassed when corrected? How?
- 6- How far do you think that students benefit a lot when they correct themselves?
- 7- How far do you think students prefer to be corrected by their peers?

Annex 3: Classroom observation (1)

T: let's correct errors in the following statements

T: makes....

S: make

T: have...

S: has

T: give me another meaning for connected

S: attached

T: very related

T: who can spell linked?

S: L i n t

T: is it right?

Ss: (no answer)

T: no one knows

Ss: no

T: linked- L i n k e d

T: can you twitch your muscle?

S: (one student did)

T: however can be substituted by?

S: in addition

T: do you think it is appropriate?

S: no, on the other hand is more appropriate

T: excellent choice

S: but

T: (no comment)

S: but

T: we can use it informally

S: nevertheless

T: excellent

T: who is going to spell diagnosis?

S: d i a g n o z i z

T: no , diagnosis , noun

T: give me another example

S: analysis

T: good

T: neurologist, is it an adjective, adverb or noun?

S: adjective

T: ist is a suffix for what?

T: agentive noun

S: for nouns

T: neurology is also a noun. Logy is a suffix meaning science.

T: who can lean on his knee?

S: (does the action)

T: who can spell orthopedist?

T: just 4 excellent students

S: o r t h o p e d i s t

T: is it correct?

S: yes

Annex 4 : Classroom observation (2)

T: in general, what do we mean by subject verb agreement?

T: yes, Ayah

S: the verb must agree with the subject

T: If the subject is singular, the verb must be singular. If the subject is plural, the verb must be plural.

T: words between subject and verb may cause problems. These words are called prepositional phrase. In order to know where is the subject and add the correct verb, we can omit the prepositional phrase

T: the doctor along with his nurses and assistance (makes/ make) the operation at the operation theatre.

T: what shall we choose? (make/ makes)

S: makes

T: why makes not make?

S: because the doctor who made the operation

T: most of the time words between the subject and the verb are prepositional phrases.

T: sometimes verbs come before subjects, when?

S: in questions

T: give me an example

S: what are you doing?

T: yes, are before the subject

S: does he came early?

T: does before what? Before the subject

T: the verb comes before the subject in sentences beginning with " there"

T: give me an example?

S: there are many students

T: where is the verb?

S: are

T: and the subject?

S: students

T: sometimes the sentence begins with a prepositional phrase like: everyone, everyday, somebody, several, almost, in general. These seem to be plural. So I say: everybody stands/ stand up?

S: stands

T: either/ neither, we need to look to the subject closer to them

T: so, I say: neither Ahmad nor his friends is/ are in the party?

S: are

T: compound subject; what do we mean by compound subject?

S: more than one

T: is it singular or plural

S: plural

T: in relative pronouns we refer to the subject before the relative pronoun, so
we say: the man who speak/ speaks?

S: speaks

T; ok, let's do the examples in the book

S: the young man who has

T: good because who refers to the young man

S: women who becomes

T: women who become not becomes

S: things- thing

T: ok

S; there is – there are

T: good

S: makes- make

T: yes

S: neither of the wrestler is strong

T: wrestlers not as you said

Annex 5: Classroom observation (3)

T: Errors in pronunciation are one source or many?

S: many

T: What are they?

S: L1, L2

T: before these...

S: L2 ignorance and L1

T: these are sources of errors in

S: in spelling

T: No, in punctuation

T: errors in spelling are one source: L2, because all errors in writing are not from Arabic because in Arabic we have correspondence between grapheme and phoneme. In Arabic, we write the same as we hear except in 3 situations:

Waw as in Amro, Aleph Al jama'a, and lam Al shamsiyah.

T: who is going to tell me the errors in the sentence? There are two errors

T: omission: what do we call it?

T: run on sentence

T: what do we mean by run on sentence?

T: two or three sentences without a full stop, how?

T: Mohammad came to the class he said he'll go to doctor Hanna. Without anything, without full stops or any punctuation.

T: who repeats what do we mean by run on?

S: two or..

T: two or more sentences without full stops.

T: we have three ways to correct run on sentences, who tells me what are they?

T: full stop, semicolon, connected (its difficult)

T: superfluous use of period. We use the period where we don't need it, we use it instead of the comma. Read Dua'

S: If he is ill. He will fail the exam

T: the solution of such errors is to put commas because the rule says if I begin with the subordinate clause what shall I do?

T: I put comma, but if I began with the main clause, no comma

T: Spelling errors, what are the source of errors in spelling?

T: L2, because in English there is no correspondence between grapheme and phoneme.

T: who repeats?

S: in English there is no correspondence between spelling and pronunciation

T: spelling, we name it gra...

S: grapheme

T: and pronunciation?

S: Phoneme

T: problems in spelling: The p- b happy- habby

b- p habit- hapit problem- broplem

T: are the sources one or two?

S: two sources

T: which one is hyper correction?

T: what do we mean by hyper correction?

T: correcting more than needed. Which one is hyper correction p=b or b-p?

S: p-b

T: wrong the b-p

T: the source is L1