ESL Learners' Attitude toward oral error correction

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الملخص:

يعرض هذا البحث ادا كان تصحيح الاخطاء في المحادثة هو امر مفيد لتطور محادثة الطالب ايجابيا او سلبيا من خلال عرض اهم الدراسات السابقة في هذا الموضوع. قامت دراسة على 50 طالب وطالبة يدرسون في قسم اللغة الانجليزية بجامعة المرج. جمعت البيانات من خلال توزيع استبيان وعمل مقابلة مع بعض منهم من مستويين وجنسين مختلفين لمعرفة وجهة نظر الطلبة في هذا الامر ولمعرفة هل المستوى والجنس يؤثر على تصحيح الاخطاء في المحادثة ام لا؟ اكشفت الدراسة ان كل الطلبة يفضلون اخطاءهم ان تصحح من قبل الاستاذ في الفصل. واثبتت الدراسة كذلك ان تصحيح الاخطاء في المحادثة يتأثر بمستوى الطالب وخلفيته الدراسية وكذلك جنسه يؤثر على عملية تصحيح الاخطاء في المحادثة من قبل المعلم داخل الفصل.

Abstract

This paper has reviewed that error correction in oral speaking has a lot of discussion and concerns, it mainly because researchers and ESL teachers have different attitudes toward this topic. Some of them believe that we should correct students' errors, but at the same time, they claim that different techniques should be used to stay away from direct feedback. On the other hand, some others strongly argue that errors should not be corrected because as they believe that such correction might have a negative impact on students' improvement in learning a language. Hence, this research has its aim to look and know what ESL learners attitudes toward this issue. To know their views, questionnaire and interview were conducted in 50 students who are studying English speaking in Almarj University. The finding of this research appears that students do need their errors to be corrected by the teachers in the class, but their attitudes depend on different factors such as level of proficiency, previous background and their gender. These factors have discussed in terms of they affect their view of correcting speech errors.

Key words: Oral error correction   speaking feedback students' attitude

1.1 Introduction

Over the last few years, number of researchers have been conducted in terms of some various procedures which teachers should apply to give feedback to students speech with their learners in classroom. Vigil and Oiler (1976) and Alqahtani and Al-enzi (2011) Very few of them investigated the students' attitude toward this topic. One of the most important features in the area of teaching English particularly speaking is how to give feedback to students. Hedge (2000). Immediate feedback or errors correction is a controversial issue, since there have been much arguments whether giving immediate feedback to speech errors is favourable to learners or not. Because teachers and students' perceptions on this topic are vary. Some linguistics as well as ESL/EFL teachers generally agree that it is essential to correct learners' errors in order that they can learn how to communicate more effectively and accurately, and at the same time, many teachers, claim that techniques should be used for correcting speech errors. On the other hand, others refuse the idea of correcting errors to students assuming that such correction might affect learners negatively, demotivating them or causing them to be scared of speaking like Martínez (2006). In order to know whether error correction facilitates students' learning or no, one should review linguists' opinions on this issue and look at the evidence they provide about this topic. Therefore, this essay will firstly examine those who support the idea of error correction, explaining why it is important to correct students' errors in their points of view, what kind of errors should be corrected. Secondly, it will present the opposite side, explaining why other researchers claim it is not important to correct speech errors and, indeed, can be detrimental. Then it will present second language learners who are studying in the department of English in Al marj university attitudes toward this topic by examining whether correcting students errors beneficial or not, different samples of second language learners should be taken into consideration to find out the answer of the study's questions. Furthermore, analysing those participants' responses to different questions relating to their feelings about correcting their errors in speaking. In addition, it will conclude with a summary of the main argument by giving some possible suggestions that might help teachers to deal with correcting speech errors in speaking and then provide the limitation of this study and further suggestion of future studies will also be recommend.

2.1 literature review

This section will review firstly the distinction between errors and mistakes and how they are related in terms of improving second language. Followed by reviewing different points of view of what researchers have argued about giving immediate feedback to students' errors while they speak.

2.1.1 Errors in language learning

According to Edge (1989) who sees mistakes and errors as "learning steps". Second language acquisition views that errors and mistakes play a fundamental role in the progression of improving speaking skills. The teacher's job in the classroom is possibly the hardest in the case of error correction. Many of Libyan teachers are confused about whether error correction is necessary or not; and if it is, which type of errors should be corrected. This question leads us to examine different kinds of errors

1

and mistakes. before going in depth with this argument of whether the errors should be corrected or not, it should be firstly differentiate between errors and mistakes. Some linguistics, such as Hedge (2000) and Martínez (2006) distinguish between errors and mistakes. Errors are systematic and made due to the learners transferring the rules of their first language to fill gaps into second language, Corder (1981) who emphasis that as transferring errors from their first language. In addition contrastive analysis and error analysis views error as results of students transferring their first language.

Mistakes, on the other hand, which are non-systematic that occur when learners try to produce preceding knowledge or overuse some rules. Mistakes can be viewed as 'slips of the tongue' since the learners have the competence but produce in correct version of the language or they have failed to produce the right language correctly in their performance or in the oral production of the sentence. Reviewing these brief classifications of errors and mistakes, teachers should deal with the errors only, especially if the error is common to the whole class and more students will learn from the correction. Mistakes, on the other hand, could be due to a lack of concentration so they could be self evaluated by the student. but the question that many researchers and teachers still do not have the answer is : Should we correct students errors in speaking or not; there is still debate about this issue. The following section will examine the both sides of this argument.

2.1.2 With error correction

Over the years, Most ESL English teachers think that error correction is essential in the classroom in order to help students to improve their oral skills. Furthermore, Derrick (1976 in Hedge (2000) explained that error correction might be vital in figuring out the rules of the second language. He provided an example of his learning of Swedish when his friend told him that the negative is placed before the auxiliary not after it as in English. He stated that after the feedback he recognised his mistake. Furthermore, Vigil and Oiler (1976:228) assume that "feedback creates 'desired instability', which encourages the learner to make the appropriate changes." Thus, if the learner has a negative reaction to error correction, the desired changes might not be brought about. In addition, Alqahtani and Al-enzi (2011:217) pointed out that, "Committed mistakes, if neglected, however, can lead to fossilizing these mistakes as acceptable forms of language; i.e., errors. Feedback is needed to avoid fossilization."

Having reviewed the most main argument of the importance of correcting students' errors, thus the following section will explain different technique that can be used by teacher to give their feedback to their students.

2.1.3 Error correction techniques

As it was discussed that positive site of correcting speech errors, thus, It is generally agreed that it is best to use particular procedures for correcting students' spoken errors in the classroom rather than giving immediate feedback. Hedge (2000) presents a range of strategies for helping teachers to deal with students' errors successfully. Some of these are:

1. Teachers might ask for help from other students in the class in identifying the errors.

2. Teaches could focus on the error by using intonation to emphasise the sentence that contains the error.

3. Teachers can use gestures, such as raising a hand, when the students produce errors.

4. Teachers might ask for clarification as in "what did you say" when the learners make errors in their speech. This strategy will help learners to be more aware of their errors and they might correct themselves.

Lightbown and Spada (1999 cited in Alqahtani and Al-enzi 2011:220) suggest different techniques to assist the teacher by avoiding give immediate correction, these ways as follows:

1- Recasts: the teacher repeats the learners' utterance that have the error, only with the correct structure:

Student: cat is animal.

Teacher: of course a cat is an animal.

2- Elicitations: the instructor could raise a question in relation to the student's error offering the student the correct form:

Student: I like do coffee in the evening.

Teacher: Where else do you like doing in the evening?

Student: I like doing some research on the Internet.

Some researchers try to encourage learners to monitor themselves instead of correcting each single mistake. Allen (1991) provides a technique by using a tape to record the students' verbal communication in out of class activities which they can listen to their own conversation and figure out their mistakes by themselves. Then the teacher tries to give a comment on each student's work individually and give him the correction of his errors, such as lexical and syntactic errors. Allen prefers this way with large classes, as in Japanese classes for example that might have 30-70 students, because the teacher cannot speak and correct with all of the students at the same time.

Although there are many different ways and techniques have been provided by number of researchers to help teachers to deal with error correction in the class, but still there are many factors affect the teacher' ways of giving immediate feedback while the students speak. These factors are age, gender, level of proficiency and previous knowledge. Each teacher should know who his /her students in the class are. Because each student has his /her way of how his/her errors should be corrected. Therefore, the aim of this study is to know how gender and level of proficiency have a role of the way of correcting speech errors.

2.2 Against error correction

While the teacher in any ordinary classroom is expected to correct students' errors and many researchers claim that students' speech should be corrected, many second language theories do not support error correction, for example Krashen, whose Natural Order Hypothesis (1982) assumes that learners of a second language pass through predictable stages. Derrick (1976 cited in Hedge 2000), for example, follows Krashen in arguing that second language learners are similar to children when

acquiring their mother language. They both are likely to follow the same route in acquiring the language regardless of correction. He presents an example to illustrate that children might not recognise their parents' correction as follows:

She said, 'My teacher holded the baby rabbit and........'.

I asked, 'Did you say your teacher held ....'

She answered, 'Yes'

I then asked, 'What did you say she did?'.

She answered again, 'She holded................'

I asked, 'Did you say she held them tightly?'

She said, 'No, she helded them loosely.'

(Derrick 1976:19 cited in Hedge 2000:288).

Terrell (1982) also proposed a natural approach, which focuses on communicating rather than on form. He supposes that there are three basic rules of language teaching, and one of these is "the instructor should not correct student speech errors directly".(Terrell.1982:121) Moreover,. He also added that "correction turns out to be a way to break the flow of conversation, especially when the teacher interrupts the student before he has finished his utterance (Martínez 2006:3). Martínez (2006) claims that excessive error correction affects students' motivation negatively, impeding their progress as they feel they cannot produce any utterance unless they are sure it is perfect. Also, if every mistake is corrected, they may be afraid of being laughed at by their peers in the class.

The reason is Krashen believes that correction puts students on the defensive and thus encourages a strategy of avoiding any possible errors, which brings about more focus on form rather than on meaning. This, as a result, "may disrupt the entire communicative focus of an exchange" (Krashen 2009:75).

Having examined the view of literature about the correcting speech errors and discussed the both sides of arguments of this debate. Ever since, the main goal of this study is to identify the student's attitude toward this issue. Therefore, the following section will present the methodology oh this research to find out the point of view of the students and the answer of the research questions as well.

3. Methodology

3.1 Introduction

The most important aim of this section is to illustrate how this study was designed and carried out. The research questions of this research are presented. Then, the instruments which were used to conduct this research questions are discussed. This is followed by the data collection and analysis procedure which effects the validity and the reliability of the results. The discussion of these data also will be presented and examined with the literature.

3.2. The research questions

The research questions are decided according to the review of the researches that mentioned earlier. In addition, Since In many Libyan classrooms, unless teachers might use different technique like write down the errors while the students speak without any interruption. when the students finish their speaking the teacher start mention the errors in general by saying some errors that you made are (…….). but the teachers find out that students do not recognise where exactly or do not care to these errors as these errors do not belong to them. Teachers strongly recommended to correct errors in speaking one by one after each student finish his /her speaking immediately or even while he speak, but this way depends on some features which might affect the way of correcting speech errors to the students. These features such as what do students need to learn English. in other words what is their levels and their gender. Since the later has a role, that teacher should recognise the genre of correcting errors in speaking is differing from male to female as their ways of life is also differ.

From what has been illustrated in the last studies, the answer to those questions are needed:

1- What are Libyan students' attitudes towards correcting speech errors?

Since the points of view toward correcting errors in speaking are vary not only among the teachers but also the students too. Schulz (2001)

2- To what extent are the level of proficiency and previous knowledge of Libyan students affecting their view of correcting speech errors?

Dealing with error correction in language learning might depend on the students' level and their previous knowledge.

3- Is correcting students' errors procedure affected by gender?

Different gender also has an effect on how teacher correct speech errors to the students.

3.3. The context and focus of the study

Since the student plays the most important role in the learning process. Schumann & Schumann (1977), each learner has his personal attitude on what he needs to learn and how he needs to do it. Horwitz (1988) suggested that teachers require to know learners' idea about language learning in order to promote more effective learning strategies in their students because some cases of sever disappointment might caused by a difference between students' expectations about language learning and the realities they face in the classroom. Therefore, this research was carried out among the Libyan students in the university of Al marj particularly department of English. The participants were from both genders (male and female) and different levels of proficiency (semester 2, 4 ,6, 8). There were 20 female and 15 male students in their sixth semester and 18 female and 20 male in their second semester.

There are several reasons for selecting those participants such as: the first reason is to investigate their attitudes toward error correction, which given by our teachers in our university. The second reason is to examine whether all the students with different levels of proficiency need the same procedure to correct their mistakes

or not. The last reason behind choosing those participants is to find out if the mixed gender class has any role relating to this issue.

3.4 Data collection tools

There are several ways to collect data in this research in order to find out accurate and precise data. Questionnaire and interview were gathered from different participants who enrolled in English department. Nunan (1994) for instance, thought that the mixture of questionnaire and interview in the same study would have more valid and reliable data.

Cohen et al. (2000:245) describe the questionnaire as "a widely used and useful instrument for collecting survey information, providing structured, often data being able to be administered without the presence of the researcher, and often comparatively straightforward analyze". Therefore, there are four sections in the questionnaire which adapted from Katayama (2007) see appendix (1). The first section is personal information such as sex and level of proficiency. The second one was asking different questions relating to correct spoken errors. For each question, the participants were asked to make their choice based on their language learning experience. In this section, the questions were short answer by responded just by yes or no. The third section asked about frequency of how often do you like your language aspects to be corrected, these language aspects like grammar, intonation, and some inappropriate expressions. The last section was an open ended question to know what students preference of this issue.

Although a questionnaire is an easy way to analyse and score data objectively, it still has different drawbacks. For instance, participants might not consider the questionnaire as a serious method, they for example they could not read the questions clearly and carefully. In addition, some of them might not want to fill in and return it back. These different limitations would result to lose some helpful and correct data, which could be collected from such a method of collection data.

Therefore, to have more accurate data, having an interview with some students should be conducted. Despite the fact that constructing interview questions are not easy procedure, semi constructed questions will be applied with the interviewer. (McDonough and McDonough, 1997). This kind of interview might enable the researchers to clear emphasising on the various areas of the research questions, which intend to offer more data about the concept of correction errors in speaking. There were just two participants in the interview; their questions in the interview are almost the same as questionnaire questions. Both of them were asked together at the same time using English as a language of speaking. The interview was as a comparison in order to answer my research questions. the duration of interview was about 45 mintues which hold in the university of Elmarj.

3.5 Data analysis

The data in this research will be analysed quantitative and qualitative to ensure reliability and validity. There were 50 students who took part in this study. As it can see be seen from Table 1 below, 32 were females and 18 were males, accounting for 64% and 36% of the total sample, respectively. 60% of the participants were their level of proficiency intermediate, while 26% of them were advanced student, just

14%were beginner students. The majority of the participants 52% have the experience of learning English more than 8 years. 30% of them have the experience of 5-8 years, and just 18% have experience as 1-4 year.

The following section will analysis and discuss the questionnaire questions. Then interview questions will be discussed later.

Variables		Number	Percentage
Gender	Male	18	36%
	Female	32	64%
Level of proficiency	Beginner	7	14%
	Intermediate	30	60%
	advanced	13	26%
Learning English years	Less than one year	0	0%
	1-4 years	9	18%
	5-8 years	15	30%
	More than 8 years	26	52%
Speak English out of classroom	Yes	27	54%
	No	23	46%
Improve speaking skill	Yes	50	100%
	No	0	0%

3.5.1 Questionnaire questions

Questions	yes	No
a) I want teachers to correct my errors in speaking English.	66%	34%
b)Teachers should correct **all** errors that learners make in speaking English.	85%	15%
C)Teachers should correct **only** the errors that interfere with communication.	40%	60%
d) I want my classmates to correct my oral errors in group work.	26%	74%
e) I want teacher to correct my errors individually	92%	8%

F) I want teacher to correct my errors in group with others	90%	10%
g) I don't need my errors to be corrected in front of the class	97%	3%
h) I don't need my errors to be corrected at all	87%	13%

Figure (2) analysing question questions

From the table (2) it can be noticed that the majority of students around 66% preferred that teacher should correct their errors in the class while just 33% do not prefer this. Some of the students in the study who responded by yes mentioned their reasons which are as following. One answer that provided by male advanced student who has more than 10 years experience of English is " if teachers correct student's errors at that time and tell him the right correct way that will lead to the student not repeating the same error". Another female intermediate student who has 4 years experience of English stated that" as I need to speak in more accuracy".

The second question was teachers should correct all errors that learners make in speaking English. 85 % of the participants agreed that teacher should correct all the errors, while just 15% who don agree with this issue. Some interesting responses made by different participants are: I think that teacher should correct all errors not by forcing them but by encouraging them in speaking English". In addition to another responses that provided by different intermediate female and male students who have 6, 5, 3 6, 4, 5 years in English which is "to avoid making the same error or to repeat it in the future". Another intermediate female student who has less than 5 years experience stated that "to improve my language more". Another interesting response that was given by advanced male that the teacher job in the class is to monitor and correct our mistakes.

Moving to the third question of the questionnaire questions about 60 % of the participants agreed that teacher should correct only the errors that interfere with communication. This agreement mainly because they think that any errors should be corrected by the teacher which are given by different intermediate females in the third , fourth, fifth and last semester in the department of English.

Around 26% of the participants don agree with the question of (I want my classmates to correct my oral errors in group work). One interesting response was given by female student in her last semester that has claimed that they want but sometimes the classmate still have the same errors. while 74% of the participants have agreed that collective work improve knowledge. Another response that agrees with peer works which improve language. These responses were given by variety of participants with different levels of proficiency.

In terms of teacher corrects students' errors individually. Almost the majority of the participants have agreed that teacher should correct the errors individually as the participants of different levels in both gender think that the best way to correct the errors individually without be in front of the class especially if the class is mixed in different gender.

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Agreeing with the previous question in term of I want teacher to correct my errors in-group with others. Almost the majority of the students agree with the working in-group as the whole group of the participants with different variables believe that work in-group advance their learning and improve their knowledge.

Therefore, nearly 100% believe that they do not need their errors to be corrected in front of the class. This question has agreed with the idea that the correction procedure should be corrected individually or in-group. Some responses of this question that was given by different participants as following: an intermediate male student strongly agree that he might the class of speaking if the teacher try to correct his errors in front of the class as it might affect his personality.

The responses of the last question of the questionnaire were 87%. As the big proportion believes that, they do need their errors to be corrected. One interesting comment by intermediate female student that if we do not need our errors not be corrected, so why we attend classes. Another comment was given by another intermediate male that if our error are not be corrected which refer to as easy come easy go. By do not correcting the errors, learners do not know their mistake.
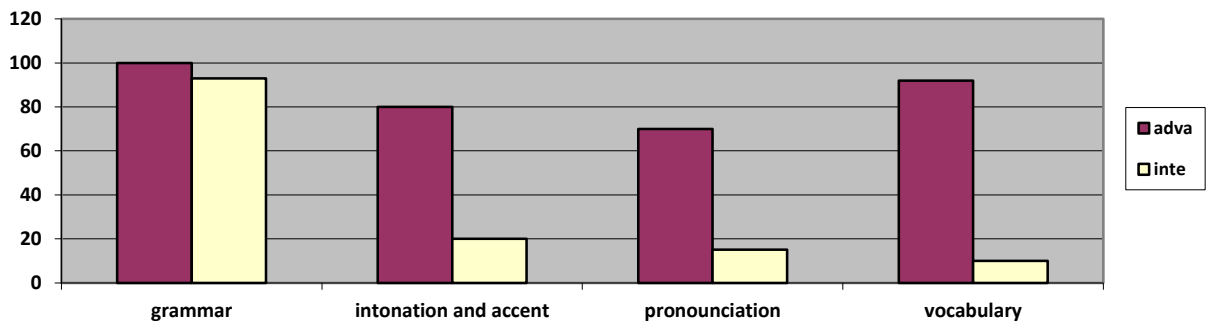

Figure (3): analysis of question 3 of the questionnaire

After conceding whether the participants like their errors to corrected, this section will analyse and discuss the third part of questionnaire by asking about the how much of the basic part of language should be corrected more. As it can be seen from the figure (3) that surprisingly that all the participants have the same answer of these questions, which is, they prefer always to correct grammar. In addition, big proportion about 80% of advanced students prefers correcting pronunciation. In term of intonation and accent, just 60% of the students in advanced level who prefer their pronunciation and accent to be corrected by the teacher. Furthermore, about 92% of advanced students prefer their vocabulary to be corrected. In contrast with students in low level of advanced, do not prefer their intonation to be corrected. While just 20% of the students in intermediate level prefer their intonation to be corrected by the teacher in the class.

3.5.2 Interview questions

The second part of analysing this research is qualitative by using interview. The analysis of interview questions will be more valid and accurate. Since the interview is a good way of collecting method which consider as the way of collecting data that be

9

conducted by asking different questions to the interviewee and listen and record the answers. There were two participants, one intermediate female and one advanced mail. They asked the same questions in the same time. They will refer to them as A and B respectively in the discussion below. The reason behind choosing those numbers of participants is to investigate the answer of the research questions of this research. To know how the level of proficiency and the gender affect the way of correction errors in the class by the teachers. In other words, are the level of proficiency and the gender having any role in the learners' attitudes towards error correction in speaking? The analysis of the interview will in a comparison form.

As it mentioned earlier that interview questions was unstructured questions. Berry in his paper (1995:1) defined unstructured interviewing as,

"is a type of interview which researchers use to elicit information in order to achieve a holistic understanding of the interviewee's point of view or situation; it can also be used to explore interesting areas for further investigation. This type of interview involves asking informants open-ended questions"

The questions of interview (appendix 2) are almost the same as questionnaire questions with more emphasis to give more answer rather than yes or no answers. Since it could be noticed from the questionnaire analysis that most students prefer that, the teacher should correct their errors.

The first question was asked in the interview was about your attitude toward correcting your errors in speaking. In another words; what do you feel if teacher correct you're your errors in the class while you speak. Both of the participants have a positive attitude, as they believed that one reason that they reached this level of advanced speakers by correcting their mistakes in the class by the teachers from the beginner of their learning to English.

Both A and B response to the question of "Do you want your errors to be corrected by the teacher" positively, which means that to be English speaker, you should speak correctly without any mistakes or errors; to achieve this, you should have a person to correct the errors while you speak. A person who is be everywhere in the education system is the teacher. A added if we do not need our errors to be corrected, so why then we attend classes and pay much money on private classes and hire some experienced persons to correct our mistake. In addition, B emphasise on that we learn from our mistakes.

As the emphasis of B's responses on the teacher, as he argued that if teachers correct the students' errors t that time and tell them the right (correct) way that will lead to the student not repeating the same error. Whereas A believed that it will help me know my area of weakness.

A agree with B in that teacher should correct all the errors that learners made but by not forcing them, teacher should encourage them to speak English correctly. Also, as it will help the learners to be exposed to the right way of speaking.

There was some argument about the issue of the case of correcting the errors in-group or individually. As a preferred that her errors should be corrected individually, B on the other hand preferred to be corrected in-group. This might because girls are shier than boys are. Since A stated that that teachers should correct

students' errors individually because this will create a bond between teacher and student which will make the student more comfortable and less shy. While B stated that teacher should correct my answer in-group rather than individually as it will help the students know other students mistakes.

Participants' ideas are similar of whether the classmate can correct the errors or no, they believed that it depends on his knowledge and his level. Since if the classmate has not good knowledge how can he or she will correct. This procedure might only help under the supervision the teacher in the class to correct the errors that he made.

The participants responses in term of the participants' opinion as second language learners about error correction in speaking are vary. Participant A for example supported error correction for different reasons. In the first place, he thinks that correcting speech error is very important instrument that could be used to help students to understand their mistakes and then avoid them. Secondly, if the error is not corrected, the learners might assume that their speech does not have any errors and so they will never correct them. Thus, the learners may keep using the incorrect form into every stages even the late ones of their production, as a result of the errors fossilizing in their language learning process. The other participant thinks that it is very helping for mistakes to be corrected by a more experienced person as helping me improve my language as well as language skills and also to know the areas that I am weak in and trying to improve them.

The other question in the interview was about as second language learners reached this level of advanced English what is the best way do you think could be favourable for advanced and intermediate students (English university students). A agreed that from her personal experience is to give students more chances to speak inside the class and to correct their mistakes directly and indirectly ways. Eventually they will learn from their mistakes. relating to this question, do you think the way of correction errors differ in each case depending on the students level? Both of them strongly agree that the teacher firstly should know who his students are. Because the way of correcting speech errors are vary depending on learners' level and their goal of learning English. A for example argued in case of advanced students, teachers should deal with some areas that belong to their level such as intonation and more academic vocabulary, whereas in other levels when teach should deal with basic rules in English such as correct grammar and correct pronunciation.

The last question in the interview is asking the participants as they were from different gender. Do you think the way of correcting speech errors affected by gender, or the mixed classes have any special role in improve or dismotivating students' speech. A strongly agrees that female by its nature is a sensitive human so she will be feel shyness if her errors were corrected many times by the teacher in front of the male in the class which might cause not she is try to learn but she couldn't speak correctly. With same view, male student agrees with female opinion that either correcting female errors should be corrected individually or not in mixed gender class as it might affect the female student personality and even her feeling which might affect their progress in speaking English.

3.6 Discussion

This section will discuss the questionnaire questions. The finding of question 1 in the questionnaire question agreed with different studies over the time. The first one is Cathcart and Olsen (1976) Survey when they conducted it on 188 learners of English as a foreign language; they found that a large number of the participants stated their preferences to be corrected on their speaking if they made errors in order to facilitate the progress of learning the second language. The second study is Zhu (2010) questionnaire. He conducted a study about students' preferences in relation to error correction in the classroom. He found that the majority about 70% preferred every error to be corrected because they thought that would help them to learn the language more effectively. in addition, question 2 in the questionnaire was shown that the finding agree with Allen (1991) idea of error correction when she declared that his own experience has taught him that many mature students feel that teacher is not doing his or her job correctly if he do not give correction in some form. In terms of whether classmates can correct oral errors in-group work, the finding revealed that this kind of work has its popularity among participants. This kind of work is known in literature as peer assessment. Peer assessment, by its name it is the students' evaluations for their peers or classmate. It defined by Topping (1998) as the students' judgments of their peers' values, level, and achievement. Budden (2008) has found that students can correct each other in the class as it helps to create a positive atmosphere in the class itself and students by this way can realise that is not just the teacher who can correct the errors, but correcting errors is the responsibility of each student in the class. Supporting this, question number 5 explained that group work is important in term of correcting speech errors. This idea supported by Harris (1997: 12) as he regards peer assessment as "a key learning strategy that facilitates the learning development to fulfil the individual needs". Agreeing with the last questions that students do not like their errors to be corrected which might have the same point with Martínez (2006)' study. He observed from his study that most students do not like their errors to be corrected because it makes them wary of making mistakes, which leads to lowering their confidence because they will be focused on accuracy rather than on fluency. The participants in the interview have agreed with the view of Alqahtani and Al-enzi (2011:215) who believe that giving feedback, "in turn, aims to facilitate or promote more appropriate actions in the future, in relation to a goal and a vision". In addition,   Willis and Willis (2007) have believed that correcting the students' errors prevents and avoids fossilising and motivates the students.

3.7. Conclusion and implications

In summary, Since Libyan students are not native speaker of English, they cannot make a sense of a sentence without knowing the right structure of the sentence. This research has discussed the writers' attitudes to error correction as well as what the teacher should correct in the classroom and some of the procedures that might help instructors to avoid immediate feedback, such as repeating the students' errors with rising intonation and revising the incorrect form by repeating it in a good way. Some of these techniques could help learners to put right their errors without even recognising that the teacher has corrected their utterances. This essay has also attempted to present the ideas of the researchers who claim that errors should never be

corrected as this might result in students reacting badly towards language learning. To draw a final conclusion from what the research has been discussed in the interview and the questionnaire is: Correction errors in speaking requirements a careful treatment because every students will give different responses to the feedback given by teachers. Since the majority of Libyan students declared that they need their errors to be corrected by the teacher for different reasons. Firstly, to reduce making the same mistakes in the future. The second reason, which is the important as they think, is to improve their speech in accurate way.

The research also has found that level of proficiency takes an important role in error correction because "if the explanation of errors is beyond their level of proficiency, it will bring limited or no advantages" (Allwright, 1975 and Krashen, 1982, cited in Cohen, 1990: 60). Teachers must know and recognise their students' level to stay away from discouragement since the aims of the students are vary in each level.

The present study has revealed that the gender attitude is the same in the idea of giving correcting to their errors, but their view are different in terms of the way that teacher should correct speech errors. These finding might ask to separate the two genders in speaking class in particular as the interview responses have explained.

Another finding of this research is the teacher who might make the technique of correcting speech errors has positive view by the teacher. Because he the only one who can make the speaking class is interesting to the students and thus they can accept any way he will follow. But the question that has been increased that if any teacher can correct students errors in the way that students feel that their speaking improve or no. Since some teachers do not have the ability to deal with the area of error correction which might affect the students motivation, personality and improvement.

As a consequence of this research has found some possible suggestions of the idea of error correction such as teacher should consider a way as that the findings of this study have raised that

1- Teacher should enhance cooperative learning that means peer work and group work have an effect away of improving language.

2- Learning policy and teachers should consider finding more time when they organise the timetable to be given to tutorial. In other words, face to face meeting student with teacher for 5 minutes at least weakly to find the weakness points of the students, by this way teacher can record each student's errors and mistakes and tell them after the class in these five minutes.

In order to find out how the procedure of error correction could be favourable in real life or in classroom, classroom observation should be conducted to see to what extent correcting speech error improve and motivate students speaking. In addition, to investigate how students react with correcting their errors and what are the best techniques which can be involved and could produced effective results among the students. This area is possibly good for further research by comparing two classes, one use correcting speech error by the teacher and the other do not use it.

3.8. References

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3.9. Appendix

1. Questionnaire Questions

A. Please check the appropriate answers or write an answer in the space provided

1- Major: _____

2- Gender: 1. ( ) Male 2. ( ) Female

3- Semester ………………………

4- - Level of proficiency beginner ( ) intermediate (   )   advanced (   )

5- How long have you studied English as a second language?

_____ years _____ months

6- Do you speak English outside of class?

1. ( ) Yes 2. ( ) No

7- Do you want to improve your speaking skills in English?

1. ( ) Yes 2. ( ) No

B. The following questions concern correction of spoken errors. For each question, make your choice based on your foreign language learning experience up until now including in high schools and private conversation classes. If you *strongly disagree* to a statement, circle

"1." If you *strongly agree*, circle "5."

a) I want teachers to correct my errors in speaking English.

1 2 3 4 5

Please   try   to   provide   the   reason   for   your
choice…………………………………………

b)Teachers should correct **all** errors that learners make in speaking English.

1 2 3 4 5

Please   try   to   provide   the   reason   for   your
choice…………………………………………

c) Teachers should correct **only** the errors that interfere with communication.

1 2 3 4 5

Please try to provide the reason for your choice……………………………………

d) I want my classmates to correct my oral errors in group work.

1 2 3 4 5

Please   try   to   provide   the   reason   for   your
choice…………………………………………

e) I want teacher to correct my errors individually

1 2 3 4 5

Please   try   to   provide   the   reason   for   your
choice…………………………………………

F) I want teacher to correct my errors in group with others

1 2 3 4 5

Please   try   to   provide   the   reason   for   your
choice…………………………………………

g) I don't need my errors to be corrected in front of the class

1 2 3 4 5

Please   try   to   provide   the   reason   for   your
choice…………………………………………

h) I don't need my errors to be corrected at all

1 2 3 4 5

Please   try   to   provide   the   reason   for   your
choice…………………………………………

C. Do you want to have your errors corrected in terms of

a) Grammar

yes ( )   No ( )

b) pronunciation,

yes ( )   No ( )

c) Vocabulary (words, phrases) usage

yes ( )   No ( )

d) Accent, & intonation

yes ( )   No ( )

3- What do you think of correcting your speaking in the class by the teacher? your opinion

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

thank you for your participation

Appendix 2

2. Interview questions

A-Can I know your personal information.

1- Major: _____

2- Gender: 1. ( ) Male 2. ( ) Female

3- Semester ………………………

4- - Level of proficiency beginner ( ) intermediate ( )   advanced ( )

6- Do you speak English outside of class?

1. ( ) Yes 2. ( ) No

7- Do you want to improve your speaking skills in English?

1. ( ) Yes 2. ( ) No

B- Please answer the following questions?

1- What is your attitude toward correcting your errors in speaking
2- Do you want your errors to be corrected by the teacher"
3- Do you agree that teacher should correct all the errors that learners, why
4- Do you like you errors to be corrected in group or individually? why
5- Do you think that classmate can correct his partner' errors in class? if yes tell me why
6- What do you think classmate correct his partner' errors might improve his speaking or no?
7- What is your opinion as second language learners about error correction in speaking?
8- As second language learners reached this level of advanced English what is the best way to learn speaking do you think could be favourable for advanced and intermediate students (English university students)
9- do you think the level of students plays important role of correcting speech errors? or the way or the procedure that teacher should apply with students?
10- Do you think the way of correcting speech errors affected by gender, or the mixed classes have any special role in improve or dismotivating students' speech.