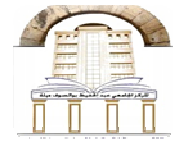


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**Teachers' and Learners' Attitudes Towards the Use of Feedback to
Improve Students' pronunciation**

The Case Study of First Year Students of English at Abdelhafid Boussouf
University Center-Mila

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Dedication

Laib lamia

I dedicated this work from the deep of my hear to the best parent in the earth Badia and lakder.

To my mother Badia, my lover, my closer, my heart, my angel, with you everything gold and without you nothing good, you are everything in my life, thousands of words cannot be enough to describe you.

To my father lakhder, my hero, my king, the best man I have never seen before, I love you to death.

My deepest appreciation and love to

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To may best friends and sisters

My twins

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Dedication

BoubettacheHassiba

In the name of Allah, most merciful most compassionate.

I dedicate this work to my amazing father” Bachir”, I really lucky to have the best man ever in my life ,who gave me all the love and support and care, to whom I will always be grateful.

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Abstract

Foreign language pronunciation is a hard language aspect that entails intensive practice and long time to be acquired .To develop it, teachers use different strategies. The present study deals with feedback as a strategy that can be used to defeat learner's pronunciation difficulties. It aims at getting insight into teachers and learners views towards the use of feedback in the classroom. With regard to the present purpose, it is hypothesized that if feedback was used in speaking classes, pronunciation would be developed. To inspect this hypothesis, two tools of research are conducted: teacher's questionnaire and students questionnaire .The former is designed to first year oral expression teachers in the department of Letters and Foreign languages at Abdl Hafid Bossouf UniversityCenter. The latter is planned to first year university student's students in the same department. The analysis of findings has exposed that it is effective to use feedback in teaching oral expression to develop pronunciation.

List of Abbreviation

EFL: English as a Foreign Language

FL: Foreign Language

CLT: Communicative Language Teaching

TL: Target language

TEFL: Teaching English as a foreign language

OE: Oral Expression

Q : Question

N : Number

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General Introduction

1. Statements of the Problem

In the process of teaching and learning foreign languages, both teachers and learners face a lot of problems in some aspects of the language, among them pronunciation.

pronunciation has occupied an important place in the field of language teaching .It has always been perceived as less popular compared to other aspects of language learning like grammar ,vocabulary, and writing etc. Because of many reasons. First, lack of time; one session of oral expression a week is not enough to cover all the elements of pronunciation. Second, most of teachers are not native speakers; therefore, students can not reach to right pronunciation. Third, lack of practice; students did not practice the target language out side the classroom. As a result most of learners commit a lot of errors/mistakes in pronunciation. And teachers find difficulties in integrating pronunciation it in oral sessions with other aspects of the language.

2. Aim of the Study

Throughout the present study we aim to shed some light on:

- Showing the importance of feedback.
- Showing feedback as a constructive teaching tool and supports learners to develop their pronunciation.

3 .Research Questions and Hypothesis

The current study is an attempt to answer the following questions:

1. What attitudes teachers have about the use of feedback to improve pronunciation?
2. What the students think about the use of feedback to enhance pronunciation?

In the light of the present research and intention, it is hypothesized that:

If first year students were provided with feedback, their pronunciation would be improved.

4. Tools of the Research

For the sake of investigating the role of feedback in the improvement of EFL pronunciation, two means of research will be used: teachers and students questionnaires.

The teachers' questionnaire will be administered to teachers of oral expression in the Department of English at Mila University Center. It aims at gathering opinions and attitudes of the teachers towards feedback. Students' questionnaire will be directed to first year University learners in the Department of English at Mila University Center. Its main purpose is to gather data about students' reaction and attitudes towards feedback.

5. Structure of the Study

The present dissertation consists of two parts, the theoretical part and the practical part. The first and the second chapters represent the theoretical part, while the third one represents the practical part.

The first chapter provides the readers with a general overview of pronunciation. It includes various definitions of pronunciation, pronunciation features(segmental features, and supra-segmental features)linguistic problems of pronunciation, production of sounds ,spelling and production, methods of teaching pronunciation, pronunciation teaching approaches, and factors involved in learning pronunciation).

Chapter two highlights one of the most important teaching techniques in EFL classrooms, which is feedback. Its different forms, criteria of feedback, and how the students react to it, types of feedback, positive and negative feedback, and errors.

Chapter three, which represents the practical part of this study, is devoted to the analysis of the data gathered from the students' questionnaire and teachers' questionnaire. In addition to the discussion of the findings.

Chapter One: Pronunciation

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Chapter One: Pronunciation

Introduction

Pronunciation is an essential element in teaching and learning foreign languages. English as a foreign language (EFL) learners attempt to improve it in order to become competent in producing the foreign language accurately and fluently.

In this chapter, we try to shed some light on the aspect by defining the term pronunciation. As well as we are going to tackle the status pronunciation in the teaching methods including the Audio lingual method, the silent way, the communicative language teaching. The production of sounds, features of pronunciation; segmental features (consonant, vowels, voicing...), supra-segmental features (stress, intonation). In addition, we will trace the pronunciation teaching approaches. Then we will take into consideration the factors that affect learning pronunciation.

1.1. Definition of Pronunciation

According to Gilakjani (2016), English pronunciation is one of the most difficult aspects of the languages. It requires long time to be improved. (Cook (1996), as cited in pourhosein&Gilakjani 2016, P .02) defines pronunciation “as the production of English sounds”. And it is learnt by repeating them and correcting them when they are produced inaccurately. In other words, pronunciation is the correct production of English sounds through repetition until they reach the correct pronunciation.

(Well (2002) as cited in Gilakajani2016, P .02) assume that “pronunciation is the production of sounds that is used for making meaning”. In other words is a way of uttering a word in an accepted manner in order to express thought.

Moreover, pronunciation is the correct way of speaking. It is the ability to produce the word in the correct form. Redmond and Vrchota (2007, p.104) claim that “it is imperative that you use the correct word in the correct instance with the correct pronunciation. Pronunciation means to say words in ways that are generally accepted or understood.” EFL learners need to know that the meaning of the word is affected by the way of their pronunciation, which means that if the pronunciation is wrong the meaning of the word will change. For that reason, learners are asked to do more practice concerning the aspect of pronunciation, so that; they can be able to preformed correct language.

1.2. Linguistic Problems of Pronunciation

In brief, fluency and accuracy are two speaking characteristics complete each other so that one can make an effective pronunciation.

1.2.1. Fluency

It is the ability to produce speech without hesitation .According to Hedge (2000,p.261) claims that “ fluency means responding coherently with turns of the conversation ,linking words and phrases using intelligible pronunciation and appropriate intonation, and doing all this without hesitation”. Throughout,we can say that hesitation is one of the obstacles that face EFL learners and prevent them from speaking spontaneously.

According to Trumbry (1999, p.93)”fluency is a skill; it is the ability to process the language speedily and easily”.In other word fluency is the ability to keep going when you speak spontaneously without pausing and without fear.

1.2.2 Accuracy

Accuracy is the ability to produce grammatically corect sentences and it is focuses on the correct use of grammar and vocabulary and other skills.To achieve accuracy the learner

need to focus attention to the form. It is often difficult for the learners to focus on the form and on the meaning at the same time. In the other hand, another difficulty that has relation with pronunciation; the words that are difficult to pronounce are more difficult to learn. So, learners should do more efforts and practice in order to achieve accuracy.

1.3. Production of Sounds

Speech sounds are produced when the air moves out from the lungs through organs of speech. They can be made through the passages of air through both the oral cavity and the nasal cavity (Gut, 2009).

Gut (2009, P.23) claims that speech organs divided into active articulators and passive articulators.

- Active Articulators: refers to the movable part of the vocal apparatus, that impedes or directs the airstream. (Bickford and Floyd, 2006).
- Passive Articulators: are refer to the more fixed part of the mouth that the active articulators touches or gets very close to it articulates the sounds. (Bickford and Floyd, 2006).

A. The active articulators are (the velum, the tongue, the lips and the lower jaw):

➤ The velum: it consists of muscular tissue. Accordingly, it can be raised and lowered by a set of muscles. During speech, the velum is raised and the air stream flows through the oral cavity only.

➤ The tongue: is the most important active articulator. , it is, it is very versatile and can assume a wide variety of shapes. For descriptive purposes, the tongue is usually divided into several fictional parts, named: the root, the back, the front, the blade and the tip.

- The lips: consist of two fleshy folds richly supplied with muscles, which can control the opening and closing movements..

B.The passive articulators are: the uvula, hard palate, the alveolar ridge and the teeth

- The uvula: is a sell fleshy appendage at lower end of the velum.
- The hard palate: it is the bony structure forming the roof of the mouth.
- The alveolar ridge: it is the domed roof of the mouth ends in a bony ridge just behind the upper front teeth.
- The teeth: take a salient part in the articulation of many English sounds although they don't move the teeth when touching the lips and the tip of the tongue they can produce sounds.

1.4. Spelling and Pronunciation

The distinction between the sounds and the spelling of English considered as an obstacle for FL learners.As the spelling system does not always represent the sounds in a clear way. The sound /u: /for instance can be spelt out by 'wo, oo, ough or ew 'which epitomizes a great problem to students because there is no one to one correspondence (Avery&Ehrlish, 2008, P.03).Hence, FL learners may face difficulties when transcribing words.

In addition to this, the latter 'a' for instance can be pronounced in different sounds such as /ei/,/æ/,/e/.although, it is written in the same way like in the words 'page', 'hate', 'any', 'safe'.

Avery and Ehrlich (2008, P.03) claim that “ although this representation shows that not all the sounds correspond with exact spelling representation, this gives as no right to generalize because many latters shows a close relationship between the sounds and their

representation. In other words do non-correspondence between the sounds and spelling for most sounds does not allow us to generalize it to all the sounds of English.

1.5. Features of Pronunciation

Segmental and supra-segmental areas are two fields of phonology that include all the components of pronunciation. The former “deals with speech sounds” and the latter “is concerned with large units such as syllables, words intonation and stress.” (Gut 2009, P .07).

1.5.1 Segmental Features

Speech sounds are generally divided into vowels and consonants

1.5.1.1 Consonants

Consonants are conceded as the basic speech sounds, they are defined as “speech sounds made with obstruction of the air stream is said to be” (Kreidler, 200, P.18). In comparison to vowels, consonant “shape the airstream coming from the larynx in a more perceptible manner” (Gut, 2009, P.28). In other words they are a basic speech sound in which the breath is at least partly obstructed and which can be combined with a vowel to form a syllable.

➤ Place of Articulation

In English there are six places in which the air goes out in order to produce consonants.

To produce English consonants, the air goes through six places. They are classified according to the involved active articulators (Yule, 1985, P .28) as follows:

A. Consonants Made by Lips

- Bilabials: are the sounds that are formed by using the upper and the lower lip using a close movement. Bilabial sounds are /p/, /b/, /m/, /w/ like in the words “bat, mouth, mouse, place, and, weight” (Yule, 1985).

- Labiodentals: do the upper teeth and the lower lip articulate sounds. Labiodental sounds are /v/, /f/ like in the words ‘vat and fat’. These sounds formed with the upper teeth and the lower lip. The initial sounds of the words fat and vat ,and the final sounds of the words safe and save are labiodentals.”(Yule,1985)

B. Consonants Made with the Blade of the Tongue

- Palate-alveolar: are sounds that are made when the blade of the tongue approaching the hard palate just behind the alveolar ridge. Palate-alveolar are /tʃ/ and /dʒ/, like in the words “French”, “judge” (Yule, 1985).

C. Consonants Made by the Tip of the Tongue

- Alveolar: “alveolars are sounds formed with the front part of the tongue on the alveolar ridge.”(Yule, 1985).In other words, they are sounds which are produced by the tip of the tongue touches the alveolar ridge. Alveolars consonants are /t/, /d /, /s/, /z/, /l/,/n/,and /r/ like in the words ‘light, dream and zoo’.
- Dentals: are sounds, which are articulated by the tip of the tongue touches the upper teeth. Dental sounds are /θ / and /ð /like in the words ‘three, and there’. (Yule, 1985).

E. Consonants Made by the Back of the Tongue

- Velars: are sounds which are produced by the back of the tongue touches the soft palate. Velar sounds are/k/, /g/, and/ŋ /like in the words ‘kitchen, goal, and dancing ‘.(Yule,1985).

F. Consonants Made by the Glottis

- Glottal: it is a sound produced without any active use of both the tongue and other parts of the mouth. In other words, it is made by the glottis .glottal sound is /h/like in the word ‘who’. (Yule, 1985, P.29).

➤ Manners of Articulation

According to Kelly (2000, P. 28), “manners of articulation are refer to the way in which the vocal tract may be completely closed so that the air id temporarily unable the pass through” .In other words, how the obstruction of the air is made. Kelly introduces five manners of articulation:

- Plosives: “in plosives, a complete closure is made somewhere in the vocal tract and the soft palate is raised” (Kelly, 2000, P .28). that is to say the airstream coming from the lungs can be completely stopped ,a complete closure is made in the vocal ,increasing the air then releasing it explosively .Plosives sounds are /p/ ,/b /,/k/,/g/like in the words ‘ people ,bank ,gate ’ .they
- Fricatives : when fricatives are created the air that goes through a small passage in the vocal tract produces a hissing sounds .Fricative sounds are/f/, /v /,/s/,/θ/,/ð/,/z/,and/ʒ/ like in the words ‘ vain ,few, see,three,therezoo,fish,beige’ (Roach ,2009,P.48).
- Affricates: begin as plosive consonants but they finish as fricatives. Example of affricates sounds: /tʃ/,/dʒ/ as in the words “English, gym”(Roach,2009).
- Nasals : according to Kelly(2000), closure is made by the lips or by the tongue against the palate and here the air escapes from the nose nasal sounds are /m/,/n/and /ŋ/like in the words:’ mute ,night ,sing’.
- Lateral: a closure is made by the blade of the tongue against the alveolar ridge, the air escapes through the sides of the tongue. Lateral sound is /l/like in the word ‘light ‘.(Roach,2009).
- Approximant: during the production of the consonants the articulators do not approach enough to create a complete closure approximant sounds are /r /, /j /, /w/like in the words ‘race, judge, while ’.(Roach,2009).

➤ **Voicing**

Voicing is another way used in order to differentiate between consonants next to places of articulation and manners of articulation. According to Jones(2003,P .581), “ the term voicing is used to refer to the vibration of the vocal folds ”.i.e., if the vocal folds vibrate when pronouncing a consonant it can be said about that consonant it is a voiced consonant, while if they donot vibrate that consonant is a voiceless one. Among the manners of articulation all the plosives, the affricates and the fricatives have pairs which are voiced and others are voiceless, whereas nasals, literal and approximates are all voiced (Jones, 2003).

➤ **Consonant Clusters**

Consonant clusters are defined as “consonant sounds which occur together” (Kelly, 2000, P.57).In other words, they are combination of consonant sounds that are not separated by a vowel

Two main types of consonant clusters are determined: initial consonant clusters and final consonant clusters. Initial consonant clusters are always found in the beginning of the words like it can be exemplifies in the word ‘snake ’,whereas the final consonant clusters are always found at the end of the words like it can be exemplifies in the word ‘ land ’(Kelly 2000).

1.5.1.2 Vowels

Jones (2003, P .583) defines the term vowel as a “class of sound which makes the least of obstruction to the flow of the air”. In other words, the vowel is a phoneme pronounced with free passage of air stream. The single vowels combined they produce another type of vowels sounds called diphthongs and triphthongs. (Jones, 2003)

Vowels are classified according to the position of two main articulators: the tongue and the lips.

For the position of the tongue, O'Connor (1973, P.50) classifies vowels as follows:

- Front vowels sounds: /i: /, /e /, /æ/.
- Central vowels sounds: /ɜ: /, /ʌ /, /ə/.
- Back vowels sounds: /ʊ/, /a: /.

Relating to the position of the lips, to Kelly (2000, p. 30) claims that “when producing vowel sounds lips can take three main positions”. He suggests three main types of vowel phonemes:

- Rounded: the lips are pushed forward into the shape of a circle, for example the sound /ʊ /.
- Spread: the corners of the lips are moved away from each other for example the sound /i: /.
- Neutral: the lips are not noticeably rounded or spread for example the sound /ə/.
- **Diphthongs**

Jones (2003, P .152) defines diphthongs as phonemes” in which therein which there is a glide from one vowel quality to another”. That is to say, they are the combination of two vowel sounds that act like a single vowel .they are grouped by Kelly (2000, P.35-36) as follows:

1. **Centering diphthongs:** in which there are glides to the sort of /ə / sound, sound at the final position .diphthongs like: /iə/, /ʊə/, /eə /.

Examples:

”here” → /hiə/

“Poor” → /pʊə/

“Wear” → /weə/

Closing diphthongs:

- **Closing diphthongs** ending with /i/: there is the sound/i/at the final position; all these diphthongs end with an/i/sound: /ei/, /ɔi/, /ai/.

Examples:

“Safe”→/seɪf/

“Boy”→/bɔɪ/

“Try”→/traɪ/

- **Closing diphthongs** end with/ʊ / : all these diphthongs which ends with the /ʊ/sound:/əʊ /, /aʊ/.

Examples:

“Snow”→/snəʊ/

“Loud”→/laʊd/

➤ **triphthongs**

Triphthongs are vowel sounds which are articulated with” a glide from one vowel to another and then to a third ,all produced rapidly without interruption”(Roach,2009,P.18).In other words , a triphthong is a combination of solo vowels .they are a combination of closing diphthongs and the schwa/ə/ sound (Kelly,2000).thus, there are five triphthongs :

- /eɪə / like in the word :

’ layer’→/leɪə/

- /aɪə/like in the word :

'Fire' → /faɪə/

- /ɔɪə /like in the word :

'loyal' → /lɔɪəl/

- /əʊə/like in the word :

'lower' → /ləʊə/

- /aʊə/like in the word:'

'Power' → /paʊə/

1.5.2. Suprasegmental Features

1.5.2.1. Stress

Stress is considered salient attribute of English pronunciation. It is “a property of syllables which makes them stand out more noticeable than others” (Jones, 1991, P.511). In other words stress syllables tend to be louder, longer and generally pronounced with greater effort than the unstressed one. And that gives the stress the opportunity by its position to change the meaning and the function of word.

Stress placement is viewed as a tremendously complex matter for foreign learners. It was always a difficulty that EFL learners have, since there are no firm rules regarding its placement because there were always exceptions, but there are some points to take into consideration that may help placing stress.

Jones (1991) maintains that grammarians have divided English words into two sections, content and function words. Function words are not stressed those do not carry meaning in themselves; words that contain only one syllable like possessive pronouns, relative pronounsetc. Whereas content words are those which carry meaning in

themselves and they are usually stressed Kelly (2000, P .68-69) summarizes the rules of word stress as follows:

- Prefixes and suffixes: it is useful to know that English prefixes and suffixes are usually unstressed.in other words any word that contains a prefix or a suffix in its syllable;those syllables tend to not be stressed.
- Core vocabulary: a lot of two syllable nouns and adjectives tend to be stressed on the first syllable.
- Words with two grammatical functions: there are words that can be used as a verb and as a noun, here the stress in the nouns it tend to be on the first syllable while, verbs on the last syllable .that is to say stress in this case determine which is which.

It is always useful for students to get used to the rules of stress placement since when they get familiar with them; they will have the opportunity to memorize the stress placement of many vocabularies items. And the teachers need always to make sure that their learners master the major stress placement.

1.5.2.2. Intonation

Levis (1999) defines intonation as “ the quality of language that includes both rhythm and melody, and is produced by tonal height and depth along with stress, volume and varying length of pause ”(p. 37) .In other words intonation is the melody of speech that helps us understand how the pitch of the voice rises and falls. And it can affect the meaning of the utterances like stress.

Intonation is a very important element of pronunciation that should be acquired by EFL learners. Roach (2001, P. 33-34-35) summarizes the importance of intonation in the following points:

- Intonation can indicate different types of utterance such as statement and questions.
- Intonation gives the listener a lot of information about what is being said.
- Intonation indicates the attitudes and the emotions of the speaker.

1.6. Teaching Pronunciation

Teaching pronunciation is fundamental to teaching speaking .Therefore, it is necessary that teachers pay a good attention .To be effective in teaching pronunciation, a teacher needs to have a good knowledge about the pedagogy of pronunciation, and some information about his learners and their backgrounds.

For many years, EFL teachers try different teaching methods during the learning process to develop EFL learner’s pronunciation. Because pronunciation is a very important element in learning a second or foreign language(FL).When we talk about teaching methods we should focus on the most influential ones throughout the twentieth century.

A-Grammar Translation Method

“ grammar translation method was called at one time the classical method since it was the first used in the teaching of the classical languages Latin and Greek ” (freeman,2000 ,p.11).Freeman (2000,P .12)summarized the principles of this method as follows :

- The ability to communicate in the (LT) is not a goal of (FL) instruction.
- It is important for students to learn about the form of the (TG).
- The teacher is the authority in the classroom.
- Learning if facilitated through attention to similarities between the (TL)language and the (NL).

Grammar translation method ignores the speaking skill and all it elements including pronunciation. Although there was a lot of reading, there was no focus on correct

pronunciation partly because most of teachers did not have access to phonology in the target language.

1.6.1 The Direct Method

For many years, the direct method has been used by language teachers. In the 20th century as a reaction to grammar translation method that focuses mainly on writing and its components, it is considered as an attempt to integrate more use of the target language in the classroom. It is based on constant oral interaction, with no translation and little analysis of grammar rules, Larson (2000, P.125-127) summarized the principle of this method as follows:

Oral practice is a must and the basis of this method.

- The goal behind language is communication.
- This method favors the presentation of limited vocabulary, based on needs and experiments of the learners.
- Direct association between thought and words, in this method, the learners think and speak by using the same medium.

1.6.2. The Audio Lingual Method

After the world war two, there was a need to become orally proficient in languages. The US army funded special language courses that focus on oral skills to be the principles of new method called the army method or the audio lingual method. Harmer (2001) claims that this method is focused on memorization, repetition, dialogues and ignores the role of context in language learning.

The main principles of the Audio lingual method are summarized as follows:

- no grammar explanation
- structural patterns taught using receptive drills
- useful response immediately reinforced
- Grammar taught inductively

(Richard and Rodgers, 2001, P.156-157).

1.6.3. The Silent Way

The silent is introduced by Cattegno it took its roots from the cognitive approach and it rejects the behavioristic view. Independence, autonomy, and responsibility are three key foundations of the silent method that should be developed by learners.

Richard and Rodgers (1986, P.) summarizes the principles of the silent way as follows:

- The learner is the center of the learning process
- Learning is facilitated through problem solving
- Learners should discover and create rather than repeating things
- In the silent way, the teacher is silent; he sets up classroom situations, while students do most of the talking and interaction among themselves. The teacher's silence helps foster self-reliance and student's initiative.

1.6.4. Communicative Language Learning Approach:

Communicative language approach appeared in the 1980s by the growth of research showing the significance of pronunciation as a tool of communication, particularly at the level of interaction (Brown and Yule 1983).

Currently it is still the dominant approach in the field of language teaching, especially with the growing awareness by teachers and writers of the importance of pronunciation.

Gardner and Miller (1994, P.90).It is based on the principle that the purpose of language is to communicate, thus communicate should be the main focus in the language classes and thus a focus on pronunciation as an integrated part of communication. The (CLT) approach emphasizes the use of language in context and this gives more significance to the speaking, and thus pronunciation. And materials that are used under this approach are divided from other teaching methods and approaches .They are as well listed by Celce-Murcia, Brinton, and Goodwin (1996, P.08-09) as follows:

- Listen and imitate
- Phonetic training
- Minimal pair drills
- Contextualized minimal pair
- Visual aides
- Tongue twisters
- Developmental approximation drills

1.7. Pronunciation Teaching Approaches

Two focal approaches are developed to teach and learn pronunciation: the Intuitive-Imitative Approach and the Analytic-Linguistics Approach.

1.7.1. The Intuitive –Imitative Approach

Celce-Murcia, Brinton, and Goodwin (1996) point out that the Intuitive –imitative approach , depends on learners ability to listen and imitate the rhythms and the sounds of the (TL)without the intervention of any explicit information; it is also presupposed the availability of good models to listen to, a possibility that has been enhanced by the

availability first of phonograph recorders, then the tape records and language labs in the mid-twentieth century, and more recently of audio-and video cassettes and compact discs (P.02).

In other words, this approach focuses on listening and imitation. By adopting this approach, learners are asked to listen to real provides of the language to repeat after them without having any explicit information about how the language is produced .Subsequently; learners acquire a native-like pronunciation.

Hence, the effectiveness of this approach in teaching pronunciation is depends on the learner ability to listen and imitate .So, the learners need to have a great potentiality to listen as well as to imitate the pronunciation (sounds and rhythm) correctly. In order to do so, Teachers should t motivate learners by providing them with useful materials.

1.7.2. The Analytic-Linguistic Approach

When the intuitive-imitative approach focuses on the mechanical repetition of the sounds and rhythm without knowing the rules of how they are produced, the analytic-linguistic approach provides them with explicit instructions that can help their improvement (Celce –Murcia, Brinton, &Godwin, 1996).

The analytic-linguistic approach “was developed to complement rather than to replace the intuitive imitative approach, which was typically retained as the practice phase used in the tandem with the phonetic information” (Celce-Murcia, Brinton, & Godwin, 1996, p.) .In other words, the analytic –linguistic approach and Imitative approach continue each other .The first one gives learners the instruction that help them have an idea about how the sounds are produced. The one provides learners with practice.

1.8. Factors That Involved in Learning Pronunciation

Pronunciation cannot be easily taught pointing out several factors that influence it, such as age, inhibition....

1.8.1. The Age Factor

Although adults' learners typically have a great ability to acquire a native-like proficiency in morphology and syntax, they usually face difficulties to achieve a native-like pronunciation.

Adults learning a (FL) tend to have a foreign accent while children succeeded in most cases to achieve a native-like pronunciation. This latter is explained by the critical hypothesis which was presented by Birdsong(1992)as a "certain period of time our language learning abilities decrease significantly". He explains how children and adults as a result of the maturation of the brain learn languages differently.He attributes children success in achieving a native like pronunciation to critical hypothesis which limits the possibility of acquiring languages (NL and TL) to a specific period of time called the critical period. Hence, after this period, it is hard to acquire languages and their componentsBirdsong (1999, P.01) claims that "when the window of this opportunity passes, the ability the learn language declines".

1.8.2. The Influence of the Mother Tongue

The interference of the native language is the other remarkable factor that affects the development of pronunciation.

Learners native language if it shared some of the sounds characteristics with the target language this means that learners will probably have problems with pronunciation of those phonemes that are similar to the mother tongue because they will transfer these sounds from

their native language to the foreign language. So, “the teacher duty is to boost the learners use English and decrease the interference of L1 in the classroom, for instance, the teacher has to give a clear instruction to the students in which he /she informs when to use or not use their native language. Also creating an environment inside the classroom like giving students English names in a very beneficial way” (Harmer, 2001, P.132-133)

1.8.3. Inhibition

One of the serious problems the FL learners encounter inside the classroom is inhibition.” learners are often inhibited about saying things in a FL inside the classroom ,they worried about making mistakes ,fear of criticism or losing face ;or simply shy of attention that speech attracts ”(Ur, 2000,P.111).i.e.,many of them experience inhibition that is cause by many issues as shyness and fear of making mistakes, and being a fun spot in front of classmates.

Conclusion

When teaching learners to produce fluent and correct English pronunciation we need to work hard on all pronunciation features (segmental features and super segmental features), since presenting them to the learners considered a great benefit in all case.

When learners will be aware of these features they will be aware how the English sound system is works, they will pay attention to them, and that will improve their pronunciation of English with time.

Moreover, for the sake of developing fluency and comprehensibility, it is so needed from teachers to introduce all these features of English sounds system inside the classroom in a clear manner.

Chapter Two: Feedback

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Chapter Two: Feedback

Introduction

The process of teaching and learning (FL) requires efforts from both teachers and learners. Because as both have different roles. However, teachers' roles are much more important, that affects this process deeply.

Feedback is a form of assessment. Is essential for both learners and teachers at the same time. It motivates learners to develop and produce sentences without hesitation or anxiety, and relies on teachers' advice and correction. Feedback can be given in private when learners are in need of it especially one they possess incorrect information, or in groups to develop the relationship between teacher and student for better production.

In this chapter, we will have a clear look on feedback. We will mention a general definition of the term, and its types. Furthermore, we will tackle the effects of positive and negative feedback during the learning process, as well as the importance of feedback to develop accuracy and fluency.

2.1. Definition of Feedback

Brookhart (2008 ,P.01) defines feedback as “an important component of formative assessments process”. That is to say, it is a way of evaluating and correcting learners errors and mistakes during the process of learning.

According to Hattie and Timperly(2007, p.81) “feedback is that information that is provided by someone from the educational setting”. In other words, it is conceptualized as information provided by an agent (e.g. Teacher, peer, book.....). Moreover, feedback can be very powerful if it is done well. They maintain as well that it is among the strongest

influences on the students' achievements since it is essentially giving information about students' performance and understanding.

Harmer (2001) claims that feedback refers to informing learners about their work in progress; this form shows learners their errors and guides them to correct their work. Receiving feedback about learners' performance reflects their level of achievement and their level of speaking proficiency. Moreover, the feedback should be provided through certain instructions to be helpful for learners.

2.2. Types of Feedback

There are three main types of feedback, which are oral, written, and peer feedback.

2.2.1. Written Feedback

Written feedback designed as a tool to help learners to improve their language use. Oral cannot be completed without written feedback during the learning process in second language classrooms. Written feedback has positive impact on developing the level of proficiency of learners, unlike, oral feedback, which can be forgotten easily.

Clarity, specificity and tone are the chief elements that written feedback should be characterized by (Brookhart, 2008, P.31). So, to have an effective feedback and help learners understand it and take it into consideration, teachers should use simple vocabulary and sentence structures. In addition, they should be specific in their comments i.e. They should not use ambiguous statements that may have multiple interpretations. Moreover, teachers should be aware to the tone that they use because the tone can both inspire or discourage the learners.

(Sommers 1982 cited in Lounis 22) declared three basic purposes for providing feedback in writing:

- To show the writer as the weather his written product has convey his intended meaning without ambiguity.
- To make the writer acts as a reader to get some mistakes and correct them for improving his writing.
- To give learners enthusiasm for revision instead of receiving comments from a critical reader.

2.2.2. Oral Feedback

Oral feedback it is provided in a spoken form, which means that, the teacher orally comments on his/her students' performance.

Like the written feedback, the oral feedback should be characterized by clarity, specify, and tone (Brookhart, 2008, P.47). In order to help learners achieve accurate language. In addition to these standard features, Oral feedback has others such as when and where it should be giving.

Brookhart (2008, P .48) maintains that“teachers need to speak to their students at time and place in which they are ready to hear what he want to say”. So, if learners are provided by an oral feedback in an inappropriate time and place may not be taken into consideration .As a result, learners keep committing the same mistakes/errors. That is to say if the teachers give there oral feedback in non appropriate time and place it will have a negative consequences on the learner.

Both oral and written feedback has positive results on learners .Nevertheless, it is highly noticed that grammar is developed through written feedback and their vocabulary is enhanced through oral feedback (Brookhart, 2008).

2.2.3. Peer Feedback

By the development of learner-centered instruction, new rules are giving to learners. Among the new giving rules is “feedback provider». Peer feedback is based on the idea that learners provide each other comments and advices about their production .It is considered as a social activity inside the class room to be one of the strategies of cooperative learning (Harmer,2001).

For Hayland (2003, P .199) peer feedback could be positive or negative:

➤ Advantages :

- _ Active learner participation
- _ Authentic communicative contexte
- _ Nonjudgmental environnement
- _ Reduce teachers workload

➤ Desadvantages :

- _ The tendency to focus on surface forms
- _ Students may not use the feedback in the revisions
- _ Students may prefer teacher’s feedback

2.3 .Positive Versus Negative Feedback

One of the prevalent ways to classify feedback is whether or not, it is positive or negative. Positive and negative feedback can have favorable effects on learning, and these affects vary depending on the feedback level.

2.3.1. Positive Feedback

Positive feedback “refers to various words expressions and gestures teachers made that can encourages students to do more, statments like ‘ good, bravo’ Can do a lot. (Nunan, 1991, P.195).Therefore, positive feedback builds up a comfortable atmosphere in the classroom which motivates students to intensify their efforts .In addition; it improves learners’ self-confidence and banishes fear and inhibition for better learning.

Positive feedback takes different forms. Praise is one of its most popular ones .It is more than just a simple feedback or positive word the teacher says on performance, as it shows educators positive effects and provides information about the value of teacher’s behavior.

2.3.2 .Negative Feedback

Nunan(1991) defines negative feedback as a feedback which occurs when the students’ performance is poor or incorrect, in this case the teacher can give a criticism, a punishment or directly correct the incorrect part.It is strongly believed that this type of feedback has a negative impact on students' development (P.195).In other words, negative feedback is the information giving to learners that argues against the learners understanding or believes in relation to a task.

Moreover, positive feedback does not necessarily motivate learners especially if it is delivered unappropriatly, it can have negative effects on learners' motivation; in other words praise is always linked to positive feedback and criticism to negative feedback.So, positive feedback has the function of affirming, whereas,negative feedback has the function of disapproving.

2.4. Feedback Strategies

To give an effective feedback to learners, different strategies are designed .these strategies are grouped according to the nature of the presented task. Some of them are designed to criticize accuracy and others are intended to react to fluency.

2.4.1. Feedback during Accuracy Work

Accuracy work generally refers to the activities and tasks that focus on developing accuracy and they are called accuracy-based tasks.

Harmer (2007, P .144-146) suggests two techniques to provide students with appropriate feedback during accuracy work: showing incorrectness and getting it right.

2.4.1.1. Showing Incorrectness

The showing incorrectness strategy provides learners with feedback in an indirect way. By adopting this strategy ,teachers may ask the learner to repeat what she /he has said, use a gesture to indicate the error/mistake or reformulate what the student has said in a correct way .Hence, this technique improves autonomy as it stimulate students to figure out their error /mistake .

Harmer (2007) states that there are some principles to use this technique:

- Repeating: here the teacher can ask the student to repeat what they said
- Echoing: this can be a precise way of pinpointing an error. The teacher repeat what the student has said, emphasizing the part of the utterance that was wrong.
- Statement and questions: teacher can simply say ‘good try ‘but that is not quite right or the people think that is correct? To indicate that something has not quiet worked.

- Expression: a simple facial expression or gesture may be enough to indicate that something does not quite work.

2.4.1.2. Getting it Right

If learners do not get the mistake /error when they are corrected indirectly, it is better to adopt to direct strategy .The getting it right technique is designed to help learners detect their mistakes /errors by giving detailed information about them .Hence, the teacher is required to correct the mistake (grammatical or lexical)and ask the learners to repeat after him /her.

2.4.2. Feedback during Fluency Work

Fluency work refers to the tasks and the activities that focus on fluency inside classroom and they are called fluency-based tasks. .During fluency activities, the ways in which teachers respond to their students mistake/errors may affect their performances during the activity and even in the coming activities.

Harmer (2007, P .145) advocates various ways to correct learners in fluency-based tasks:

2.4.2.1. Record Mistakes

One of the problems of giving feedback is to forget what students have said .And in order not to interrupt learners in fluency activity and break the flow of communication; teachers may record for them to be corrected after the performance .the record takes different forms: written, audio video.

2.4.2.2. Genetal Correction

If the communication brakes down, the teacher should intervene in this situation to continue the communication, as (Harmer, 2007, P.107) suggests “if our students on think of what to say, we may want to prompt them for word”.

Teachers may simply reformulate the learners utterance to correct his errors, and they may hardly interupt there learners' speech; furthermore, they may use some techniques of showing incorrectness among them echoing and expression because these two kinds of techniques should be gently (107-108).

2.5. Criteria of effective feedback

Admittedly, teachers before providing their students with any feedback, they need to take into consideration some principles which ensure the effectiveness of their provided feedback. In this vein, Frey and Fisher (2011) suggest four criteria for an effective feedback (timely, specific, understandable, and actionable).

2.5.1. Timely Feedback

Many scholars have argued that the time of providing students with feedback has a great impact on the function of that feedback. Brookhart(2008,P.10 -11) notes that” teacher should give the feedback while his/her students are still engaged in the learning goal, so that they can have the opportunity to integrate it in their future performance ,which will enable them to improve their abilities from one performance to another”. Iron (2008, P.23) states that “if students don’t get the feedback soon enough, then feedback is less likely to be perceived to be useful for their ongoing studies”. This indicates that the sooner feedback is given, the more powerful it could be.

2.5.2. SpecificFeedback

In order for feedback to be constructive and achieve its planned objectives, it should be superficial or cursory. Brookhart (2008, P.33) notes that “Deciding how specific to make your feedback is a matter of the Goldilocks principle: not too narrow, not too broad, but just right”, which indicate that constrictive feedback need to be precise and specific, so that students could able to know how well did they perform the task and what to do as a next step.

Moreover,Fery and Fisher(2011,P.72) argue that grades and the marks that the teachers give on a particular performance could not be considered as an feedback, because it does not inform the students exactly in which they have succeeded on and which they have failed ,besides to what should done for improvement .

2.5.3. UnderstandableFeedback

In addition to the above criteria, the language used for delivering a feedback also has an equivalent effect on the effectiveness of feedback.In other words, when providing feedback it is needed to use a language which the students can understand .According to Frey and Fisher (2011, P.73) feedback means nothing if it is understood, they state that “feedback does not do much good if students cannot understand it .just imaging getting feedback from a teacher in a language you don’t understand not much good would come of that”. Iron (2008, P.23) claims that “feedback should be understandable and communicated in such a way as to enable students to use the feedback to help in achieving the learning outcomes or reaching to required standard”. That is to say feedback won’t change anything if the students could not get it.

2.6. Error

2.6.1. Definition of Error

Error is a sign of misunderstanding or distraction during learning process. According to the behavioristic point of views, the reason behind making errors lies in inadequate teaching methods which if they had been “perfect “they would never be committed. According to Lennon (1991), an error is” a linguistic form or combination of forms which in the same context and under the same context and under similar condition of production,would, in all likelihood, not be produced by the speaker’s native speaker counterparts”.

2.6.2. Types of Errors

Language Transfer or Interlingua Interference: in this type, errors are caused by mother tongue interference.

Intralingua Interference: this kind of errors occurs during the learning process of the second language at a stage when the learners have not really acquired the knowledge. In addition, errors are also Cause by the difficulty of the problem of the language itself. According to Richard (1971), intralingua errors are also subdivided to the following categories.

Over-generalization, simplification, communication base, induced errors, ignorance of rule restrictions, incomplete application of rules, false hypotheses.

Conclusion

Throughout this chapter, we have turned our attention to the concept of feedback. Throughout it has been noticed that feedback has a great impact on students' development in which it helps them to improve their performance and gives them opportunities to communicate effectively.

Moreover, feedback can affect in a positive or negative way the learning process and this can cause good or bad results on students' pronunciation, and their behaviors during this process.

In addition, we believe that any kind of feedback can promote personal and professional growth of an individual, and help him identify and realize his strengths, weaknesses, assets, and limitations. As a result, it can lead to better understanding and developing of his skills in the future. Moreover, providing feedback can contribute to students' motivation to work on the development of his language skills regularly.

Chapter Three: The Field Work

Introduction

3.1. Teachers' Questionnaire

3.1.1. Population and Sample

3.1.2 Description of The Questionnaire

3.1.3 The Analysis of The Questionnaire

3.2. Students' Questionnaires

3.2.1 Population and Sample

3.2.2 Description of The Questionnaire

3.2.3 The Analysis of the Questionnaire

3.3. Discussion of the Results

Conclusion

Chapter Three: Field Work

Introduction

This study is conducted to investigate the development of students' pronunciation through feedback. Two questionnaires are administered for both teachers and the students in the department of English at Mila university Center. They aim at getting intuitions about teachers and learners attitudes towards the implementation of feedback to improve learners' pronunciation.

The current chapter will analyze the data collected from both the teachers' and students' questionnaires to be concluded with a thorough discussion of the results.

3.1. Teachers' Questionnaire

3.1.1 Population and Sample

The teachers' questionnaire has been administered to 06 teachers of oral expression in the department of foreign languages at Mila UniversityCenter.it is planned to inquire teachers application and views about the use of feedback to enhance students' pronunciation.

3.1.2. Description of the Teachers' Questionnaire

The teachers' questionnaire is composed of 13 questions distributed into four sections.

Section One (1-3)

The first section is designed to collect general information including the teachers' degree and even their experiences in teaching.

Section Two (4-7)

The second section is concerned with foreign language pronunciation; how the teachers deal with it inside the classroom and the problems that face their learners when acquire it.

Section three (8-12)

This section deals with teachers attitudes toward feedback and how they provide it to their students to boost pronunciation.

Section Four (13)

This section consists of one question, which aims for further suggestions about teachers attitudes.

Q1 .What is your degree?

Options	Number of Teachers	Percenteges %
Bachlor Degree	0	00%
Master Degree	2	33%
Magister Degree	3	50%
Doctorate Degree	1	17%
Total	6	100%

Table 01: Teachers' Degree

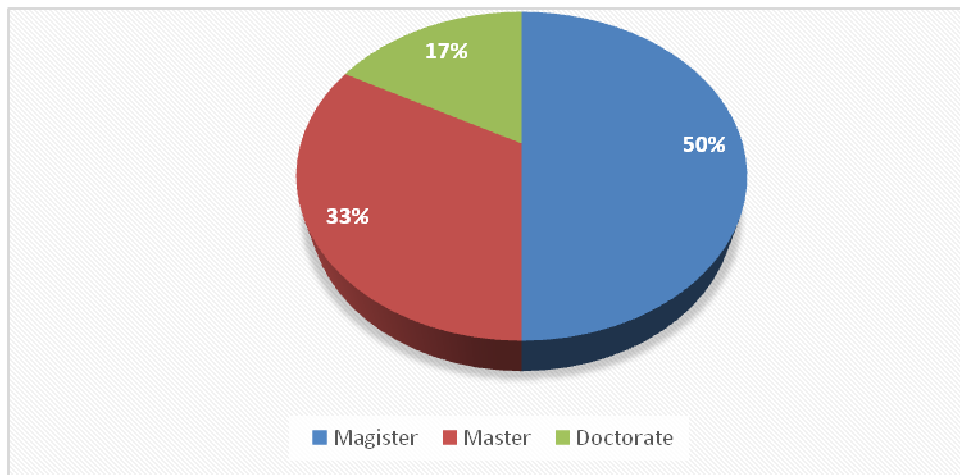


Figure 01: Teachers' Degree

The table above shows that half of the questioned teachers 50% hold a magister degree while 33% of them are masters holders, 17% are doctors, the findings highlight that the informants have at least have one research paper. Therefore, they are in a position that enables them understand the aim of our research.

Q2.How long have you been teaching English?

Options	N° Teachers	Percentages%
1-5 Years	0	0%
6-10 Years	4	67%
More than 10 Years	2	33%
Total	6	100%

Table 02: Teachers' Experience of Teaching English

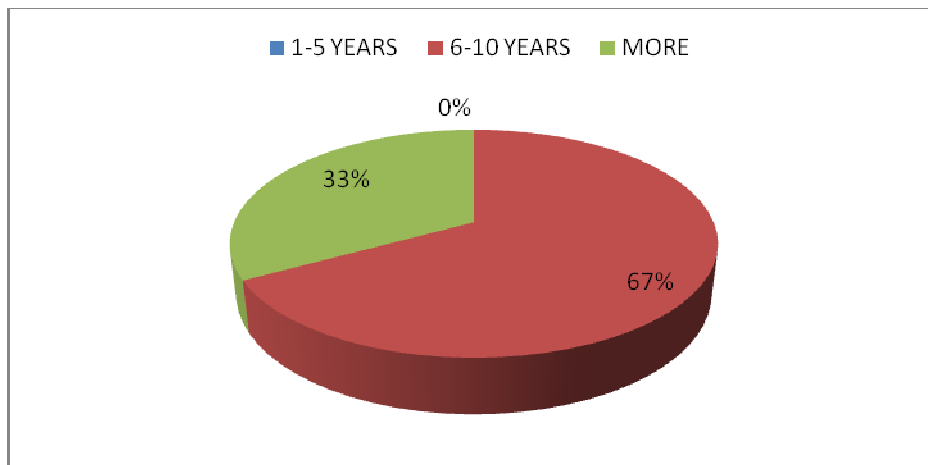


Figure 02: Teachers' Experience of Teaching English

In table 02, we notice that 67% of the teachers have taught English from 6 to 10 years while 33% of them have taught it more than 10 years. Based on these results, most of the questioned teachers have an acceptable experience in teaching English as a foreign language. Subsequently, their answers will be advantageous for providing us with needed and reliable information.

Q3.How long have you been teaching Oral Expression?

Options	N° of Teachers	Percentages%
1-5 Years	4	67%
6-10Years	2	33%
More than 10 Years	0	0%
Total	6	100%

Table 03: Teachers’ Experience in Teaching Oral Expression

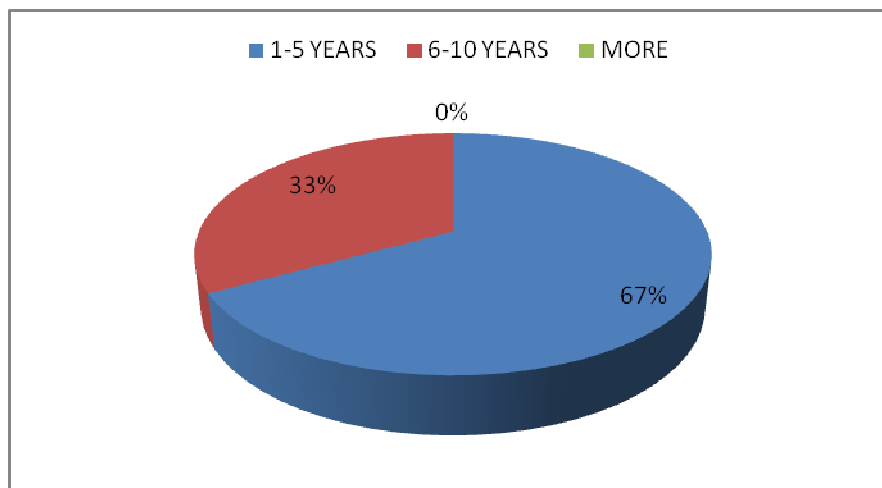


Figure03: Teachers’ Experience in Teaching Oral Expression

Teachers experience in teaching oral expression is very important for us to make sure that teachers can provide us with reliable answers. For about 67% of the teachers have taught oral expression from 1 to 5 years and 33% of them have taught it from 6 to 10 years.

Section Two: Pronunciation

Q4. When teaching speaking, do you focus on pronunciation?

Options	N° of Teachers	Percontages %
Yes	6	100%
No	0	00%
Total	6	100%

Table 04: Teachers' Focusing on Pronunciation

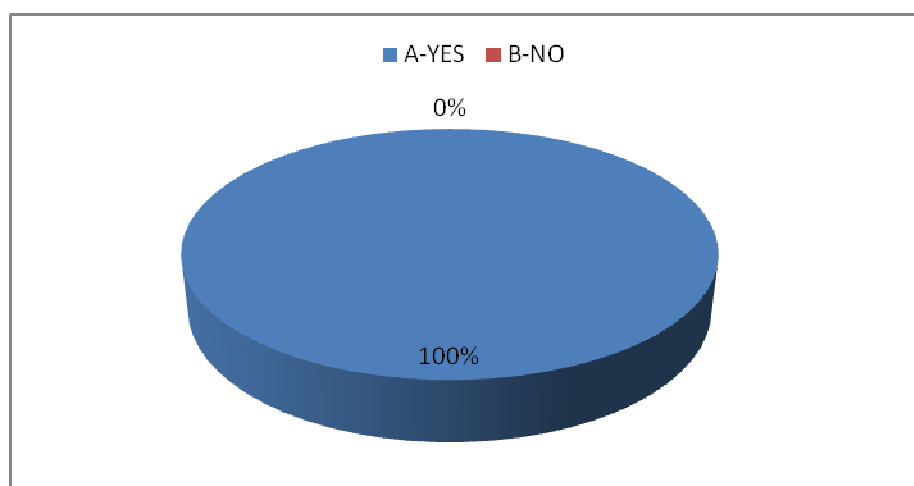


Figure 04: Teachers' Focusing on Pronunciation

Pronunciation is a very important aspect for learning any foreign language. We have asked this question to know whether the teachers are focusing on pronunciation. The results stated above, when teaching oral expression, all the respondents 100% focus on pronunciation.

Q5. Do your students show difficulties in pronunciation?

Options	N° of teachers	Percentages %
Yes	6	100%
No	0	00%
Total	6	100%

Table 05: Students' Difficulties in Pronunciation

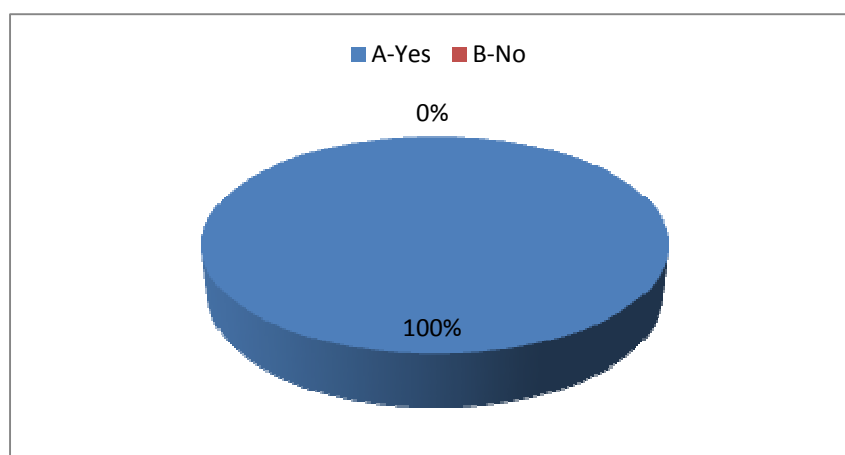


Figure 05: Students' Difficulties in Pronunciation

The aim of this question is to know whether the teachers of oral expression are aware about the difficulties that face students in pronunciation. As mentioned in the table 05, the whole population (100) has agreed on the difficulty that face learners in pronunciation. Table 05 shows that first year learners of English have poor pronunciation .Hence; teachers are required to apply an effective strategy especially at this level to help them detect their weaknesses.

Q6.In your stance, which of the following factors affects their pronunciation?

Options	N° of teachers	Percentages %
Interference of the mother tongue	4	67%
Luck of feedback	1	17%
inhibition	1	17%
Total	6	100%

Table 06: Factors that Affects Pronunciation

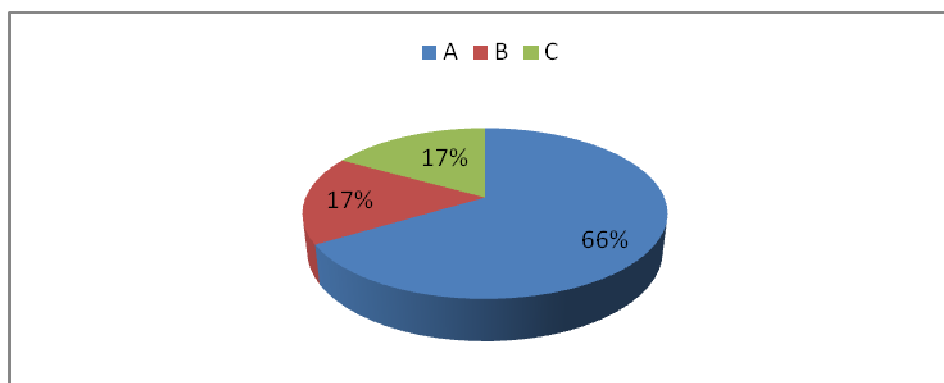


Figure 06: Factors that Affects Pronunciation

Because the students tend to have many problems in pronunciation. We have asked this question to figure out the prime reason behind having these problems. The results display that the prime reason behind learner's pronunciation difficulties is the interference of the mother tongue with the percentage of 66% .luck of feedback and inhibition are rated the second equally by a percentage of 17%.Thus, in order to help learners to get the differences between the pronunciation of the mother tongue and the one of the foreign language; teachers should learners with feedback.

Section Three: Feedback

Q7.Do you provide your students with feedback?

Options	N° of Teachers	Percentages %
Yes	6	100%
No	0	00%
Total	6	100%

Table07 :Providing Feedback

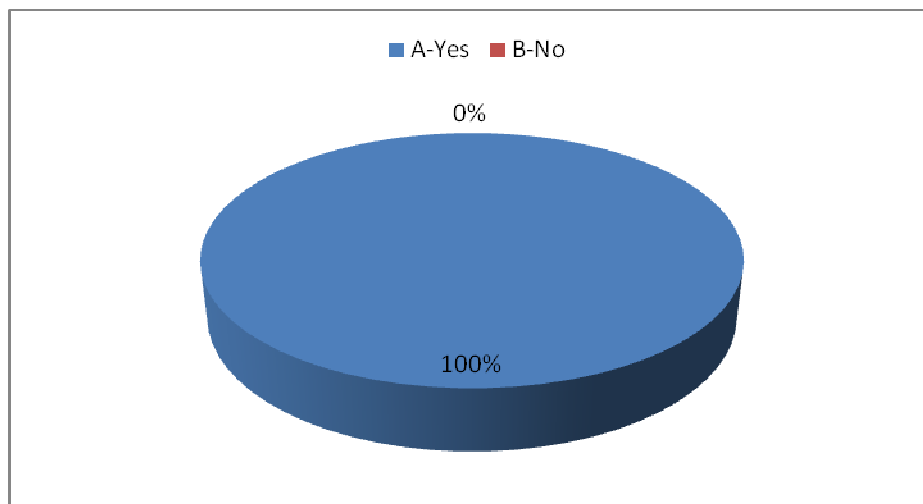


Figure 07: Providing Feedback

The main aim of this question number seven is to check whether teachers give feedback to their learners when teaching oral expression. As it is highly noticed, the six questioned teachers 100% adopt the feedback strategy when teaching. Consequently, first year oral expression teachers are aware of the importance of this strategy to improve all the elements of speaking including pronunciation.

Q8.How often do you provide your students with feedback?

Options	N° of teachers	Percentages%
Always	2	33%
Sometimes	4	67%
Rarely	0	00%
Total	6	100%

Table08: Frequency of Providing Feedback

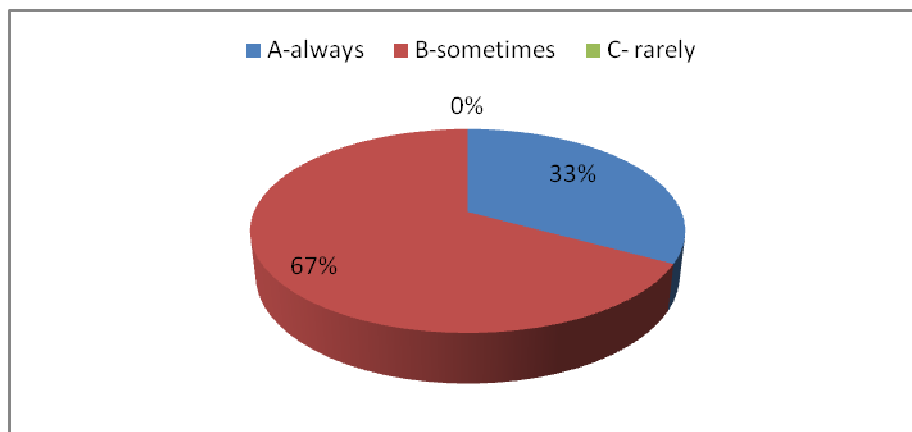


Figure 08: The Frequency of Providing Feedback

As all the respondents provide their students with feedback, is considered as a need to know the frequency of doing so. As the results show, 67% of the informants use feedback sometimes while 33% of them utilize it always. We can say that the teacher should not correct students errors/mistakes each time to let them intercut without fearing .Since teachers correction increases learners anxiety and hesitation.

Q09. Which kind of feedback do you use most?

Options	N° of teachers	Percentages%
Negative feedback	1	17%
Positive feedback	3	50%
Both	2	33%
Total	6	100%

Table 09: The Used Type of Feedback

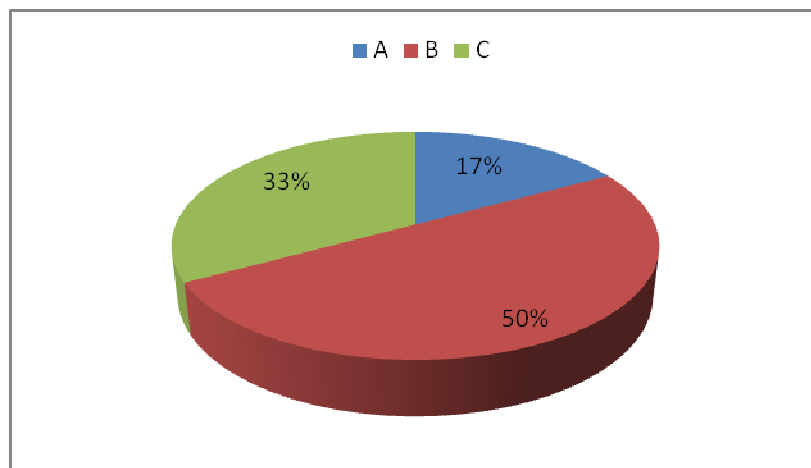


Figure 09: The Used Type of Feedback

Question nine tries to identify which kind of feedback, positive or negative is more applied by oral expression teachers. As it is shown half of the informants 50% deliver positive feedback to their learners, 17% of them give negative feedback while 33% use both. Therefore, the results indicate that teachers prefer to afford positive feedback as it is motivates students to make more efforts.

Q10. When your students make pronunciations mistakes, do you:

Options	N° of teachers	Percentages%
Interrupt them to correct them	3	50%
Correct them latter on	0	0%
Ask them to correct each other	3	50%
Total	6	100%

Table 10: Teachers’ Reaction to Students’ Pronunciation Mistakes

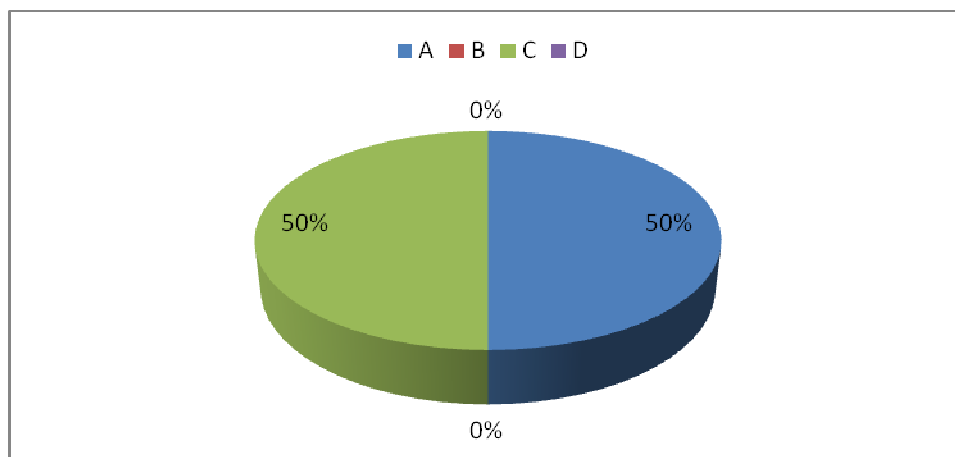


Figure 10: Teachers’ Reaction to Students’ Pronunciation Mistakes

The objective behind this question is find out how learners are corrected .50% of the informants interrupt their students to correct their pronunciation mistakes /errors .The other half of the population 50% prefer to use peer assessment .Therefore, teachers apply different forms of feedback (teacher feedback, peer feedback) to develop foreign language pronunciation.

Q11.Do you think that your feedback improves your students pronunciation?

Options	N° of teachers	Percentages%
Yes	6	100%
No	0	0%
Total	6	100%

Table11: Efficacy of Feedback



Figure 11: Efficacy of Feedback

Question number eleven aims to get teachers opinions about the efficacy of feedback in the improvement of pronunciation .All the respondents 100% are convinced that feedback improves student’s pronunciation.

Section Four: Teachers Suggestions

Q12.Please add any suggestions you see relevant to the aim of the questionnaire?

Only three teachers provide us with some suggestions, which are summarized as follows:

- Teachers need to be aware of how and when feedback is should be given.
- Learners need to receive feedback with full of acceptance and they need to act upon it.

3.2. Students' Questionnaire

3.2.1. Population and Sample

The target population of this investigation is first year students of English at Mila University Center during the academic year 2018/2019.we have selected this population for main reason. Apparently, first year university learners have serious pronunciation problems that should be controlled at this level.

The students' questionnaire has been administered to 80 students who have been selected randomly out of 500 students.

3.2.2Description of TheQuestionnaire

The students' questionnaire is composed of 15 questions and consists of 3 sections

Section One (1-3)

The first section deals with general information about students.

Section Two (4-7)

The second section is designed to obtain students views about foreign language pronunciation and the difficulties that face them during the learning process.

Section Three (8-12)

The third section is devoted to collect data about learners' attitudes towards receiving feedback.

Section Four (14)

This section consists of one question aims for further suggestions.

Section one: Back Ground Information:

Q01. Was English your first choice?

Options	Yes	No	total
Number	60	20	80
Percentages%	75%	25%	100%

Table 12: Students' Choices of Studding English

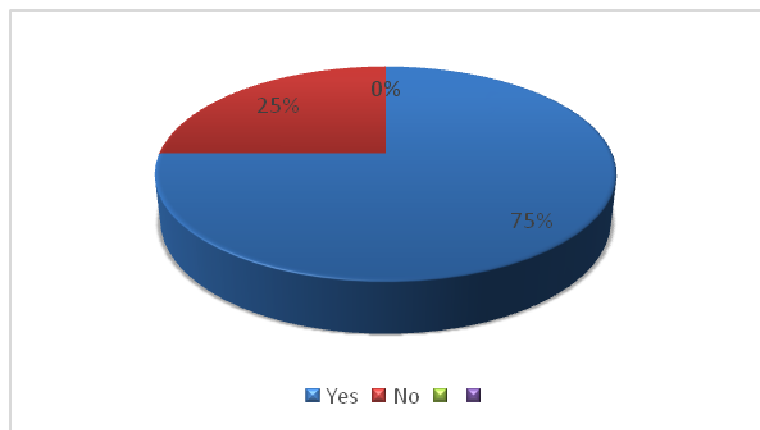


Figure 12: Students' Choices of Studding English

The aim of this question is to know whether students are interesting in studying English or not .The table above shows that the majority of students 75%have been chosen to study English while 25% did not. So, we believe that the majority of students are interested and motivated toward English language.

Q02: How do you evaluate your level in English?

Options	poor	average	good	Very good	total
N°	5	40	20	15	80
Percentages%	6%	50%	25%	19%	100%

Table 13: Students’ Evaluation of their Level in English

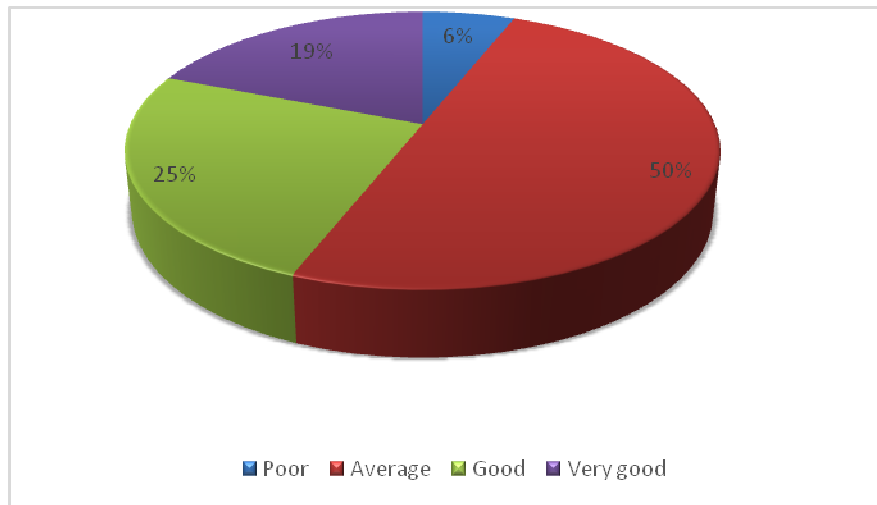


Figure 13: Students’ Evolution of their Level in English

The purpose behind this question is to see how learners describe their level in English. The table number 13 indicates that the half of the total sample (40 students) 50% rate their levels at English as average .while (20 students) of the sample 25% describe their levels as are good.19 learners see that they have a very good level. However, only 5 informants designate their level as poor. Hence, the results show that most of first year students have an acceptable level.

Q3: Are you motivated to learn English?

Options	Yes	No	Total
N°	65	15	80
Percentages%	81%	19%	100%

Table 14: Students' Motivation to Learn English

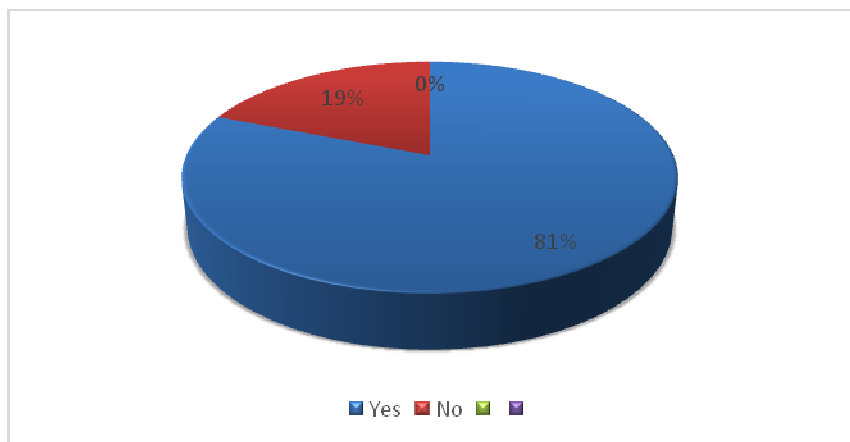


Figure 14: Students' Motivation to Learn English

Question three aims at checking student's motivation to learn English. The findings shown in the above table and figure expose that the majority of the questioned students 81% are motivated to learn English while 19% has declared that they are not motivated to learn English. Therefore, this result is an indicator to the previous question because the more a student is motivated to learn English the more their level will be better.

Section Two: Learning pronunciation

Q4: When you learn English, do you focus on pronunciation?

Options	Yes	No	Total
N°	71	9	80
Percentages %	89%	11%	100%

Table 15:Students' focusing on Pronunciation

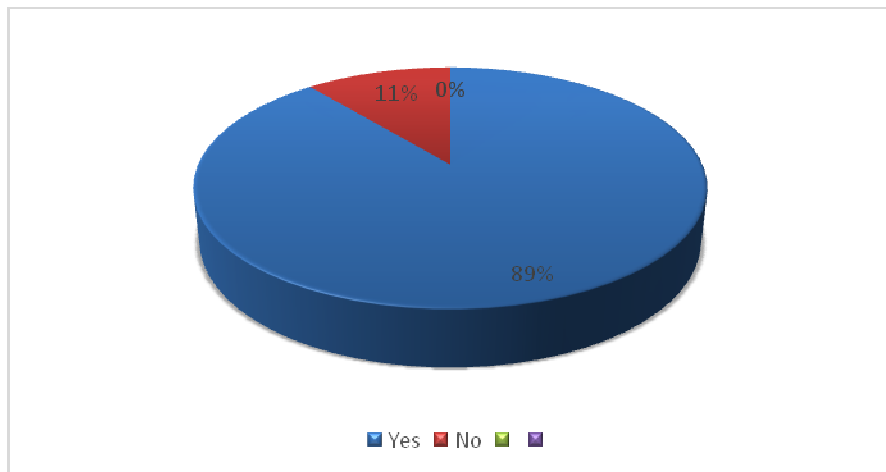


Figure 15: Students' Focusing on Pronunciation

The objective of question number four is to see whether first year learners are aware of the importance of pronunciation or not. 71 students ;89% focus on pronunciation when learning English . These findings highlight that first year learners of English are that conscious about the status of pronunciation in learning foreign languages.

Q5: Do you have difficulties in pronunciation?

Options	Yes	No	Total
N°	64	16	80
Percentages%	80%	20%	100%

Table 16: Students' Difficulties in Pronunciation

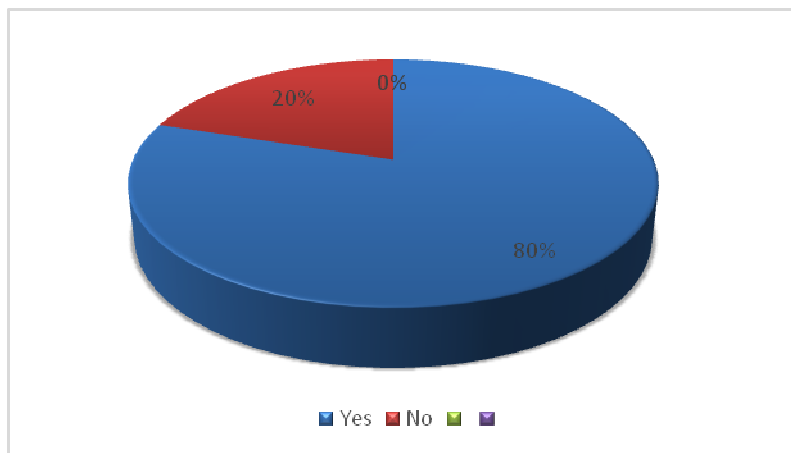


Figure 16: Students' Difficulties in Pronunciation

The aim of this question is to identify whether the students have difficulties in pronunciation or not. From table 16 we notice that the overwhelming majority of the participants 80% have difficulties in pronunciation .However,20% of the respondents have declared that they have no problems in pronunciation these results suggests that teachers should apply some classroom strategies that can help learners improve foreign language pronunciation.

Q6: If yes, do you have difficulties because of:

Options	Inhibition	Luck of vocabulary	The interference of the mother tongue	Total
N°	15	10	55	80
Percentages%	19%	12%	69%	100%

Table17: Reasons behind Students' Difficulties

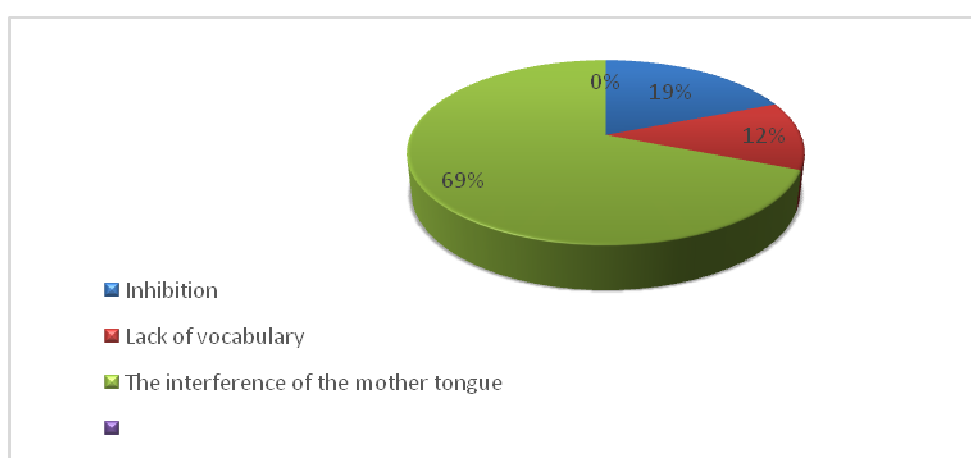


Figure 17: Reasons behind Students' Difficulties

This question intends to get the major reason that explains learners' problems in acquiring pronunciation. For about 70% of the sample has attributed their indigence in pronunciation to the interference of the mother tongue. While 19% of the students have believed that inhibition is the first obstacle that faces them when learning pronunciation, 12% of them have seen lack of vocabulary as the very serious argumentation for this problem. Thus, in order to minimize the effect of these obstacles (especially the mother tongue) on the development of pronunciation, teachers should get an effective strategy that can help learners boost pronunciation.

Q7: When you learn a new pronunciation feature, do you:

Options	Make use of it when you speak English	Use it just when you are tested	Total
N°	30	50	80
Percentages%	37%	63%	100%

Tble18: Students' Uses of the New Pronunciation Feature

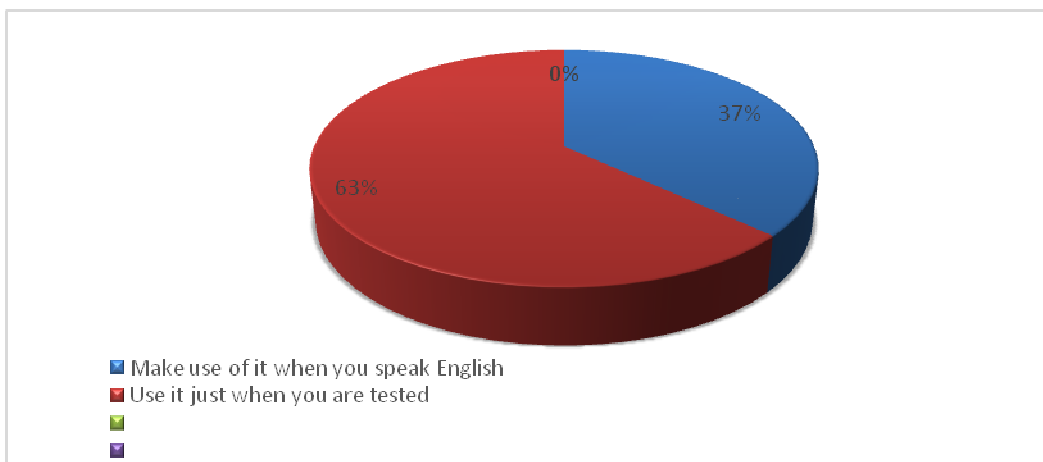


Figure 18: Students' Uses of the New Pronunciation Feature.

Question 7 is about the use of the new learnt pronunciation item. Only 37% of the respondents use the new learnt aspect of pronunciation when they communicate by using the foreign language and more than the half of the sample 63% utilize it only when they are tested. The percentages revealed that learners avoid using it immediately when they learn it because of fearing of making pronunciation mistakes.

Q8: Do you think that oral expression helps the improvement of pronunciation?

Options	Yes	No	Total
N°	67	13	80
Percentages %	84%	16%	100%

Table 19: Students' Attitudes about Oral Expression

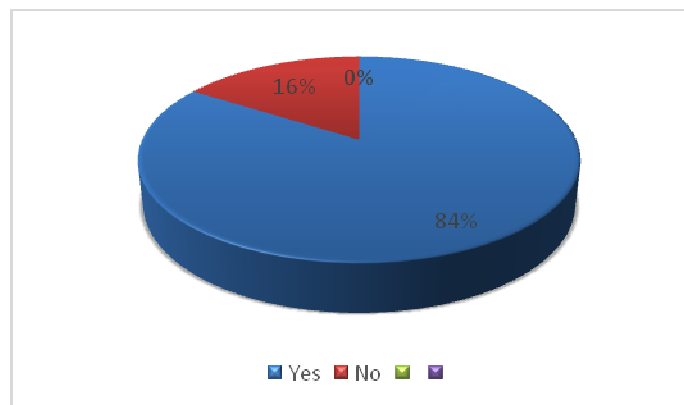


Figure 19: Students' Attitudes about Oral Expression

The aim of this question is to identify the effect of practice in oral expression on the development of pronunciation. The table above shows that most learners of the sample 84% have declared that the module that is proposed for more practice, improves pronunciation. Only of 16% of the total sample has assumed that oral expression does not help the improvement of pronunciation. This is a clear proof that practice is an important element that gets students discover their problems and then improve their pronunciation.

Section Three: Feedback

Q9: Does your teacher provide you with feedback?

Options	Yes	No	Total
N°	69	11	80
Percentages%	86%	14%	100%

Table 20: Providing Feedback

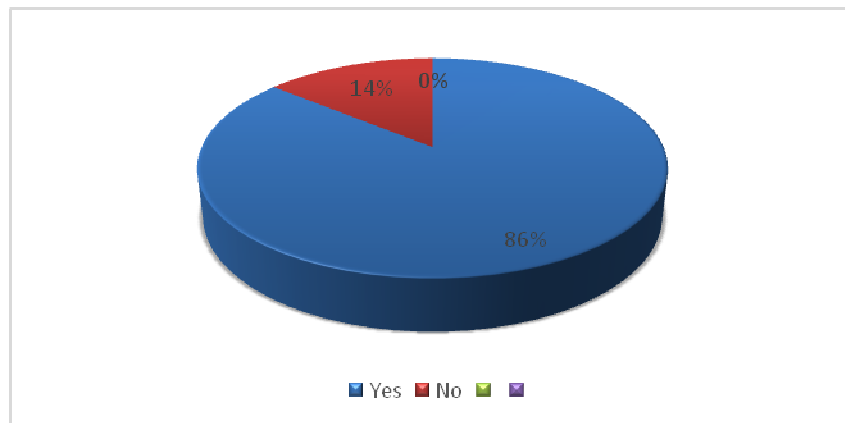


Figure 20: Providing Feedback

The aim of this question is to know whether the teacher provide his students with feedback or not.as can be remarked in table 20 , most first year teachers of oral expression at Mila University Canter deliver their learners feedback about pronunciation .learners answers suggests that teachers are aware of the effective strategies used to enhance a native like pronunciation.

Q. 10: How often does your teacher provide you with feedback?

Options	Rarely	sometimes	always	total
N°	5	25	50	80
Percentages%	6%	31%	63%	100%

Table 21: The Frequency of Providing Feedback

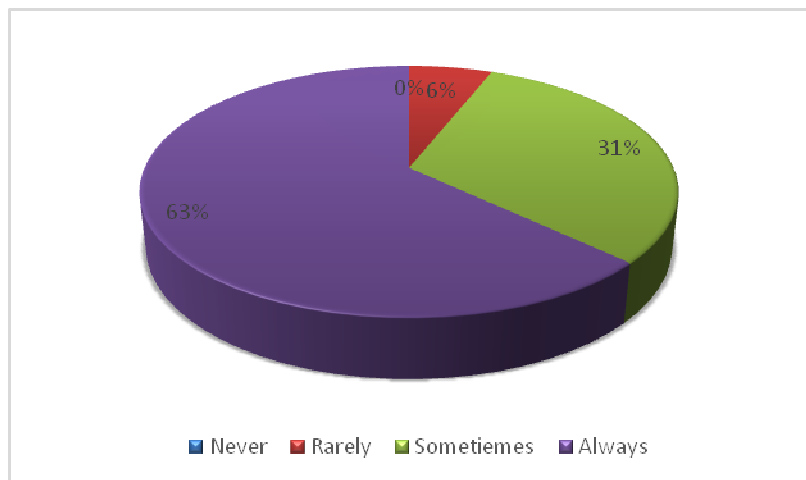


Figure 21: The Frequency of Providing Feedback

The frequency of giving feedback to learners is purpose behind asking this question. For about 65% of the informants have declared that their teachers always give them feedback. More than 30% of the students have stated that their teachers offer the feedback sometimes .However, 6% of them have claimed that their teachers give them feedback but rarely. Yet, it is highlights the believe that teachers are aware of the importance of feedback in the development of pronunciation.

Q 11: Which kind of feedback does your teacher provide you with?

Options	Positive	Negative	Both	Total
N°	58	7	15	80
Percentages %	72%	9%	19%	100%

Table 22: The most Used Kind of Feedback

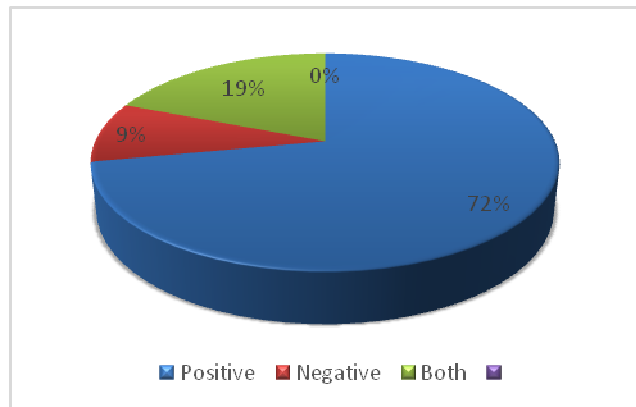


Figure 22: The most Used Kind of Feedback

This question seeks to uncover the most used kind of feedback to improve pronunciation in oral expression classes. 72% of the participants have affirmed that they are given positive feedback. 9% of the sample are provided by negative feedback. The results point that teachers believe that positive feedback is more effective than negative feedback to improve the foreign language.

Q12: Among teachers' feedback and peers' feedback, which one do you prefer?

Options	Teachers' feedback	Students' feedback	Both	Total
N°	54	20	6	80
Percentages%	67%	25%	8%	100%

Table 23: Students' Preferable Kind of Feedback

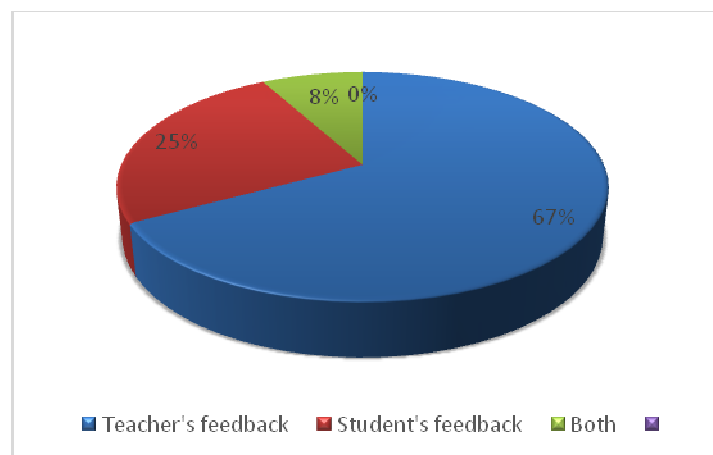


Figure 23: Students' Preferable Kind of Feedback

Question 12 is an attempt to pinpoint learners more preferable kind of feedback (peer or teacher). Teachers feedback is the first favor type of feedback for more than 65% of the sample. The quarter of the informants have seen that the feedback given by mates is more effective than the one provided by teachers. The remaining learners 8% prefer the use of both. Learners then feel more comfortable when teachers than peers who may have the same levels and commit the same mistakes/errors correct them.

Q13: Does feedback improve your pronunciation?

Options	Yes	NO	Total
N°	73	7	80
Percentages%	91%	9%	100%

Table 24: The Students' Perceptions towards the Improvement of Pronunciation through Feedback.

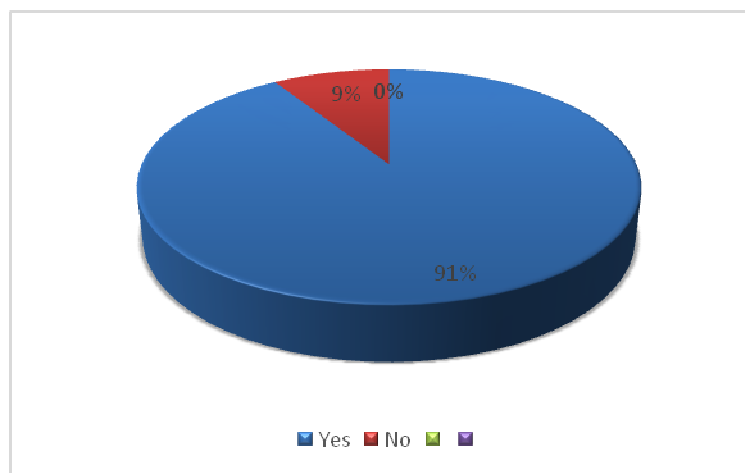


Figure 24: Students' Perceptions towards the Improvement of Pronunciation through Feedback.

The aim of this question is to investigate whether, for learners, feedback improves pronunciation or not according to the data presented in table 23, the overwhelming majority of the students, 91% have seen that feedback enhance pronunciation. This indicates that feedback is the most effective strategy that improves pronunciation.

3.3. Discussion of TheResults

First, the analysis of the data collected from teachers' questionnaire reveals that first year learners have serious problems in pronunciation. The interference of the (MT) and inhibition are chief factors that cause poor pronunciation. to solve those problems and minimize the effect of these factors; teachers believe that feedback is the affective strategy. Informants have proposed positive feedback rather than negative one to motivate learners improve a native- like pronunciation .In order to improve the effectiveness of feedback, first year oral expression teachers have proposed to interrupt learners to correct them or apply peer assessment.

Second, the analysis of students' questionnaire shows that feedback has a great effect on improving students' pronunciation .in the first part most of the students are interested in English and they chose to study it ,in the second part of the students questionnaire ,the information collected shows that the majority of students have difficulties in pronunciation and they have made various errors because of many seasons such as inhibition and the interference of their(MT),but most of them are interested in pronunciation; and they are really willing to improve it .In order to achieve fluency to reach native like pronunciation .In the third part which is dealing with feedback the collected data chose that the majority of students like positive feedback from their teachers because its helps them to strengthen their weaknesses, and rise their self- confidence, but they dislike negative feedback because they feel uncomfortable.

Finally, a after analyzing and discussing both teachers' and students' questionnaires, we can say that we have confirmed our hypothesis which says that if teachers used feedback, pronunciation would be improved.

Conclusion

At the end of this chapter, the collected results from both teachers' and students' questionnaires show that feedback is an affective teaching technique it improve students' pronunciation as it has a positive effect on students .Therefor, oral expression teachers and EFL learners should take into consideration the concept of feedback during the process of teaching-learning foreign languages .

General Conclusion

The optimal goal of the dissertation is to investigate one of the effective strategies in the process of teaching and learning pronunciation, which is feedback. The feedback strategy, is necessary for the students as it makes them aware of the committed errors/mistakes and guides them to avoid repeating the same problems.

The present study is composed of three chapters. The first and the second chapters cover the theoretical part that reviews researchers' studies and intentions about pronunciation and feedback. The third one deals with the empirical framework of research: teachers' questionnaire and students' questionnaires.

Hence, the results confirm our hypothesis, which says if teachers provided EFL learners with feedback during oral classroom activities, FL learners pronunciation would be developed. The positive outcomes of this research express that the use of feedback as a prime strategy enables learners to use correct pronunciation when they speak. In the end, it can be stated that the improvement of the students' pronunciation is affected by the feedback they receive.

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Appendix 1

Teachers' Questionnaire

Dear teachers

This questionnaire is a part of our research that deals with the effect of feedback on the improvement of students pronunciation .your answers will be a great help for the research.

Please, tick the appropriate box and make statements whenever required.

Section one : Background information

1/whatisyourdegree ?

a/BachelorDegree

b/Master Degree

c/Magister Degree

d/DoctorateDegree

2/How long have you been teaching English?

a/1_5 years

b/6_10 years

c/more than 10 years

3/How long have you been teaching Oral Expression to first year learners ?

a/1_5 years

b/6_10 years

c/more than 10 years

SECTION TWO : Pronunciation

4/whenteachingSpeaking, do you focus on pronunciation ?

a-YES

b-NO

5/Do your students show difficulties in pronunciation ?

a-YES

b-NO

6/In your stance, which of the following factors affects their pronunciation :

a/interference of the mother tongue

b/lack of feedback

c /inhibition

7/Which of the following activities you use most :

a/warming up activities

b/talking tasks

c/role play

d/classroom discussion

e/communication games

Section three : Feedback

8/Do you provide your student with feedback ?

a-YES

b-NO

9/How often do you provide your students with feedback ?

a/always

b/sometimes

c/rarely

10/Which of the following kinds of feedback do you provide your students with ?

a/negative feedback

b/positive feedback

c/both

Justify your answer please ?

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

11/When your students make pronunciation mistakes,do you :

a/interrupt them to correct them

b/correct them later on

c/ask them to correct each other

12/Do you think that your feedback improve learner's pronunciation ?

a-YES

b-NO

Please explain :

.....
.....

SECTION FOUR :teacher's suggestions

Please, add any suggestions you see relevant to the aim of the questionnaire ?

.....
.....

Please accept our gratitude

For your contribution.

Appendix 2

Students' Questionnaire

Students' Questionnaire

Dear students

This questionnaire is a part of a research work that aims at investigating your opinions about the effects of feedback on the improvement of students' pronunciation. we would be very grateful if you can answer the following questions and your assistance in completing them is greatly appreciated.

please tick the appropriate box and make statements whenever required.

Section One : General Information

1. Was English your first choice?

a- Yes

b- No

2. How do you evaluate your level in English?

a- Poor

b- Average

c- Good

d- Very good

3. Are you motivated to learn English?

a- Yes

b- No

Section Two: Learning Pronunciation

4. Do you have difficulties in pronunciation?

a- Yes

b- No

If yes, do you have difficulties because of:

- a- Inhibition
- b- Lack of vocabulary
- c- The influence of the mother tongue

5. When you learn a new pronunciation feature, do you:

- a- make use of it when you speak English
- b- use it just when you are tested

6. When learning English, do you focus on pronunciation?

- a- Yes
- b- No

Why? Justify your answer please

.....

.....

.....

.....

.....

.....

8. Do you think that oral expression helps the improvement of pronunciation?

- a- Yes
- b- No

Section Three: Feedback

9. Does your teacher provide you with feedback?

- a- Yes
- b- No

10. How often does your teacher provide you with feedback?

- a- Rarely
- b- Sometimes
- c- always
- d- never

11. Which kind of feedback does your teacher provide you with?

- a- Positive

b- Negative

c-Both

12. Among teachers' feedback and peers' feedback, which one do you prefer?

a- Teacher's feedback

b- Peer's feedback

c- Both

Why? Justify your answer please.

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

13. Does feedback improve your pronunciation?

a- Yes

b-No

Section Four :FurtherSuggestions:

14. Please add any further suggestion or comment

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

Please accept our gratitude for your contribution.

Résumé

Le but de cette recherche est d'étudier et d'analyser les effets de la correction par les professeurs d'expression orale et aussi les étudiants sur la performance verbale des étudiants de première année dans le centre Universitaire de Mila Abdulhafid Boussouf. Sur la base de l'hypothèse que si les enseignements de l'expression orale et les étudiants, ils seront en mesure de les aider à améliorer leurs performances. Afin de justifier cette hypothèse sur la base de la méthode de recherche représentée dans le questionnaire. Le premier a été distribué à 80 étudiants de la première année du LMD spécialisé en anglais du centre universitaire Abbul-Hafid Boussouf, et le deuxième à 6 enseignants d'expression orale afin d'obtenir des informations plus précises sur un sujet sous enquête.

Les résultats obtenus sont clairs car la méthode d'évaluation et d'éducation est efficace pour améliorer la performance verbale des étudiants.

ملخص

يهدف هذا البحث إلى دراسة وتحليل أثار التصحيح الذي يقدمه أساتذة التعبير الشفهي والطلبة على الأداء اللفظي لطلاب السنة الأولى انجليزية المركز الجامعي بميله عبد الحفيظ بوالصوف وبناء على الفرضية التي تنص على انه إذا قام أساتذة التعبير الشفهي والطلبة بتقديم تقييم فعال وبناء لطلبة، سيتمكنون من مساعدتهم في تحسين أداءهم اللفظي من اجل إثبات او نفي هذه الفرضية اعتمدنا على وسيلة بحث تتمثل في استبيانين، الأول كان قد وزع على 80 طالب من السنة الأولى تخصص لغة انجليزية بالمركز الجامعي عبد الحفيظ بوالصوف، والثاني كان قد وزع على 6 اساتذة لتعبير الشفهي. وذلك من اجل الحصول على معلومات أكثر دقة ومصداقية حول الموضوع قيد التحقيق.

النتائج المتحصل عليها وضحت لنا ان التقييم وسيلة تعليمية فعالة لتحسين الأداء اللفظي للطلاب.