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The Role of Teachers' Oral Feedback in Enhancing the Pupils` Pronunciation Proficiency of the Schwa Sound.

Case Study: Third-Year Middle School Pupils

A Dissertation Submitted to the Department of Letters and English Language in Partial Fulfillment of the Requirements for the Degree of Master in Language Sciences

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The Most Gracious and the Most Merciful.

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Table of contents

Acknowledgment.....i

Dedications.....ii

Table of contents.....iii

List of Figures.....vii

Abstract.....viii

General Introduction.....1

1. Background of the Study.....1

2. Statement of the problem.....4

3. Research Questions.....4

4. Research Assumption.....4

5. Aims of the Study.....5

6. Research Methodology.....5

7. The Structure of the Dissertation.....5

Chapter One: An Overview of Teachers' Oral Feedback and Schwa Sound Pronunciation.....6

Introduction.....6

1.1. **Section One: Overview of Schwa \ə\ Pronunciation**.....7

1.1.1. Pronunciation Definitions.....7

1.1.2. Production of Sounds.....8

1.1.2.1. Consonants.....8

1.1.2.2. Vowels.....11

1.1.3. Definitions of the Term Schwa.....14

1.1.4. Types of the Schwa Sound.....16

1.1.5. Teaching English Pronunciation in the Algerian Middle School 16

1.1.6. Learners 'Difficulties in Pronouncing Schwa 18

1.1.7. The Importance of Teaching Pronunciation..... 19

1.2. **Section Two: An Overview of Teacher's Oral Feedback** 20

1.2.1. Feedback Definitions 20

1.2.2. Criteria of Feedback 22

1.2.3. Feedback Strategies..... 23

1.2.4. What is Teachers' Feedback? 26

1.2.5 Types of Feedback 27

1.2.6. The difference between Written and Oral Feedback 30

1.2.7. Types of Oral Feedback: 31

1.2.8. The Importance of Oral Feedback 33

1.2.9. Teacher's feedback during oral work..... 34

1.2.9.1. Feedback during accuracy work..... 34

1.2.9.2. Feedback during fluency work..... 35

1.2.10. Learners Response to Corrective Feedback 37

Chapter Two: Research Methodology, Data Analysis and Discussion..... 39

Introduction..... 39

2.1. **Section One: Research Methodology**..... 39

2.1.1. Research Method and Designs 39

2.1.2. Population and Sampling..... 40

2.1.3. Research Instrument 42

2.1.3.1. Class Observation 42

2.2. **Section Two: Analysis and Discussion**..... 44

2.2.1. Data Collection and Analyses of the Three Schools Observation 44

2.2.1.1. Analyses of Classroom Observation of the First School 45

A) Session 01 45

Feedback Techniques during Accuracy Work 46

Feedback Technique during Fluency Work 47

B) Session 02 47

Feedback Techniques during Accuracy Work 49

Feedback Techniques during Fluency Work 49

C) Session 03 50

Feedback Techniques during Accuracy Work 51

Feedback Technique during Fluency Work 52

D) Learners Difficulties in Pronouncing Schwa Sound 52

E) Learners' Response 53

2.2.1.2. Analyses of Classroom Observation of the second School 54

A) Session 01 54

Feedback during Accuracy Work 56

Feedback during Fluency Work 56

B) Session 02 57

Feedback Techniques during Accuracy Work 58

Feedback Techniques during Fluency Work 59

C) Session 03 60

Feedback Techniques during Accuracy Work 61

Feedback Techniques during Fluency Work 62

D) Learners' Difficulties in Pronouncing the Schwa Sound 62

E) Learners 'response to teacher's corrective feedback 63

2.2.1.3. Analyses of Classroom Observation of the third School 64

A) Session 01 64

Feedback during Accuracy Work 65

Feedback during Fluency Work 66

B) Session 02 66

Feedback during Accuracy Work 67

Feedback during Fluency Work 67

C) Session 03 67

Feedback during Accuracy Work 68

Feedback during Fluency Work 68

D) Difficulties in Pronouncing the Schwa 69

E) Learners' Response to Schwa Correction 69

2.3. **Section Three: Discussion of the results** 70

2.3.1. Discussion of the Findings 70

2.3.2. Answering the research questions 71

2.3.2.1. The answer to the first research question 71

2.3.2.2 The answer to the second research question 73

2.3.3. Summary of the results 74

2.3.4. Limitation of the Study 74

2.3.5. Recommendations 75

2.3.5.1. For pupils 75

2.3.5.2. For Teachers 75

General Conclusion 77

References 78

Appendices 85

Résume 88

الملخص 89

List of Abbreviations

OF: Oral Feedback

NS: Native Speakers

NNS: Non Native Speakers

IPA: International Phonetic Alphabets

3M2: 3 Middle Class

List of Figures

Figure 1.....9

Figure 2.....9

Figure 3.....10

Figure 4.....11

Abstract

The present study paper explores the role of the English teacher's oral feedback in enhancing the pupils' pronunciation proficiency of the schwa |ə| sound by providing them with opportunities to adjust any schwa articulation error they may have made. This study opts for the qualitative research method by using classroom observation as the only basic tool to identify errors and difficulties during pupils' language production and to observe whether the pupils refine their schwa pronunciation based on their tutor's oral feedback. According to the assumption which states that teachers' oral feedback enhances the third-year middle school pupils' proficiency in pronouncing the schwa |ə| sound, researchers noted that the teacher's oral feedback is an efficient strategy that can assist pupils in pronouncing the schwa sound. The classroom observation was conducted in Cheria in three middle schools with 103 pupils in three classrooms. The findings pointed out that the teachers' oral feedback helps to increase the 3rd-year middle school pupils' pronunciation proficiency of the schwa sound. So, the first question answer is "yes" since these pupils' teachers are providing the necessary oral feedback as well as the pupils rectify their schwa pronunciation when they get feedback. Yet, the formulated assumption is proved. Furthermore, it seemed clear that the teacher's oral feedback plays a vital role in encouraging pupils to improve their pronunciation proficiency concerning the schwa sound, and effective oral feedback promotes pupils' ability to rectify their errors and refine their schwa pronunciation.

Keywords: Teachers' Oral Feedback, Pronunciation, Schwa, Pupils

General Introduction

1. Background of the Study

Pronunciation refers to how humans use sounds to convey a meaning when they talk where the segmental and suprasegmental features are included (I.R. Lorena and U. H. Esteban, 2021). Moedjito (2016) stated: *"Pronunciation plays a vital role in successful communication both productively and receptively*". Gilakjani (2017) declared that accurate pronunciation of words is essential for effective communication and individuals who mispronounce phrases fail to communicate effectively. So, scholars agree that mastering pronunciation is essential for effective communication. By contrast, mispronunciations can hinder the learners' communication ability, emphasizing the importance of striving for precision in spoken language.

According to Tejeda and Santos (2014), teachers should focus especially on teaching pronunciation since errors are not fixed in pronunciation within a reasonable amount of time, they might become ingrained in learners' vocabulary. Numerous studies have demonstrated the beneficial impact of feedback on individuals' learning. Feedback has been shown as the most significant behavioral indicator of a teacher's excitement (Brookhart. S. M, 2017), which is why teacher feedback is important to learners' behavior and learning process. Scholars have divided teacher feedback into two types (*written and oral*).

On one hand, written feedback is about choosing terms and phrases to convey criticism in writing, so the learner understands what the teacher means (Brookhart. S. M, 2017, p.36). Consequently, written feedback ensures clarity for learners. On the other hand, all of the word choice concerns presented in the written

feedback, are also in the spoken one. The professor should know where and when the appropriate time to provide oral feedback (Brookhart. S. M, 2017. p, 49). Thus, to ensure receptiveness oral feedback requires an appropriate time. This means the learner is ready and willing to hear what the teacher will offer. (Illescas and Heras, 2021. p, 56)

Both types of feedback aim to support the learner's understanding and readiness to receive constructive input from the teacher. Oral feedback has two main divisions, individual and group oral feedback. Individual oral feedback is the broadest type because it could take two forms, formal and informal. However, giving oral feedback in groups, for instance, addresses a common misunderstanding in front of the entire class (Brookhart. S. M, 2017. p, 49). Moreover, several researches have focused on pronunciation feedback given by the teacher to help learners correct their errors when they are ready to speak publicly. Vowel articulation in the English language is not an easy task for middle school pupils in which the teacher's main role is to offer accurate pronunciation feedback for each vowel.

A Vietnamese study by Thi Thanh Huyen Phuong (2022) found that Vietnamese teachers shared a common belief in the ability of feedback to enhance learners' pronunciation. Its findings generally show teachers' uneven knowledge and differing views of what and how to correct pronunciation mistakes caused them to adopt various teaching methods. Additionally, a Sweden study by Daniela Madzo (2019) showed that tutors do not always provide their learners with explicit oral corrective feedback, otherwise, they typically do so with a correction method that resembles implicit feedback.

Furthermore, the Chinese article "*Corrective Feedback on Pronunciation Learners' and Teachers' Perceptions*" by (Huang & Jia, 2016) illustrated that educators and learners concurred that CF is a must since pronunciation issues persist among junior and senior pupils. The ideal moment to give CF is just after the learner's performance. We can say that these studies collectively highlight the importance of corrective feedback in promoting pronunciation among language learners. While Vietnamese, Swedish, and Chinese teachers acknowledge its significance, their approaches vary, reflecting a nuanced understanding of when and how to provide feedback effectively. The teacher's oral feedback enables individuals to correct their selves in that moment and helps them to rectify their errors and refine their \ə\ pronunciation. Brookhart (2017) argued that good feedback is a component of an assessment atmosphere in the classroom where learners recognize the value of constructive criticism and that practice is the only way to learn.

As well as Drown (2009) from theories of classroom psychology, provided a generic definition of the term feedback. For him, feedback appears when "*The output of a system becomes an input to the same system causing the system to respond dynamically to its previous products*" (Drown, 2009. p, 407). This means feedback happens when a system produces affects what it does next, making it respond to its results.

In contrast to these scholars' views, Danna Ferris claimed in her book that inexperienced educators may get immobilized due to intense fear when giving learners criticism (F. Danna. R and H. John S, 2005). Also, implicit feedback could cause a lack of understanding of how pupils could enhance their English pronunciation as ESL or EFL learners (Madzo. D, 2019). These insights underscore

the importance of fostering constructive feedback mechanisms in educational settings to facilitate effective learning and growth.

On the other hand, many researchers like Whitley (2004) claimed that the English schwa is articulated with the tongue returning to its mid-central rest position (Whitley, 2004, p. 150), it is a unique vowel compared to the full vowels. Firstly, this sound occurs only in reduced syllables that do not receive stress, and it is likely to be pronounced with a shorter duration and lower pitch and intensity compared to a vowel in a stressed syllable (Wallace, 1994). Second, the quality is greatly influenced by the adjacent phonetic environments (Kondo, 1994).

2. Statement of the problem

Pupils go to school to be educated, to learn new skills, and to gain correct information, the pupil's interaction with his teacher and classmates enables him to build up solid knowledge especially in the English language as an interactive language, for Light and Spada the incorrect use of the learnable language in EFL classrooms should be fixed by the teacher as the main source of knowledge to direct the pupil to the right linguistic form (Light Bown and Spada, 2013), and this is called corrective feedback (B.Jill A, 2019).

Oral feedback is one of the main types when the teacher demonstrates an error in pupils' speech (Brookhart. S. M, 2017). Many scholars have conducted their research focused on the written CF and investigated the scope of pronunciation without concentrating on specific vowel production. In this research, we will explore the role of teachers' oral feedback in increasing pupils' pronunciation proficiency of the \ə\ sound.

3. Research Questions

- Do teachers' oral feedback help to increase third-year middle school pupils' pronunciation proficiency of \ə\ sound?
- Do third-year middle school pupils refine the pronunciation of schwa \ə\ based on the teacher's oral feedback?

4. Research Assumption

Teachers' oral feedback enhances pupils' proficiency in pronouncing the schwa \ə\ sound, providing them with opportunities to correct any pronunciation errors they may have made.

5. Aims of the Study

This study explores the role of teachers' oral feedback in improving the pronunciation proficiency of the \ə\ sound. Hence, this research will focus on two objectives:

- To identify which feedback techniques are most effective.
- To explore pupils' reception of feedback and analyze whether oral feedback leads to refined schwa pronunciation.

6. Research Methodology

The current study utilized a qualitative approach to analyze the findings, with data collected through classroom observations. Researchers went to three schools observing one class each. They designed a checklist encompassing key feedback criteria and techniques that teachers should employ, as well as documenting pupils' difficulties and their responses to teacher feedback.

7. The Structure of the Dissertation

This dissertation is structured in two comprehensive chapters. Commencing with a broad introduction, it encompasses the statement of the problem, research questions, and the aim of the study. Two distinct sections are delineated within the initial chapter. The first section is dedicated to a thorough review of the literature regarding the pronunciation of schwa (ə) and the oral feedback provided by teachers. Meanwhile, the second chapter outlines the research methodology, conducts an in-depth analysis and discussion of the obtained results, and culminates with overarching conclusions, acknowledging limitations and offering valuable recommendations with significant pedagogical implications.

Chapter One: An Overview of Teachers' Oral Feedback and Schwa Sound Pronunciation

Introduction

One of the most important aspects of language production and comprehension is how we pronounce words. Gilakjani (2017) declared that accurate pronunciation of words is essential for effective communication, and individuals who mispronounce phrases fail to communicate effectively. In pronunciation, vowels, and consonants combine to form syllables, words, and sentences. Successful communication through spoken language requires knowing the differences between these two fundamental components, thereby ensuring correct pronunciation. Because of that, they work together to produce a language's distinctive sounds.

Feedback emerges as a critical element in fostering growth and proficiency. Teachers' stewards of linguistic development, wield feedback to guide learners toward pronunciation mastery. They prepare themselves to offer valuable corrections for the sake of setting the stage for their learners' growth and learning "*Feedback should be undertaken within an atmosphere of trust and concern where both trainee and 'teacher' know and believe that they are working as allies with common goals*." (Hesketh, E.A., and Laidlaw, J.M., 2002, p. 246). Middle school pupils take the information as it is from their teacher, even without searching for it. That is why the teacher should pay attention to every single word directed at them.

According to Maurice Pieron et al. (1995), there is a visible diversity between experienced and novice teachers when giving feedback. It is obvious to him that

specialists are more qualified to provide effective feedback, which should be based on the teacher's authenticity with his pupils since they are young and believe everything without asking about its source. Also, giving too much feedback from a valid source could not be negative, but it depends on the teacher-pupil relationship. (Hesketh, E.A. and Laidlaw, J.M., 2002). Therefore, exploring the role of teachers' oral feedback in enhancing the pronunciation proficiency of specific phonetic elements, such as the schwa sound, becomes paramount to understanding and optimizing language acquisition processes.

The first section provides a general overview of pronunciation. First, it gives a clear background about it including the definition of the term pronunciation in addition to vowels and consonants and their types. Second, focus on the schwa vowel [ə] by mentioning its definition and two types. Then, the chapter moves to tackle the teaching of pronunciation in Algerian middle schools, moving to the pupils' difficulties in pronouncing the schwa sound as it ends with the importance of teaching pronunciation.

The second section introduces feedback in different titles, we started with a general overview, and then we moved smoothly to teacher feedback in which we focused on teacher oral correction mentioning its definition and types, and adding its importance for learners to establish a strong academic foundation.

1.1. Section One: Overview of Schwa \ə\ Pronunciation

In this section, the researchers provided an overview of the literature review concerning the schwa |ə| pronunciation

1.1.1. Pronunciation Definitions

Pronunciation refers to how humans use sounds to convey meaning when they talk, where segmental and suprasegmental features are included (Illescas & Urgiles, 2021). Moedjito (2016) stated: *"Pronunciation plays a vital role in successful communication, both productively and receptively*."(p.30)

Gilakjani (2012) claimed that pronunciation is the practice of creating a language's correct sound system through extensive repetition. Moreover, pronunciation is the process by which the different sounds of a language are spoken to convey the feelings, attitudes, interests, and other characteristics of the speakers. In this regard, Seidlhofer (2001) argued that pronunciation is the precise application of a language's sound system to convey meaning comprehensively in context. (Cited in Mazouzi, 2016).

According to Lado (1979), pronunciation is the precise application of a language's sound system during speaking and listening (cited in Hartoto, 2010).

1.1.2. Production of Sounds

1.1.2.1. Consonants

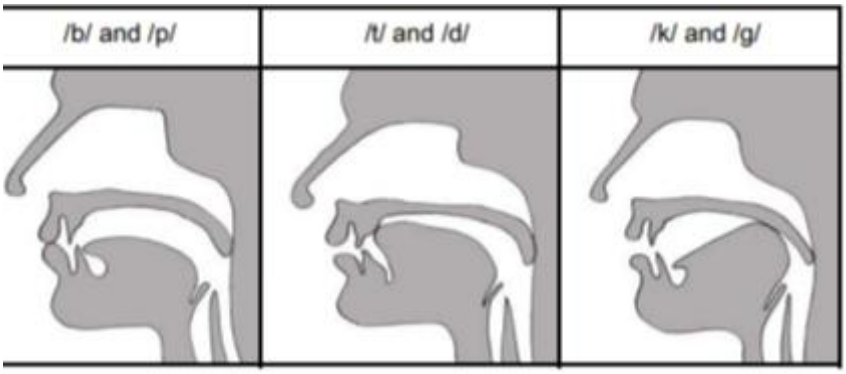
Consonants are sounds that impede the flow of air through the vocal tract. This obstruction varies in degree, with some consonants causing significant blockage. They are classified into different types based on how they obstruct airflow. (Roach. P, 2002). Consonants are divided into several types.

A) Plosives

They are a kind of consonants created by blocking airflow and then liberating it, producing sharp sounds. They are typically among the earliest sounds infants make and can vary in where they are produced and whether they are voiced or

voiceless. The airflow could be from the lungs, larynx, or generated in the mouth. (Roach. P, 2002). Many sounds are considered plosives or stops such as \p\,\b\ which are bilabial stops while the first one is voiceless and the second one is voiced, in addition to \k\ voiceless velar stop sound as in *'kite'* and \g\ voiced velar stop sound as in "*goat*", \t\ voiceless alveolar stop sound as in "*tiny*", and \d\ voiced alveolar stop sound as in *"doll".* (Carr. P, 2013)

Figure 1

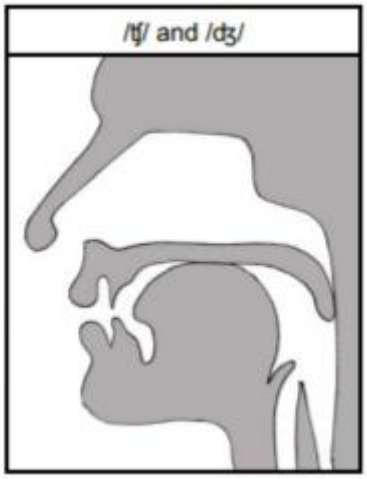


Adopted from Birjandi. P and Salmani-Nodoushan. A. M, 2005.

B) Affricates

The sounds \tʃ\ and \dʒ\ are the most known affricates in the English language as in the words "*church*" and "*judge*". Affricates are the result of a combination of two different sounds "*a stop followed immediately by a fricative*". They have a notable role in differentiating between words such as "*great shin*" and "*gray chin*". An affricate begins with a stop closure and then releases into a fricative. (Roach. P, 2002)

Figure 2

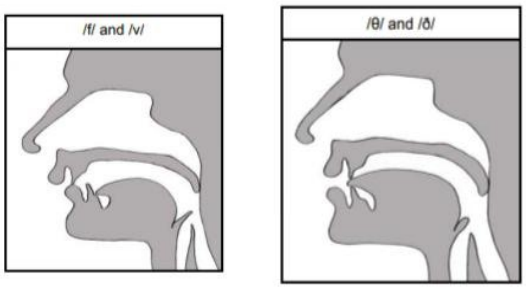


Adopted from Birjandi. P and Salmani-Nodoushan. A. M, 2005.

C) Fricatives

A fricative consonant is produced by directing air through a narrow gap in the mouth (Birjandi. P, 2005) creating friction between the articulations and leaving a small gap for air to release (Carr P. 2013). Fricatives can be sustained for as long as you can hold your breath, unlike plosives (Birjandi. P and Salmani-Nodoushan. A. M,2005) Many examples show what we have explained, including \f\ and \v\ labio-dental fricatives pronounced when the lower lip and the upper teeth are being close, the airflow escapes and creates a hissing sound between the two organs.\ɵ\, \ð\,\s\,\z\, \ʒ\ as well are a kind of fricatives (Carr. P. 2013)

Figure 3



Adopted from Birjandi. P and Salmani-Nodoushan. A. M, 2005

D) Approximants

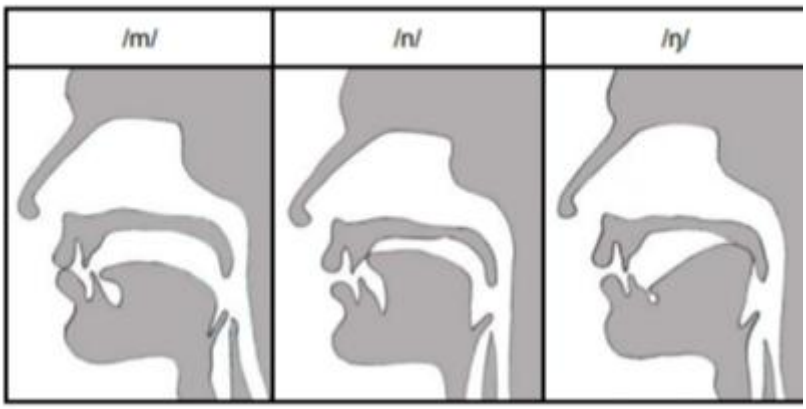
The mildest form of constriction happens when the articulators come somewhat close but not close enough to generate friction. This form of constriction is termed open approximation. This type of consonant is referred to as approximant.

The \j\ sound in **yes** is a good example of an approximant, \w\ as in wet also considered as an approximant. The initial sound of many English speakers' pronunciation is an approximant such as rip, rope, rat…etc.

E) Nasals

Air from the lungs escapes through the mouth, specifically the oral cavity, if the velum is raised. Nasal stops are produced when the velum is lowered, allowing air to be released through the nasal cavity (Carr. P, 2013), which means that the air escapes only through the nose, requiring a lowered soft dorsal part of the soft palate and closure in the oral cavity. In the English language, there are three nasals \m\ in mat, \n\ in not, and \ŋ\ in sing or think**.** In Persian, the velar \ŋ\ phoneme is replaced by \n\ and \g\. Nasal sounds belong to the stops category, along with plosives and affricates (Birjandi. P and Salmani-Nodoushan. A. M, 2005).

Figure 4



Adopted from Birjandi. P and Salmani-Nodoushan. A. M, 2005

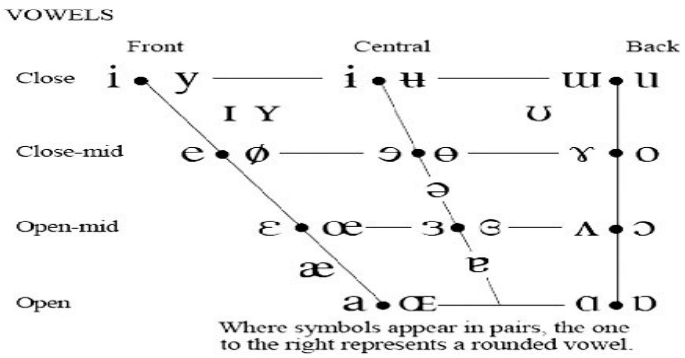
1.1.2.2. Vowels

Vowels are the sound that makes the least obstruction to airflow and are found at the center of a syllable. Each vowel has properties that distinguish it from other vowels, such as the shape of the lips, the front, and middle or back of the tongue, and the tongue's position (Roach. P, 2002). These vowels' characteristics are so important in describing the vowel for example, we could define schwa\ə\ as a mid, central, unstressed vowel. However, our main concern would be distinguishing

between vowels in these words “*fleece*”\fli:s\ and “*kit*” \kɪt\, this difference will be mostly depending on the vowels’ length either short or long. (McMahon. A, 2002)

A) Cardinal Vowels

Phoneticians have long sought a method to classify vowels, independent of the vowel system of a language. In the early 20th century, English phonetician Daniel Jones developed a set of “*Cardinal Vowels*” to serve as reference points for other vowels. Influenced by French phonetician Paul Passy, the set is believed to be similar to educated Parisian French. The Cardinal Vowel diagram was divided into a primary set of vowels and a secondary set of vowels. So, the primary set is composed of front unrounded vowels [i e ɜ a], the back unrounded vowel [ɑ], and the rounded back vowels [ɔ o u], yet the secondary one incorporates the front rounded vowels [y ø œ Œ], the back rounded [u] and the back unrounded [ɯ ɣ ʌ] as clarified in the chart below (Roach. P, 2002, p. 11):



Adopted from Crystal. D (2008)

B) Long Vowels

It could be defined as vowels that take a longer time of articulation, so the main characteristic of this type is the duration that speakers need to produce (Birjandi. P and Salmani-Nodoushan. A. M, 2005). Phoneticians put a diacritical mark “:” signifying the length of the vowel. Mentioning several long vowels:

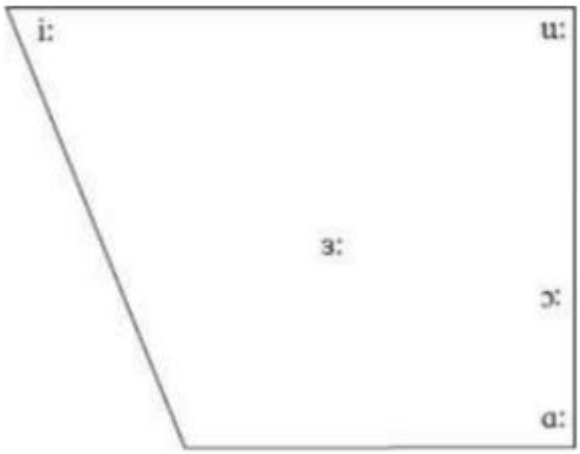
Feet \fi:t\ → i:

Goose \gu:z\ → u:

Thought \Θɔ:t\ → ɔ:

Palm\pa:m\ → a:

Nurse\nɜ:s\ (*British Pronunciation*) \nɜ:rs\ (*American Pronunciation*)



Adopted from Carr. P, 2013, p. 72

C) Short Vowels

Short vowels are marked by the short duration which means they are produced quickly, in which the length characteristic is absent (Birjandi. P and Salmani-Nodoushan. A. M, 2005, p. 62).Carr. P (2013) clarified that when referring to a vowel as "*short*", it does not necessarily pertain to its period in milliseconds, but its quality compared to other vowels. In the case of "*pip*", the vowel sound is typically articulated with the body of the tongue fairly front and fairly high, it is transcribed as \ɪ\. However, it is noted that this vowel is less high and less front than the vowel in "peep" which is transcribed as \i:\.

List of short vowels

/ɪ/ as in hit /hɪt/

/e/ as in hen /hen/

/æ/ as in hat /hæt/

/ə/ as in ago /ə'gəʊ/

/ʊ/ as in book /bʊk/

/ʌ/ as in bus /bʌs/

/ɒ/ as in hot /hɒt/ (adopted from Birjandi. P, 2005, pp. 62-63)

1.1.3. Definitions of the Term Schwa

Crystal (2008) stated: "*Schwa is the usual name for the neutral vowel [ə], heard in English at the beginning of words such as ago, amaze, or in the middle of afterward; sometimes called the indefinite vowel. It is a particularly frequent vowel in English, as it is the most commonly heard when a stressed vowel becomes unstressed… The term 'schwa' came from the German name of a vowel of this central quality found in Hebrew*" (p. 424).

Roach (2002) argued that the phonetic difference between stressed and unstressed syllables is the most noticeable in English pronunciation. Most languages permit any vowel, stressed or not, to occur in any syllable. By contrast, the unstressed syllable in English is likely to have one or more weak vowels; the schwa sound is the most common weak vowel denoted by the symbol[ə]. Generally, it is described as unrounded, mid-range (between close and open), and center (between

front and back). Based on statistical data, this vowel accounts for over 10% of all English vowels and is the most frequently occurring.

The special name "*Schwa*" was given to the symbol ⟨ə⟩, which is a rotated lowercase sound ⟨e⟩ in the International Phonetic Alphabet. According to phoneticians, this term has two meanings known as *"the linguistic schwa*":

1. The schwa is defined as "*a mid-central vowel*" in a precise and detailed physiological sense.
2. Phoneticians refer to the same term "*schwa*" and its sign [ə] to describe a changeable reduced non-defined centralized vowel. (Laufer, n. d)

Merriam-Webster Dictionary defines schwa as: "*The unstressed mid-central vowel (such as the usual sound of the first and last vowels of the English word America*)." In addition, Marková (2017) stated that the term *"schwa*" in modern phonetics and phonology describes a set of mid-central vowel sounds that are produced in a variety of lengths with either rounded or unrounded lips. The term "schwa" has a more limited range of usage in English than it does in other languages, though it does vary to some extent among several English dialects as well.

Giegerich (1992) claimed that schwa is a center vowel that is half-open and half-closed, with the tongue raised in the neutral lip position. Moreover, Carr (1993) stated: "*This vowel is typically even shorter than the short vowels*" (p. 67). This indicates that the schwa vowel is one of the shortest and most neutral sounds in English, as shown by the symbol [ə], even short vowels are frequently longer than it. In addition, the schwa is further distinguished by its brevity and central position in the

mouth, which makes it an unstressed vowel and aids in the reduction of words in connected speech.

1.1.4. Types of the Schwa Sound

Two kinds of schwa can be distinguished based on their phonological features:

The first is obligatory schwa or a lexical vowel reduction. This kind of schwa can appear in any position (i.e., initial, medial, or final) in content words such as *"ago," "atom," "column," "telephony," and "sofa"*. It occurs regardless of the local circumstances, including speaking rate and stress (Bolinger, et., al cited in Kaori Sugiura, 2015).

The second is a non-obligatory or non-lexical schwa, called an acoustic vowel reduction. It appears in function words (e.g., 'a,' 'the,' 'to, 'and 'of ') When vowels are accidentally shortened because of speech rate or speech pattern, this kind of schwa occurs. Consequently, it is not phonologically shown in a word (Van Bergem, et., al cited in Kaori Sugiura, 2015).

According to Young, R. & Messum, P. (2022), in English, there are two varieties of schwa: one is a reduced vowel-like sound, and the other is just an incidental sound that happens in between consonants that is referred to as an *"open transition*." By contrast a *"close transition*," which prevents sound from occurring between consonants because of overlapping articulation, an "*open transition*" involves sounds between consonants, consequently, non-overlapping articulation motions, forming a syllable.

1.1.5. Teaching English Pronunciation in the Algerian Middle School

It is crucial to introduce children to the English language in middle school and provide them with background knowledge before they opt to pursue language

learning as adults. The new English curriculum complies fully with Algeria's regulations for education. The four years that a child spends in middle school are considered to be critical formative years for their intellectual, emotional, physical, and social development. The knowledge they acquire throughout those years will eventually allow them to master all academic subjects and then pursue further education (Boukri, 2020). The significance of teaching English during the middle school years cannot be overstated, since it does not only impact the learners' intellectual development but also other facets of their mind and personality.

The middle school yearly learning plan (2022) stated that there is a comprehensive template that consists of educational initiatives, resources, integration, assessment, and learning objectives. It seeks to reach a learning level's global competency based on the objective skill specified in an integrated collection of learning sections, as well as for each domain (oral interaction, interpretation of written and spoken communications, and creation of written and spoken messages).

Put another way, by emphasizing several domains to reach a particular level, the Algerian middle school learning plan seeks to be equal to the global capacity and international criteria of a learning level (p. 2).

In middle school, the third and fourth years are when pronunciation education is given the most attention, and most teachers give regular instruction as opposed to occasional courses. Furthermore, a lot of teachers include pronunciation in a variety of tasks for learners at different skill levels. Moreover, a significant proportion of educators react to pronunciation mistakes, underscoring the dynamic nature of middle school instruction in improving pupils' pronunciation abilities (Bouchair, 2018, p. 61).

Bouchair (2018) stated that textbooks were the primary resource used by most teachers at all levels, as they largely relied on them to teach pronunciation. Those who disagreed, on the other hand, claimed to have used extra resources, such as song games, tongue twisters, and pronunciation guides, in addition to the internet (p. 62).

1.1.6. Learners 'Difficulties in Pronouncing Schwa

Middle school pupils often mimic their teachers' pronunciation without being able to critically evaluate the correctness of each word. Consequently, any errors or mispronunciations made by the teacher can become ingrained in their minds without realizing it. Pardede 2010, as cited in (Abdul Rahman. F et al., 2018), stated: "*Intelligible pronunciation is an essential component of communication competence*". Intelligibility is a serious problem, by definition: "*Intelligibility refers to the degree to which a listener can recognize words, phrases, and utterances*" (Lane & Brown, 2010, p. 2) foreign learners may face this problem with native speakers (NS) because their speed of speech, yet they should not be afraid of this as they still learn so, the mistakes must be happened (Haryanto. E, 2015). Pronunciation is an integrated aspect of foreign language learning, difficulties in hearing it, pupils will have comprehensive and performance problems that lead them to make the same mistakes continuously if there is no correction.

EFL learners' serious problem could be the high effect of their mother tongue which is called the "*Interlingua Problem*". They used to utter English language words for instance using their native language tones and intonation during their speech. Foreign speakers stress the unstressed syllables or the opposite which affects the meaning since we stress the emphasized syllables to show their importance in the sentence (Haryanto. E, 2015).

The schwa sound is an unstressed vowel that can be rarely stressed. Non-native English speakers (NNS) omit vowels and utter the surrounding consonant, especially in the case of schwa sound such as "*potato*", this omission is not common in most languages leading to a need for a conceptual shift. Pupils tend to add a

vowel automatically since they typically associate syllables with vowels. Furthermore, pupils in the spoken English language do not recognize that they should make a little voicing between the consonants so, they do not attempt to produce a vowel sound (Young. R. and Messum. P., 2022)

Many researches were done about how English foreign and second language learners generalize a speech reduction pattern to prior encoded words. Learners used to apply a single pronunciation rule to all familiar words, the same challenge faced them in mastering schwa production (Morano. L et al., 2015).

Comprehensibility refers to how easily listeners can grasp what NNS is saying. So, errors and mistakes made by NNS will cause a problem in comprehension. Mispronunciation of segmental *(consonants and vowels*) and suprasegmental features (*stress, intonation, rhythm, and rhyme*) arranged with grammatical mistakes will lead to incomprehensible speech. Studies of comprehensibility such as (Derwing and Munro, 1997) demonstrated the effect of segmental and suprasegmental features errors on the level of understanding for NNS (Lane & Brown, 2010, pp.2, 3). Since the schwa sound is the weakest vowel and the hardest one to teach, the teacher needs to overemphasize it to facilitate its comprehension.

1.1.7. The Importance of Teaching Pronunciation

Teaching pronunciation is not a new subject, rather this aspect has been tackled since years ago exactly since the emergence of the IPA in 1886. (Jenkins and Macdonald as cited in Heras. E and Illescas. R. L, 2021) claimed that "*Good pronunciation should be an important goal in an EFL classroom*". Teaching pronunciation has a crucial role in learners' speaking skill development since

mistakes could be fossilized if not corrected promptly (Heras. E and Illescas. R. L, 2021).

Pronunciation is considered a special aspect that distinguishes between NS and NNS. Its errors are particularly significant for native speakers, who are most sensitive to this kind of error since it determines an individual's linguistic ability, identity, and status (Rogerson-Revell. P, 2011).

Teaching the schwa sound would be difficult for teachers because learners may face difficulty in hearing it in the running speech which makes teachers obliged to concentrate more on it and highlight it even during their speech. Young, R. & Messum, P. (2022) declared a specific approach that could help teachers train their learners how to pronounce the schwa sound which is an "*Articulatory Approach*". It means treating pronunciation as a motor skill using a coaching-type activity. This approach is easy to implement and even works with learners with poor pronunciation for years, allowing them to hear schwa in reduced syllables.

1.2. Section Two: An Overview of Teacher's Oral Feedback

The distinction between native and non-native speakers is pronunciation since English has many varieties and accents. The schwa sound is the weakest in this language, its teaching requires full concentration, especially in the running speech. So, teachers should concentrate on providing feedback whenever the learner is mistaken. The current section will explain deeply how the teachers' correction should be.

1.2.1. Feedback Definitions

Feedback plays a crucial role in shaping the learning experience. It is a means of fixing mistakes made by learners. Therefore, Learners aim to avoid making the same mistakes twice and try to improve their speaking ability. According to the Oxford Dictionary: «*Feedback is information about reactions to a product, a person's performance of a task… etc., which is used as a basis for improvement."*

Ferguson (2011) argued that feedback is taught to be an important tool to help learners become self-reliant individuals who can track, assess, and manage their learning. Additionally, Richard and Schmidt (2002) described feedback as any data that reveals the outcome of behavior. However, they claimed that remarks or other information about learners' performance in learning activities that they get from the teacher or other people is referred to as feedback in the context of teaching.

Moreover, Hattie and Timperley (2007) claimed: «*Feedback is conceptualized as information provided by an agent (e.g., teacher, peer, book, parent, self, experience) regarding aspects of one's performance or understanding.* » (p.81). There are various sources of feedback including teachers, parents, peers, books, and self-evaluation in the context of learning. It serves as corrective information and clarification of ideas of a pupil's performance to evaluate the correctness of responses.

Winne and Butler (1994) provided an excellent summary of their claim: "*Feedback is information with which a learner can confirm, add to, overwrite, tune, or restructure information in memory, whether that information is domain knowledge, meta-cognitive knowledge, beliefs about self and tasks, or cognitive tactics and strategies*" (p. 5740). The essence is that feedback serves as a tool for learners to refine and enhance their understanding and skills.

To sum up, feedback refers to giving details regarding the various facets of learners' performances or works. It is a way of giving another chance to refine and revise what learners say or write.

1.2.2. Criteria of Feedback

Responding to the learners' errors is one of the most important professions that teachers do. They should take into consideration some criteria when they provide feedback to their learners. According to Frey and Fisher (2011), the feedback must be timely, specific, understandable, and actionable to provide useful and insightful responses.

First, Brookhart (2008) asserted that timely feedback must be given while learners are still aware of the topic, assignment, or performance. Downs. B et al. (1991) stated: *"Feedback is more powerful when it is linked as closely as possible in time with learner performance*" (Quoted in Frey, N., and Fisher, D., 2011, p. 71). This means that the teacher needs to provide feedback immediately to encourage his pupils to work critically. Additionally, the learners probably consider the comments in their subsequent attempts to accomplish the purpose if they are still committed to the learning objective, if learners turn in more comparable assignments without providing feedback on earlier ones, there is a lost chance for progress. So, the sooner feedback is given, the better it becomes (Frey, N., and Fisher, D., 2011).

Specific feedback is crucial for learners to understand what they did well and what they need to work on next. If the feedback is superficial, learners frequently find themselves at a loss for what to do, and they may not even see the connection between their efforts and the results. Whereas if the feedback is detailed and specific, learners understand what they did well and where they still need to improve (Frey. N and Fisher. D, 2011, p. 72).

Moreover, feedback is useless if learners are unable to comprehend it. Effective feedback should not only be timely but also understandable. If learners

can't grasp the feedback given by instructors, it won't be very beneficial and will fail to contribute to their learning and improvement, despite the time that the teacher has put into providing the feedback. So, effective feedback should not only be timely but also understandable. (Frey. N and Fisher. D, 2011, p. 73).

Actionable feedback is when the teacher gives the learners the chance to put the knowledge they have learned into practice. Learners' ought to be able to self-adjust by going over, reviewing, revising, practicing, improving, and retrying based on the comments they get. The latter affects the learner's performance negatively when the teacher specifies whether or not the learner's response is correct, while it affects the learner positively when the teacher gives the information along with the correct answer (Frey. N and Fisher. D, 2011, p. 76). The two researchers described the positive effect as follows: "*Positive effect when teachers provided students with explanations about their correct and incorrect responses*" (Frey. N and Fisher. D, 2011, p. 76). This means that educators will achieve favorable outcomes by giving pupils explanations for both their right and wrong answers.

1.2.3. Feedback Strategies

Providing constructive feedback is not magic that fits every individual, rather it depends on various strategies which are: timing, amount, mode, and audience.

A) Timing

There is a specific aim behind giving immediate feedback since learners are still thinking about the explained lesson or instruction. It contributed to learners' understanding, thus, it would be more effective in enhancing their pronunciation or any other skill. According to Brookhart. S. M (2008): "*A general principle for gauging the timing of feedback is to put yourself in the learners' place. When would they want*

to hear your feedback?" (p.10, 11). For her considering learners' perspectives and needs when deciding the timing of feedback could make it more improvable for these learners. Timing feedback would be meaningful during the session and not after a period which means they are struggling with some lesson concepts. Timing feedback could be good or bad.

a). Good Timing Feedback

On one hand, *"Returning tests and assignments promptly"* (Brookhart. S.M, 2008, p.11). Brookhart explained in this quotation that good timing feedback should be given by teachers in the form of an instant test at the end of the session, this test has to be marked. So for instance the teacher prepares several tasks about the topic that will be elucidated that day, and then the next day the teacher needs to give them their papers and correct the wrong answers for all of them to correct themselves.

b). Bad Timing Feedback

On the other hand, *"Delaying the return of tests and assignments"* (p.11, 12), might be the worst for learners, especially for young ones. When the teacher designs tasks or activities for learners to do at the end of the session, but he/she does not correct them the day after, this may cause disappointment for learners who are willing to receive their correction. They will feel ignored if the teacher avoids correcting their work, or does not give them much importance to see their answers.

Hence, when the teacher returns the learners' papers will be good for him as well to understand if his learners encode the rule or are still struggling with it because he cannot start a new lesson while the previous one is still on the desk (Brookhart. S.M, 2008, p.12).

Whereas, Rahmati. P et, al (2021) did not consider delay timing feedback as a bad strategy, they divided teachers' timing feedback into two sub-types which are aimed at accuracy and intelligibility enhancement. First, in this article titled «*The Journal of Asia TEFL»* some teachers claimed that during learners' speaking, they prefer to correct their mistakes immediately to increase their language accuracy and intelligibility. Second, other teachers prefer to delay the feedback which they declared: «*I will wait until they finish their speaking, then I will correct their errors and ask all learners to repeat*. » (p.200). Generally, teachers choose immediate feedback over delayed one since learners need to receive the correction with no delay to enhance its effectiveness.

B) Amount

The next improved strategy by Brookhart. S. M (2008) is the amount that represents how much teachers would give their feedback to their learners. Do they provide it for every single mistake or error? Every single detail in the classroom, especially for his learners, is tried to be fixed by a good teacher, with the wish to make all of them as perfect as possible. According to Brookhart*: "Judging the right amount of feedback to give requires deep knowledge and consideration of the following:*

- *The topic in general and your learning target or targets in particular.*
- *Typical development learning progressions for those topics or targets.*
- *Your individual learner*" (Brookhart. S.M, 2017, p.16)

Any educator needs to maintain his feedback based on those three dimensions together and comment only on important points that the learner would need later during his academic career.

C) Mode

Mode is more related to the way of giving feedback, it could take various forms depending on the nature of the assignment. These forms might be written or oral with the consideration of the type of task because some activities need written comments so the learner would understand the position of the subject for example or the correlation between the subject and the verb such problems must be remarked on the learner's paper. (Brookhart. S .M, 2017)

However, for pronunciation problems or some vocabulary mistakes, for instance, the professor should attract the learners' attention to his mispronunciation orally. In addition, engaging in a conversation with the learner can lead to richer feedback, yet the inability of learners to comprehend the teachers' comments or reviews, the feedback will be meaningless and ineffective (Brookhart. S.M, 2017).

D) Audience

The final strategy in this list known as audience *"Know whom you are talking to and talk to them.*" (Brookhart. S.M, 2008, p.17). Teachers' effective feedback should be provided to interested audiences, those who are enthusiastic to hear or to take your feedback seriously. Addressing each learner alone using simple language vocabulary is highly effective feedback.

Brookhart. S.M. claimed that this straightforward action does not only convey knowledge but, it carries an emotional connection between learners and their teacher in which the learner says to himself: "*The teacher carries about me and my academic progress*" (p.17). By contrast, feedback that is provided to all group members helps the professor to comment on a common problem in a sort of revision session (2008).

1.2.4. What is Teachers' Feedback?

Teachers are considered the source of knowledge, they were the center of didactic and pedagogical models. If teachers want to teach effectively, they would be obliged to provide suitable instructions regarding feedback timing, method, and the level of pupils, as well as determine which of the three criteria should be addressed. (Hattie. J and Timperley. H, 2007).

Jim Popham (2008) supported the use of formative assessment by teachers since it is represented in '*evidence-based instructional decision-making*" even if there is no concrete or scientific evidence of the efficiency of feedback, but he will encourage its use since it makes sense for teachers and aids learners in enhancing their levels.

Furthermore, teacher feedback is so beneficial in the language learning process. It can focus on various aspects such as organization, content, vocabulary, grammar, and pronunciation. It allows pupils to identify their weaknesses and assists teachers in understanding pupils' learning situations for more effective teaching. (Zou. F et al, 2019)

Walking around tables and providing learners with formative feedback is not an easy task any teacher could do after explaining the lesson to the whole group, yet it is proved that the feedback will be increased when the teacher circles the classroom, and learners will be more integrated with the lesson and this will help them better understand either the whole lesson or a simple task. (Pollock. J. e, 1958)

1.2.5 Types of Feedback

The major types of feedback are mentioned as peer, self-assessed, written, and oral feedback which are the most used by teachers to deliver any remark to their learners

A) Peer Feedback

Traditional approaches called for teacher-centered classrooms, they always encouraged teachers as class controllers which means that the teacher is the leader of the whole classroom (*delivering the information, managing classroom time, assessing pupils, and giving feedback*) while learners are just receiving the ready knowledge. However, the change in pedagogical systems caused a shift to the learner-centered classroom to concentrate more on the learners' role, in this context Margaret Mead said: "*Children must be taught how to think, not what to think*."(Margaret Mead cited in Sackstein.S, 2017), teaching a pupil how to think means that the teacher allows them to build the knowledge and to be responsible inside the classroom. Shifting the role of the teacher from being the dominant figure to becoming just a guide has been increasingly recognized in recent years, and peer feedback is an effective strategy that could help in this transformation. Peer feedback is represented in learner-to-learner feedback without the interference of the teacher. (Sackstein. S, 2017, p. 9)

B) Self-Assessed Feedback

Teaching how to think critically requires a long time and hard work from the tutor, a pupil who could judge the correctness of the information either from his teacher or his peer, as well as be responsible for his information too.

Rogers (2003) said: «*We cannot teach another person directly, we can only facilitate their learning*."(Cited in Orsmond. P, 2004), he means that the role of a

teacher is reduced to being only a guide for his learners to simplify their learning process and not to address them as receivers.

Boud (1986) defined self-assessment as learners' engagement in establishing standards and criteria in their assignments and assessing the degree of achieving these requirements (Cited in Orsmond. P, 2004).

C) Written Feedback

Prior research has demonstrated that written feedback; as a critical part, has an observable impact on pupils writing (Zhan. L, 2016). According to Carson (1979) cited in (Zou. F et. al, 2019) feedback in writing instruction is the teacher's response to writing mistakes to guide the pupils in achieving the effective acquisition and learning of the target language.

Written feedback in writing instruction can take various forms, including prose, pre-designed rating schedules, and model outputs. It could be either formal or informal, the formal one is given in a more academic session, yet the informal one could be shared shortly about a particular behavior or aspect. Written feedback has a variety of different formats (reviews, comments on marked work...etc.

D) Oral Feedback

(Frey. N and Fisher.D, p.77, 78) argued that feedback primarily occurs through verbal communication, as previously mentioned, it should be delivered on time and offer actionable steps. Additionally, the setting, structure, and tone of oral feedback(O F) should aim to create beneficial results for the learners, enabling them to walk away from the interaction with a clear plan for their next steps. The teacher should consider these aspects when providing feedback

Choose an appropriate setting

Choosing the right environment is important for setting the tone of a discussion. Select a place in the classroom that provides privacy from others. This helps learners focus on the message and how it is delivered. If the feedback is brief, the teacher should be close to the learner and lower his voice. This can help in having a productive conversation for better feedback reception and understanding.

Structure the response

For effective feedback, the teacher must be precise and inform the learner of what is and what is not right. Additionally, Jeff. Zwiers (2008) described the structure of academic feedback as three parts:

- An explanation of the result of their performance.
- Guidelines about what should stay the same or what should be changed.
- Inspiration and motivation to keep going.

Use a supportive tone

If the tone is ridiculing or sarcastic, the message can be lost. Apart from the supportive words, nonverbal cues such as facial expression, eye contact, and intonation can help the learner perceive the feedback effectively. By contrast, a derisive tone, rolling eyes, an averted gaze, and a biting tone speak volumes and can negatively affect the message, regardless of its effectiveness (Frey. N and Fisher. D, 2011, pp. 77, 78).

1.2.6. The difference between Written and Oral Feedback

Many investigators and scholars such as Susan. M. Brookhart, John A. Hattie, Helen Timperley, Nancy Frey, and Douglas Fisher have concentrated on two main

types of feedback (oral and written). Taking into consideration that a lot of qualified teachers used feedback as part of their lesson planning, these two types tackle content and word choice problems which means that oral and written feedback has had the same focus on correcting learners' mistakes. Also, the known difference between them is that the teacher promptly speaks instead of writing on the assignment paper. So, when the teacher spoke, he did not have time to decide about the method of correcting a selected mistake, however, once the teacher commented orally, he could not get his remark back (Brookhart. S.M, 2008).

Oral Feedback depends on learners' short-term memory since it needs to be quickly delivered between 5 to 10 minutes in length maximum. Several studies have shown that (O F) receives positive attitudes from participants such as the study done by Alamri and Fawzi (2016) on 84 Saudi Female students. The written one does not have to be given immediately, otherwise, it could be mentioned later on the paper of each learner individually. It is less related to memory, unlike the oral one. This type is differentiated between direct and indirect. The direct(W F) presented in the explicit mistake correction to make them develop their written work, yet the indirect WF draws learners' attention to their mistakes without correcting them(Jwahir Alzamil, 2021).

1.2.7. Types of Oral Feedback:

Corrective feedback is crucial in the scaffolding process, especially in the acquisition of a second language. It gives learners direction on their mistakes to help in enhancing their language abilities (Lyster et al., 2013). According to Lyster and Ranta (1997), there are six different types which are explained as follows:

The first type is explicit feedback, which means that the teacher gives the correct answer about pupils' incorrect utterances explicitly by using phrases like "*Oh, you mean*," "*You should say," or "We don't pronounce… we pronounce…*"(Lyster and Ranta, 1997). Here, the learners will directly hear the correct answer for their wrong statements. For example,

P: The day . . . tomorrow. (Lexical error)

T: Yes. No, the day before yesterday" (Lyster and Panova, 2002,p. 584)

Additionally, the second type is recasting, which entails the teacher reproducing either the whole or part of the pupil's speech without making errors (Lyster and Ranta, 1997, p. 46). Recasts according to Long (1996), are implicit corrective feedback that explicitly reformulates or constructs an inaccurate or incomplete speech. So, the teacher will correct the utterance by using the right words differently without directly pointing out the mistake. These recasts are similar to the kind of recasts that caretakers make when a kid is acquiring their first language (Lyster and Panova, 2002, p. 582).For example

P: . . . I looking for my pen.

T: You are looking for your pen."(Lyster and Panova, 2002, p. 575).

Moreover, clarification Requests are used by teachers to let pupils know that they have not comprehended the material, that there was a mistake in their speech, and that they need to repeat or reformulate their answers (Lyster and Ranta, 1997). In this type, the teacher indicates to learners that they haven't understood the material by using expressions like *"Excuse me?*" or "*I don't*" to prompt them to rephrase or repeat their answers. For example,

P: I want to practice today, today (Grammatical error)

T: I'm sorry." (Lyster and Panova, 2002, p. 583).

The fourth type is metalinguistic feedback. Lyster and Ranta (1997) defined it as "*comments, information, or questions related to the well-formed utterance without explicitly providing the correct answer*" (p. 46). Pupils who intend to receive this type of feedback must evaluate their mistakes and explain the proper way to respond. For example,

P: Where he is study?

T: Can you think about your grammar? … You need to use the "ing" form after auxiliary verbs such as am, is and are to indicate present continuous. You also need to reverse the order of auxiliary and subject. (Lyster and Ranta, 1997).

Furthermore, Lyster and Panova (2002) argued that elicitation is a corrective method that encourages the pupil to make corrections on their own. Three methods help teachers get their pupils to answer the correct form: (a) pausing and allowing the pupil to finish the utterance; (b) asking an open-ended question; and (c) when the teacher asks the pupil to reformulate the ill-formed utterance (Lyster & Ranta, 1997, p. 48). This technique is aimed at prompting learners to think about their mistakes alone. For example,

T: OK. Did you like it?

P: Yes, yes, I like it.

T: Yes, I . . .?

P: Yes, I liked it.

T: Yes, I liked it. (Lyster and Panova, 2002, p. 575).

The last type is the repetition of errors. Lyster and Panova (2002) claimed that during a repetition, the teacher speaks the mispronounced portion of the pupil's speech again, frequently changing the tone to highlight the error (p. 584). For example, if the pupil said, "*The air is so fresh*," In this case, the pupil pronounced the word "*air*" incorrectly, and the teacher noticed it. The teacher would say, "*Air*?" He adjusted his intonation to make the pupil aware of his mistake. The difference between repetitions here and clarification is that the teacher is sure that pupils make mistakes, but in clarification, the teacher is not sure. (Suzuki, 2005)

1.2.8. The Importance of Oral Feedback

In the pedagogical system, a great number of teachers believed in the role of feedback inside classrooms (Piéron. M et al., 1995). Terry Crooks (2001) as cited in (Clarke. S, 2003) determined that the feedback should focus on these points to be effective:

"*- The qualities of the child's work, and not on comparison with other children;*

- Specific ways in which the child's work could be improved;

- Improvements that the child has made compared to his or her earlier work" (Clarke. S, 2003, p.52)

Various researchers including Goo and Mackey (2013), Leeman (2003), and Oliver (1995) confirmed the crucial efficacy of feedback, yet it could influenced by contextual factors and individual learner differences. Research indicated that teachers who applied OF tend to have more effective results than those who did not. (Nassaji. H and Kartchava. E, 2021)

Moreover, the importance of oral response stems from its immediacy and responsiveness to learners' specific language development needs at the moment they arise. This approach mostly mirrors the principle of the learner-centered approach (in which the learner controls the session). Addressing learners 'immediate linguistic challenges, OF facilitates a process of reflection and guides them toward an approximate target language system. (Nassaji. H and Kartchava. E, 2021, p.191)

1.2.9. Teacher's feedback during oral work

The teacher's feedback is beneficial during oral tasks, where teachers should respond to their learners' performance in a variety of ways. The useful feedback should be based primarily on the lesson's stage, the activity, the kinds of errors made, and the specific pupil receiving it (Harmer, 2001, p.104). Thus, he offers two situations for feedback

1.2.9.1. Feedback during accuracy work

Firstly, the teacher demonstrates the errors made by their pupils, and then they provide information or an explanation regarding these errors. Teachers need to be aware of the different strategies for demonstrating the accuracy of mistakes to give constructive feedback. Pupils can self-correct when teachers call attention to mistakes that are deemed to slip; nevertheless, if the issue is embedded, they are unable to fix their faults (Harmer, 2001, p.106). The various techniques that are employed to offer feedback are:

A) Showing Correctness

It can be done in different ways:

Repeating: The teacher can ask the pupils to repeat what they have said.

Echoing: It is an accurate way of identifying a mistake. The teacher reiterated what the pupil stated, highlighting the portion of the utterance that was incorrect.

Statement and Question: pointing out or proving that a portion of the statement is incorrect.

Expression: gestures and facial expressions from a teacher who knows his pupils well may be sufficient to convey that something is not quite right.

Hinting: By giving a hint where the error is the use of the established guidelines.

Reformulating: repeating what the pupils stated in a way that is more precise or grammatically correct (106-107).

B) Getting It Right

In addition, if the pupil struggles with the teacher's reformulation of what they said, the teacher should concentrate on giving the right version, highlighting mistakes, and making sure that pupils comprehend by having them repeat the speech (107).

1.2.9.2. Feedback during fluency work

It happens when teachers react to learners' speech during a fluency exercise; they pay attention to how the pupils behave in subsequent fluency tests as well as their language proficiency. It can be done most effectively after the task, not in the middle of it. However, the teacher should occasionally intervene during a fluency task in a variety of ways (Harmer, 2001, p.107)

A) Gentle Correction

Harmer (2001) suggests: "*If our learners cannot think of what to say, we may want to prompt them forward. This means when communication breaks down in the classroom, the teacher should step in, identify the issue, and fix misunderstandings to continue the communication*» (107).

Teachers should avoid often interrupting pupils during a speech by rephrasing their statements to rectify errors. Facial expressions and echoing are two strategies that are used to quietly convey incorrectness (107–108).

B) Recording Mistakes

To provide feedback later on, teachers observe and listen to their pupils. By making such observations, teachers can provide their learners with constructive feedback for their work while keeping in mind that pupils are open to receiving both positive and negative feedback (108).

Teachers divide the remaining pupils into four groups and tell each group to focus on recording the following aspects: pronunciation, grammatical rules, the use of phrases and vocabulary, and facial expressions or physical gestures to engage all learners in the feedback (108-109).

C) After the Event

After recording the pupil's mistakes, the teacher will provide each pupil with feedback. The teacher has several options for accomplishing this:

- Assessment of an activity.
- Asking the students about what they thought was the easiest or hardest.

- Write some of errors the teacher has noticed on the board and allow the pupils to identify the mistake before trying to fix it.

Putting words, phrases, or sentences on the board that are correct and incorrect, and the pupils can determine which form is correct or incorrect (p. 109).

1.2.10. Learners Response to Corrective Feedback

Teachers are the first responsible for providing feedback, learners respond to various comments about their errors, some of them integrate it and gain new knowledge, and some others do not even consider them. Feedback criteria play an important role in making it effective. Marzano, Pickering, and Pollock (2001) as cited in Frey. N and Fisher.D (2011) mentioned evidence that when the teacher's response meets its criteria (timely, specific, understandable, and actionable), it will significantly benefit learners.

Many studies were done on learners' perceptions of feedback such as the study of Jia. X and Huang. X (2016) titled "*Corrective Feedback on Pronunciation: Learners' and Teachers' Perceptions*", also the study of Treglia (2008) who has delved into how learners utilize the feedback given by their tutors (Frey. N and Fisher.D, p. 88, 2011). Pupils who are at a young age might not accept the teacher's comment, especially in front of their classmates, they might consider it as dislike or rudeness, and this type of pupil is unlikely to lead to constructive learning from that feedback.

Dana Ferris outlined specific ways for learners to react to teachers' comments as follows:

a) **Error corrected**: The mistake was rectified accurately based on the teacher's feedback.
b) **Incorrect change**: A mistake was addressed but corrected inaccurately.
c) **No change**: The student did not make any alterations.
d) **Deleted text**: Portions of the text were removed, rendering changes unnecessary.
e) **Substitution, correct**: An error was rectified by substituting with the appropriate correction.
f) **Substitution, incorrect**: Substitution was attempted for the error, but an error persists.
g) **Teacher-induced error**: Feedback inadvertently led to the introduction of a new error by the student. (Frey. N and Fisher. D, 2011)

Chapter Two: Research Methodology, Data Analysis and Discussion

Introduction

The significance of research methodology lies in its ability to guide the measurement of variables accurately in a research study. Kothari C.R. (2004) claimed: "*When we talk of research methodology we not only talk of the research methods but also consider the logic behind the methods we use.*"(p.8), these methods aid in addressing the research questions. This chapter is divided into two main sections. The first section outlines the research design, methods, and sample population, and provides a comprehensive overview of data collection procedures, including the instruments utilized. The second section focuses on analyzing the collected data and discussing the research findings.

2.1. Section One: Research Methodology

2.1.1. Research Method and Designs

The exploration of the stated assumption which states: *"Teachers' oral feedback serves to enhance pupils' proficiency in pronouncing the schwa (\ə\) sound, providing them with opportunities to correct any pronunciation errors they may have made*" required the application of a qualitative approach, through in-depth classroom observations we delve into the multifaceted instructional strategies of teachers during providing the OF about the schwa sound pronunciation. Creswell (2005) states:

> *Qualitative research is a type of educational research in which the researcher relies on the views of participants, asks broad, general questions, collects data consisting largely of words (or text) from participants, describes and*

analyzes these words for themes, and conducts the inquiry in a subjective, biased manner (p. 39).

Researchers using the qualitative approach believe that the details gathered from the data provide a comprehensive understanding of the studied context. On the same track, Liamputtong Rice. P and Ezzy. D defined this research method as: "*Qualitative research draws on a variety of theoretical perspectives and practical techniques, including theories such as phenomenology, symbolic interactionism, cultural studies, psychology, and feminism*."(2004, p. 1). This approach allows researchers to delve into the understanding of the complex social world, the subjective world of individuals, examining their behaviors and values within their context based on a range of theoretical perspectives.

Ugwu and Eze (2023) highlighted that qualitative research explores the essence of phenomena, including their characteristics, various expressions, contextual aspects, and multiple viewpoints while omitting analysis of their quantity, recurrence, and position in an objectively determined chain of cause and effect. Qualitative research is more flexible and allows for extra interaction with participants and in-depth, open-ended questions (Mack et al., 2005). This approach enables researchers to interact closely with participants, delve deeper into their responses, and gather rich, detailed insights that might not be captured through quantitative methods alone.

In addition, this approach involves gathering and analyzing non-numerical data, such as text, video, or audio, to better understand ideas, opinions, and experiences. This approach focuses on uncovering intricate details about a situation

or sparking fresh research concepts. It differs from quantitative research, which relies on numerical data analysis (Ugwu and Eze, 2023).

2.1.2. Population and Sampling

Comprehensive conduction of any phenomenon requires a deep understanding of the community where it occurs. This understanding revolves around the concept of "*Population»* referring to the group of individuals from which a sample is carefully chosen (Cochran, 1963). In this study, our focus is on teachers and third-year pupils in three middle schools located in Cheria city. The total population of the third year is (43)4 pupils across these three schools: the first school with (100) pupils, the second school with (91) pupils, and the third school with (243).

Indeed, our sampling technique involves using simple random sampling to ensure a fair selection of participants. In each school, we choose one classroom: 3M2 from the first institution *(comprising three classrooms*), 3M2 classroom from the second one (*including three classrooms*), and 3M3 classroom from the third school (*also consisting of six classrooms*). The classroom observation was done in three classrooms. The first one consists of (33) pupils, the second classroom contains (41) pupils, and the third one includes (29) pupils.

Meticulous sample selection: the process by which our sample is generated is careful and neutral. We used a hat in which we put the class numbers and then chose three of them, in which each class was represented by one slip of paper, to ensure we obtained a random sample of classes from each school. This ensured both random and representative samples of classrooms from each school. As a result, the biases and confounding variables that could influence our results would be greatly minimized.

Furthermore, the strategic choice of our sample allows us to warrant the generalization of our results to the larger population at Cherian Middle Schools. Thus, by closely observing the classrooms and the teacher-pupil language interaction, we can offer a comprehensive picture of the pedagogical practices that take place. This bigger picture view ensures that we can tease out the answer to our research questions:

a) Do pupils refine their pronunciation proficiency of the schwa sound after receiving the OF from the teacher?
b) Does teachers' oral feedback help to increase pupils' pronunciation proficiency of \ə\ sound?

2.1.3. Research Instrument

Collecting our data required the application of class observation as the main measurement instrument. We designed a checklist (see appendix, p. 85) that covers the phenomenon under investigation. It was done in 3rd-year middle schools in Brahmi Tabai, Bakhouch Mohamed Ben Sedrati, and Ibn Roched middle schools about oral feedback and its role in enhancing schwa pronunciation.

2.1.3.1. Class Observation

In our everyday life, people observe many different things and phenomena with their direct or peripheral vision. All of them are observed, but we do not think of them scientifically, as researchers do. Scientifically speaking, observation needs in-depth investigation for problem-solving and starts from a particular assumption which needs then to be either proved or disproved. Class observation is just like the scientific observation of any phenomenon, it is systematically planned and recorded

and at the same time it is subjected to check and control on validity and reliability (Kothari. C. R. 2004, p. 96).

Besides, classroom observation can be employed to collect data directly observed by the investigator without the need for interviews with those in the situation. Firstly, it focuses on current events only and excludes past and future behavior of the subject and also possible attitudes (p. 17). The greatest benefit of this type of observation is eliminating the responding bias, provided that observation has been accomplished extremely accurately. Secondly, this method allows the researchers to observe the phenomenon without other people stimulating it. Finally, it is worth saying that the present research is descriptive as the subject matter is descriptive, so we use non-participant observation (*when the researcher records what he has seen in front of him without informing anything to the participant*). Non-participant observatory lies between controlled observation and natural observation. That is to say, while the observer has to be careful, he or she will stay neutral.

Hence, the gathered notes must be accurate because they present facts and actuality. To fulfill our objective, it is necessary to depend on a program as a checklist, divided into several points to check if there is correspondence between the theoretical frameworks and the actuality. Kothari. C.R. (2004) claimed that observation relates more to the behavioral sciences, it calls for trained observers and standardized observational techniques. Although we look at different programs in the observation section as we are studying the pronunciation item, therefore, we can apply this one to remove the bias and the subjectivity.

In this study, we attended nine sessions in three classes with three teachers starting from 17 March to 24 April 2024. First, an observation plan was drawn up,

embodying the following items in the checklist: The criteria of feedback, the types of oral feedback, techniques used during accuracy and fluency work, difficulties in pronunciation, and learners' responses to schwa correction.

2.1.4. *Procedures of Data Collection*

Data collection procedures encompass a meticulously structured series of steps executed systematically to acquire information pertinent to a research inquiry (Kothari. C.R. 2004). Consensus among researchers was reached to employ "*Class Observation*" as the primary instrument for this investigation, aimed at substantiating assumptions by documenting nuances related to teachers' oral feedback (OF) and pupils' proficiency in schwa pronunciation (\ə). Following the design of a comprehensive checklist delineating the requisite observation criteria, approval was obtained from the Directorate of Education. Subsequently, the researchers conducted observations in three predetermined educational institutions (middle schools), encompassing a total of 434 pupils and involving three teachers of the English language. Commencing on the 17th of March and finishing on the 25th of April 2024.

Moreover, observations concerning teachers' oral feedback and pupils' schwa (ə) pronunciation proficiency were conducted by researchers. The analysis of the amassed data facilitated the encoding and categorization of qualitative data, thereby facilitating the extraction of meaningful insights and conclusions.

2.2. Section Two: Analysis and Discussion

2.2.1. Data Collection and Analyses of the Three Schools Observation

The aim of this study extends beyond mere observation; we seek to explore how third-year pupils of the three chosen middle schools respond and adopt the feedback provided by their teachers, to gain a holistic understanding of the effectiveness of this oral feedback in refining their pronunciation skills. The class observation objective is to scrutinize 3rd-year classes within the selected middle schools as teachers provide oral feedback to their pupils regarding the pronunciation of the schwa sound.

After one month and a half, the information collected from the classroom observations could be analyzed as follows:

2.2.1.1. *Analyses of Classroom Observation of the First School*

The researchers attended three 3M2 English classes. The initial session took place on March 17th, running from 2:30 to 3:30 pm, followed by another session on March 18th, spanning from 1:30 to 2:30 pm. The final session occurred on April 22nd, starting at 08:00 am and concluding at 09:00 am. Throughout these sessions, the teacher consistently provided prompt feedback immediately following the pupils' mistakes. This feedback was not only understandable but also specific and actionable, empowering the pupils to actively implement the teacher's guidance and correct their pronunciation errors.

During the sessions, the English teacher focuses on providing the correct form of the mispronounced syllables and words.

A) Session 01

In the first session, she used explicit and metalinguistic feedback to deliver the O F to her pupils. For instance:

a) Explicit feedback: (*environment, Biodiversity*)

The pupil 01: \ɪ nvɪrment\

The teacher: \ɪ n'vaɪrənmənt\

(*Biodiversity*)

The pupil 02:/ˌbaɪəʊdɪversɪti/

The teacher: /ˌbaɪəʊdaɪˈvɜːrsəti/

b) Metalinguistic: (*Interaction*)

The pupil: /ˌɪntɪrˈækʃn/

The teacher: can you think of your pronunciation.

The pupil: /ˌɪntərˈækʃn/

Feedback Techniques during Accuracy Work

In the initial session, the teacher employed the *"repeating*" technique, prompting the pupil's attention to their mistake with the phrase: "*Could you repeat that, please?*" This approach aimed to assist the pupils' self-correction by providing examples and guiding them through the process.

a) **Repeating**: "*Variety*"

Pupil 01: \varaɪtɪ\

The teacher: Repeat what you have said.

Pupil 01: \varaɪtɪ\

The teacher: It is \vəraɪtɪ\

"*Area*"

Pupil 02:\arɪa\

The teacher: Repeat it.

Pupil 02:\arɪa\

The teacher: Okay, It is \ərɪa\

In addition, when the pupil repeated the same error, the teacher applied the echoing technique to emphasize the portion where the mistake happened.

b) Echoing: (*Variety*)

Pupil 01: \varaɪtɪ\

The teacher: Again!!! So, it is not \va\ instead it is \və\....\vəraɪtɪ\

Moreover, the researchers noted a lack of application of the “getting it right” technique, as the teacher did not highlight the pupils’ errors. Additionally, when addressing their performance at a proficient level, she offered hints to prompt them to produce complete words or provide answers, fostering their participation and confidence.

Feedback Technique during Fluency Work

The teacher in this class endeavors not to interrupt her pupils while they engage in lesson activities. Despite this effort, she subtly communicates through facial expressions when the pupil’s contribution contains errors, signaling, “*You might want to reconsider*.” However, pupils seldom self-correct, prompting the teacher to rephrase their mistakes multiple times. There is neither a *“recording*” nor “*after the event*” of the mispronunciation of both the teacher and the pupil. Additionally, the researchers noticed that there is no creative practices were used to reinforce the pupils’ pronunciation like spelling games, listening applications or videos. Still, at the same time, the English teacher used supportive language to motivate them by offering them the chance to participate and sometimes to correct each other.

B) Session 02

During this session, the feedback criterion was diligently implemented, with the teacher opting for immediate correction to assist her pupils in refining their

mistakes. However, some of the corrected words remained incomprehensible for weak pupils facing academic obstacles, as they persisted in repeating the same errors. At the same time, the teacher addressed some of these mistakes. It was observed that the educator at this school designs prompt tasks following the lesson, aiming to engage all pupils, including those who face academic challenges.

Consequently, the technique used to deliver the teacher's feedback throughout the listening task was a clarification request where she asked implicitly about the right articulation, although the teacher has some pronunciation mistakes, she focuses on promoting pupils' vocabulary and pronunciation at the same time she concentrates on providing them with every important word synonym and its articulation in a proper manner.

a) **Clarification Request**: (*Passion*)

The pupil 04: \peɪsɪɔn\

The teacher: Sorry!!! Are you sure?

The pupil04:\ peɪʃɪen\

The teacher here was obliged to "get it right" by herself.

The teacher: \paʃən\

Occasionally, she provides corrections by directly addressing her pupils, a strategy referred to as "Metalinguistic Feedback," as illustrated in the following example:

b) **Metalinguistic feedback**: *(shorter*)

The Pupil 05: Maya is shorter \ʃɔrtr\ than Rowen

The teacher: Could you think of your pronunciation? (Using gestures with her hands to mean short)

The pupil 05: Oh! Yes, Maya is shorter\ʃɔrtə\

Additionally, whenever a pupil mispronounces the schwa at the final position, the teacher highlights the syllable where the mistake occurred using the reformulation technique to motivate their comprehension. Her role as a guide simplifies information, making her pupils critical thinkers rather than passive recipients.

Reformulation: *(better*)

The pupil 06: \buter'\

The teacher:\buter'\?! \betə\ instead.

Feedback Techniques during Accuracy Work

The utilization of facial expressions and gestures during the session was truly remarkable because of her relationship with her pupils which facilitates the process of using this technique and was sufficient especially for the pupils with a good level. As a result, their silence signed us that they re-think their answers and try to retrieve the right one. A reformulation strategy was utilized to stress the mistaken word but without emphasizing the syllable.

Example: (*Further)*

Pupil 07: \farðr'\

The teacher: It is \fɜ:rðə\

Feedback Techniques during Fluency Work

The teacher often breaks down the silence inside the classroom to help her pupils continue their speech as a way of applying gentle correction, what catches our interest is that pupils are always waiting for the teacher to give them hints and sometimes even answer her questions.

The theoretical section referenced several techniques, which good teachers often draw upon to enhance their pupils' fluency and proficiency, recognizing the pivotal role of pronunciation. It's commonly understood that mastering English from infancy lays the foundation for becoming a proficient speaker. However, we have noticed that these techniques are not used and teachers did not employ these strategies to increase the pupils' pronunciation proficiency, especially for weak ones such as: recording mistakes by using a phone recorder or utilising an Artificial Intelligence (AI) converter to transcribe spoken words into written ones to assist the teacher in knowing the pupil's error precisely.

C) Session 03

The teacher provided thorough and detailed feedback to her pupils. This feedback was delivered aiming for clear and straightforward communication. Moreover, the teacher utilised three techniques: explicit feedback, elicitation, and clarification requests to ensure the pupils fully grasped the feedback. This method fostered meaningful dialogue and allowed them to enhance their pronunciation skills. For example:

a) Explicit Feedback: *(Affirmative, Average)*

The pupil 01: |æfɜːrmætɪv|

The teacher:|əˈfɜːrmətɪv|

The pupil 01: |əˈfɜːrmətɪv|

The pupil 02: |ˈævɪrɪdʒ|

The teacher:|ˈævərɪdʒ|

The pupil 02:|ˈævərɪdʒ|

b) Elicitation: (*Bigger*)

The pupil:|bɪgr'|

The teacher:|gr'|

The pupil:| bɪgr'|, yes

The teacher:|ˈbɪgə|

The pupil: Aaa, Okay!|bɪgə|

c) Clarification Request: (*Temperature*)

The pupil: |ˈtempɪræter|

The teacher: Excuse me!

The pupil: |ˈtempɪretər|

The teacher:|ˈtemprətʃər|

The pupil: |ˈtemprətʃər|

Feedback Techniques during Accuracy Work

The teacher skillfully utilised the phrase "*Repeat*" to guide the pupil's attention towards their mistakes. Through facial expression, the teacher provided additional cues to assist the pupil in self-correction. This approach not only redirected the

pupil's focus but also encouraged them to actively engage in rectifying their errors. For instance:

Repeating: *(Wonderful*)

The pupil:|wænˈdɪrfl|

The teacher: Repeat again

The pupil:|wʌnˈdɪrfl|

The teacher: |ˈwʌndərfl|

The pupil: |ˈwʌndərfl|

Feedback Technique during Fluency Work

When carrying out the fluency tasks, gentle correction is the only technique where the teacher employs facial expressions that prompt pupils to challenge themselves and to rely on self-correction. The researchers noted an absence of both "*recording mistakes*" and "*after the event*" techniques which are already related to each other. The educator could work with a "*Wireless speaker*" or "*Bluetooth speaker*" to increase their listening and articulation abilities. Yet she did not use them.

D) Learners Difficulties in Pronouncing Schwa Sound

Generally, pupils suffer from a lack of concentration as their main problem during the three sessions. Other problems were recorded in these classes. Starting with comprehensibility where the teacher is obliged to repeat the whole explanation three times at least. Pupils with poor levels are already excluded from posing questions or paying attention to the teacher. Intelligibility as defined in the theoretical

chapter that the pupil has a problem in recognising what he heard, this presents another issue for these pupils since the teacher corrects the same error more than one time explicitly. An equally important struggle “Intra lingua” is explored as a common problem between 3M2 pupils and their teacher as well, where they rely on French pronunciation to produce most of the words. Mentioning the following examples: negative as \nɪgatɪv\ - mountain \mɔntanɜ\- the \ðu\ - biosphere \ baɪʊsfer\.

E) Learners' Response

The notes indicate a positive response from the majority of 3M2 pupils to the feedback given. They are actively listening to the teacher, and they show their understanding by refining the schwa sound after receiving the feedback. The pupils demonstrate an understanding of the feedback and an ability to implement the suggested improvements. This might indicate that the pupils are receptive to constructive criticism and actively engage in the learning process. Additionally, it reflects the effectiveness of the feedback provided by the teacher in helping them to enhance their pronunciation skills. Overall, it's a sign of progress and effective communication between the teacher and the pupils.

The researchers noted that some pupils with medium and low levels are repeating the same pronunciation as the teacher after receiving feedback. This shows that they are mimicking the teacher's pronunciation without necessarily understanding the feedback or making independent corrections. It could indicate a lack of comprehension or engagement with the feedback, whereas the pupil with high-level knowledge correctly pronounces the schwa sound, and they correct their classmates when they mispronounce the sound. This suggests a correlation between language proficiency levels and the ability to accurately pronounce the schwa sound. High-level pupils may have a better grasp of pronunciation rules and can apply them independently, whereas medium- and low-level pupils rely more on imitation due to a lack of understanding or proficiency.

Additionally, they noticed that sometimes the teacher mispronounces the schwa sound, like the word pollution |pəˈluːʃn| she pronounces it |pɒˈluːʃn|, the word consider |kənˈsɪdər| she pronounces it |kɒnˈsɪdər|, and the word connect |kəˈnekt|

she pronounces it |kɒˈnekt|. This indicates a potential source of confusion for learners. If the teacher's pronunciation is incorrect, it could lead to learners adopting the same mispronunciation, like the word consider, and repeating the same mistake of the teacher |kɒnˈsɪdər|. The teacher needs to model accurate pronunciation consistently.

2.2.1.2. *Analyses of Classroom Observation of the second School*

The researchers participated in three English courses devoted to 3M3. The initial class was held on April 17th, from 10:00 to 11:00 am, followed by another session on April 24th, lasting from 10:00 to 11:00 am. The final session occurred on April 25th, commencing at 01:30 pm and wrapping up at 02:30 pm.

A) Session 01

During the first session, the teacher adeptly employs explicit feedback alongside recasting and repetition of errors, fostering a conducive learning environment. Observers noted a commendable level of pupil engagement, with the teacher ensuring equitable participation by randomly selecting them. Moreover, the teacher supplements instruction with book tasks, providing valuable feedback to guide the pupils in correcting their answers. For example:

a) Explicit Feedback: (*Comparative, faster, advice*)

The pupil 01:|kɒmˈpɪrætɪv|

The teacher: |kəmˈpærətɪv|

The pupil 01:|kəmˈpærətɪv|

The pupil 02: |ˈfæstr|

The teacher: |ˈfæstə|

The pupil 02:|ˈfæstə|

The pupil 03: |ædˈvaɪs|

The teacher: |ədˈvaɪs|

The pupil 03: |ədˈvaɪs|

b) Recast: (*Comparative*)

The pupil: |kɪmˈpærətɪv|

The teacher: |kɔm|

The pupil: |kɔmˈpærətɪv|

The pupil consistently mimics the teacher's pronunciation, regardless of its accuracy.

c) Repetition of Errors: (*biodiversity)*

The pupil: Algerian |ˌbaɪɔdɪˈversɪtɪ| is very rich.

The teacher: |ˌbaɪəʊdaɪˈvɜːrsətɪ|, she adjusted her intonation to make the pupil aware of his mistake.

The pupil:|ˌbaɪəʊdaɪˈvɜːrsɪtɪ|

The teacher: |ˌbaɪəʊdaɪˈvɜːrsətɪ|

The pupil: |ˌbaɪəʊdaɪˈvɜːrsətɪ|

The teacher: Good, now repeat it|ˌbaɪəʊdaɪˈvɜːrsətɪ|

The pupil: |ˌbaɪəʊdaɪˈvɜːrsətɪ|

The teacher: Excellent, once more.

The pupil: Algerian |ˌbaɪəʊdaɪˈvɜːrsətɪ| is very rich.

The teacher: Great job! You’re getting it right.

Feedback during Accuracy Work

In the session, the teacher employed the repeating technique, enhancing verbal instructions with deliberate body gestures and expressive facial clues to reinforce learning. This approach ensures learners receive, multisensory cues, facilitating deeper comprehension and retention of the offered feedback.

Example 01: (*Different*)

The pupil: |ˈdefrent|

The teacher: Repeat again

The pupil:|ˈdɪfrent|

The teacher: |ˈdɪfrənt|

The pupil:|ˈdefrent|

Example 02: *(Family*)

The pupil: |ˈfæmɪlɪ|

The teacher: could you repeat what you have said?

The pupil: |ˈfæmɪlɪ|

The teacher: No, its |ˈfæməlɪ|

The pupil: |ˈfæmɪlɪ|

Feedback during Fluency Work

During fluency activities, the teacher focused on presenting her feedback in the form of gentle correction techniques, giving everyone the chance to engage and also allowing them to correct each other.

During this observation, the teacher is prioritizing a supportive and inclusive learning environment during fluency activities. By using gentle correction techniques, the teacher fosters a non-intimidating atmosphere, encouraging everyone to participate without fear of being corrected harshly. Additionally, allowing pupils to correct each other promotes collaboration and peer learning. The absence of recording mistakes and after-event techniques indicates the lack of using materials during the lesson to empower learners' pronunciation and the neglect of pronunciation among middle school teachers since they depend only on their articulation to correct their errors. Focusing on immediate feedback and ongoing progress encourages pupils to participate without being overly criticized for their errors actively.

B) Session 02

The fundamental type used by the instructor in this session was explicit feedback, which she used to address her pupils to adjust their mistakes. The pupils directly corrected and implemented their adjustments in an identical example to prove their understanding of the lesson on the prepositions "*since*" and "*for*", she asked them to write 3 sentences about each preposition when they were participating, and she corrected both the structure of the sentence and the pronunciation at the same time of each one:

The Pupil: I have take English since 14:00 pm yesterday |jesterdeɪ|

The Teacher: You should say: I have taken an English class for two hours yesterday |jestərdeɪ|

The teacher encouraged them before giving feedback using different utterances such as *“Do not worry, think of it again and you will find it*”, “*Good job carry on*”…etc.

Another type of O F was implemented which is recast. It helps the teacher to support self and peer correction in the classroom since the number of pupils is considered small in comparison with the other schools which assists her in focusing on them individually. Recast is an implicit strategy utilised by Ibn Roched 3rd year teacher for pupils who have a good level of diagnosing their attention. Recast is used in a repetition way as the teacher repeats the same word without emphasizing the mistaken syllable. For instance:

The pupil: Do we have any list for irregular |ɪrɪguːlar|?

The teacher: Yes, the irregular [ɪˈreg.jə.lə] verbs have a list.

Feedback Techniques during Accuracy Work

In the classroom, the teacher often prompts the pupil to repeat what was communicated, yet the pupil invariably returns the same error without rectification. Despite the teacher’s deep familiarity with her class, she employs repeating methods, particularly with pupils who possess an advanced level of proficiency. Surprisingly, even these advanced pupils persist in recapping their grammatical and structural errors, all the while, the mispronunciation persists without correction. The teacher intends to reinforce correct language usage through repetition oversight of mispronunciation persists, signaling a need for greater emphasis on phonetic accuracy in the teacher’s approach.

Repeating (*vulnerable* [ˈvʌl.nər.ə.bl̩])

The Pupil: Reindeer are a vulnerable |vulnrabɔl| species that has lived in Siberia

The teacher: Repeat what you have said.

The pupil: Reindeer are a vulnerable |vulnrabɔl| species that has lived in Siberia.

The teacher: Concentrate, the subject is plural.

The Pupil: Reindeer are a vulnerable |vulnrabɔl| species that have lived in Siberia.

The Teacher: Excellent, Reindeer are a vulnerable |vulnrabɔl| species that have lived in Siberia.

Here, the teacher gave obvious feedback but she did not pronounce the word "vulnerable" correctly which might be well interpreted by the fact that she has a problem with mid-position schwa pronunciation.

Furthermore, gestures and facial expressions emerge as the most frequently utilized techniques for elucidating lessons, ensuring comprehension among pupils. Accurate gestures prove particularly beneficial for pupils of English as a foreign language who may not be entirely familiar with the language nuances. Moreover, *"good*" and "*excellent*" utterances help to increase learners' enthusiasm toward mastering English. Facial expressions play a pivotal role in establishing a unique rapport between the teacher and the pupil, fostering a conducive environment for ideas expression and enhancing overall comfort levels in the classroom.

Feedback Techniques during Fluency Work

Interrupting pupils' mid-speech to rectify their ideas, grammar, or pronunciation is considered unacceptable practice, as elucidated in the theoretical framework. Instead, the teacher's adeptness in actively listening to the pupils

enables her to discern each error and subsequently address it using appropriate techniques. Observations reveal her concerted efforts to remedy every misconception, whether through expressive cues or persistent repetition until the pupil attains self-correction. This patient and attentive approach not only fosters a supportive learning environment but also underscores the teacher's commitment to facilitating comprehensive language acquisition.

C) Session 03

In this session, observers noted that the teacher employed explicit feedback, often repeating errors with accompanying facial expressions to ensure comprehension among the pupils. The teacher utilized supportive language to motivate pupils, fostering an environment where they felt encouraged to share their answers. Furthermore, the researchers observed a healthy interaction among pupils, facilitating peer correction and mutual learning, thereby enhancing the classroom dynamic interaction.

Examples could be mentioned as follows:

a) Explicit Feedback: *(hour, honor*)

The pupil 01: |ˈɔːr|

The teacher: |ˈaʊər|

The pupil 01:|ˈaʊər|

The pupil 02:|ˈɑnɑr|

The teacher:|ˈɑnər|

The pupil 02 |ˈɑnər|

b) Repetition of Error: *(necessary)*

The pupil: Studying is more |ˈnɪsæserɪ| than sleeping.

The teacher: |ˈnɪsæserɪ|, she adjusted her intonation to highlight the make the pupil's mistake.

The pupil: Studying is more |ˈnɪsəserɪ| than sleeping.

The teacher: |ˈnesəserɪ|

The pupil: |ˈnesəserɪ|

The teacher: Good, now say it again |ˈnesəserɪ|

The pupil: |ˈnesəserɪ|

The teacher: "Excellent, one more time

The pupil: Studying is more |ˈnesəserɪ| than sleeping.

The teacher: Well done! You're making progress.

Feedback Techniques during Accuracy Work

In another demonstration of effective feedback techniques, a seasoned educator employed a creative echoing technique to refine her pupil's pronunciation skills. This particular session unfolded with an element of surprise as a good pupil astutely pinpointed a classmate's pronunciation mistake. The teacher skillfully reinforced the correction by audibly repeating the mispronounced word, emphasizing the mistaken portion. This approach not only clarified the correct pronunciation but also underscored the importance of attention to detail and active participation within the learning environment. The example below will clarify more:

a) **Echoing**: (*player*)

The pupil 01: player |pleɪr|

The pupil 02: No, it is player |pleɪə|

The Teacher: Very good, he is a player |pleɪə| |ɪə|

In this particular lesson, the focus was on the pronunciation of words containing silent letters. Observing the teacher's approach, it became evident that she rephrased each word, pinpointing the precise pronunciation mistakes made by individuals. However, in a commendable display of commitment to accuracy, she hesitated rather than offering a potentially incorrect correction to her pupils. This moment revealed her dedication to ensuring the utmost precision in her teaching. As she paused momentarily, it was evident that she was diligently searching for the correct pronunciation, determined not to misguide her pupils. This instance exemplified her unwavering commitment to fostering a learning environment built on accuracy and integrity.

b) **Reformulating**: (*Fastener*)

The pupil: fastener |fastnr|

The Teacher: |fasnə|, have you get it

The pupil: yes, |fasnə|.

Feedback Techniques during Fluency Work

As we have seen in the previous sessions, the dominant technique during the fluency work is gentle correction neither recording nor after the event. The same remarks were taken concerning the current session feedback.

D) Learners' Difficulties in Pronouncing the Schwa Sound

The number of pupils in Ibn Roched Middle School was relatively small in comparison with the other schools. Researchers noticed that comprehensibility was fully reached except for weak pupils. Their main problem was the intelligibility of the teacher's utterances since they mispronounced most of the words and replaced short vowels with long ones such as comparative |kɪmparatɪv| instead of |kəmparətɪv|, Christmas |krɪsmas| instead of |krɪsməs|, critically |krɪtkalɪ| instead of |krɪtɪklɪ|. Another problem marked among pupils of this class is intra-lingual errors. Many words are pronounced as French words such as since |sens|, Native |natɪv|, and adjective |adʒektɪv|, and many |manɪ|. Moreover, concerning the weak pupils, they generalize the pronunciation rules; for instance, if the (l) is silent in the word castle it will be silent in all other words.

E) Learners 'response to teacher's corrective feedback

Pupils exhibiting high-level proficiency in pronouncing the schwa sound demonstrate that they have adopted the language and possess the necessary skills to pronounce it correctly. Consequently, these pupils may require less intervention or feedback in this area compared to their peers. Moreover, the majority of pupils refine their pronunciation of the schwa sound after receiving feedback, highlighting the effectiveness of teacher feedback in enhancing pronunciation skills. This responsiveness to feedback underscores pupils' active engagement in refining their pronunciation abilities.

Additionally, observation of good interaction among pupils, including mutual correction, indicates a collaborative learning environment where pupils actively support each other's learning. Such peer interaction not only reinforces learning but

also provides additional opportunities for practice and improvement. However, it is noted that the English teacher sometimes refrains from providing feedback on certain words which may suggest either a prioritization of feedback on more critical areas or a need for increased attention in certain aspects of instruction.

For example: *(silent, opinion*)

The word |ˈsaɪlənt|

The pupil pronounces it: |ˈsaɪlɪnt|

The word |əˈpɪnjən|

The pupil pronounces it: |ɔːˈpɪnjən|

Overall, these notes highlight a positive learning environment where pupils are actively engaged in improving their /ə/ pronunciation skills, both through teacher feedback and peer interaction. They also suggest areas where the teacher could potentially adjust their feedback strategies to ensure comprehensive support for all third-year middle school pupils.

2.2.1.3. *Analyses of Classroom Observation of the third School*

The researchers attended three 3M2 English classes: the first on March 18th from 9:00 to 10:00 am, the second on April 21st from 10:00 to 11:00 am, and the third on April 22nd from 9:00 to 10:00 am.

A) Session 01

During this session, the teacher relied on providing explicit and metalinguistic feedback to her pupils. Despite the teacher's efforts, there was a noticeable lack of interaction and participation from the pupils, showing a potential disengagement with

the tasks. This disengagement may have contributed to pupils appearing careless and unfocused during the session. Additionally, the classroom environment was described as noisy, likely due to the large number of pupils.

The examples

a) **Explicit Feedback**: *(litter, environment*)

The pupil 01: |ˈlɪter|

The teacher: |ˈlɪtər|

The pupil: |ˈlɪtər|

The pupil 02: |ɪnˈvaɪrement|

The teacher: |ɪnˈvaɪrənmənt|

The pupil 02: |ɪnˈvaɪrənmənt|

b) **Metalinguistic Feedback**: (*Recycling)*

The pupil: |rɪˈsklɪŋ|

The teacher: Think again about your pronunciation.

The pupil: |rɪˈsklɪŋ|

The teacher: |rɪˈsaɪkəlɪŋ|

The pupil: |rɪˈsaɪkəlɪŋ|

Feedback during Accuracy Work

During accuracy work the teacher employed a technique of repetition and employed various expressions and reformulations to assist her pupils in rectifying their schwa pronunciation errors.

a) **Repeating:** (*absent*)

The pupil: |ˈæbsɪnt|

The teacher: repeat, please!

The pupil: |ˈæbsɪnt|

The teacher: |ˈæbsənt|

The pupil: |ˈæbsənt|

b) **Reformulating**: (*gazelle*)

The pupil: |gæˈzel|

The teacher: |gəˈzel|

The pupil: |gæˈzel|

As a result, despite the teacher's reformulation, the pupil did not rectify his schwa |ə| pronunciation.

Feedback during Fluency Work

During the Fluency Work, the teacher employed a gentle correction technique, refraining from interrupting her pupils when they mispronounced words. Instead, she provided delayed feedback, allowing pupils to continue speaking without disruption. This approach fosters a supportive learning environment, where pupils feel encouraged to practice without fear of constant correction. Additionally, the absence of recording mistakes and the lack of an after-the-event technique suggests a focus on real-time improvement rather than dwelling on errors after they occur.

B) Session 02

The teacher heeded explicit feedback by demonstrating the correct form of erroneous words to her pupils. However, despite these efforts, they did not refine their pronunciation of the schwa sound, as evidenced by this example.

Explicit Feedback (*biodiversity*)

The pupil: |bɪɔdɪ|….pause

The teacher: Yes finish the word

The pupil: |bɪɔdɪ|….pause

The teacher: |ˌbaɪ.əʊ.daɪˈver.sɪ.ti|

The pupil: |ˌbaɪ.əʊ.daɪ|…..pause again

The teacher: Uhh! Sit-down

Feedback during Accuracy Work

In this session, precision was prioritized through the repetitive correction of the same errors. However, while the teacher diligently reinforced corrections, there was a notable absence of emphasis or additional support for pupils struggling with grasping the concept.

Repeating (*The*)

The pupil: The |ðu| date is Sunday, April 21st, 2024

The teacher: Repeat |ðə| once more.

The pupil: |ðu|

The teacher: Okay no problem

The pupil did not rectify his correction, the same time the teacher did not emphasize the correction. As the researchers noted, the pronunciation of this article is a common problem among all classroom pupils since they articulate it as |ðu|.

Feedback during Fluency Work

Once again, the teacher neglected to provide verbal feedback to her pupils after hearing their responses. She maintained a neutral facial expression and didn't utilize gestures, simply responding with a generic *"yes*" or *"no*" to their answers. Additionally, she didn't incorporate technological tools, such as recording devices or Bluetooth speakers, to enhance the pupils' listening skills. Furthermore, she failed to address previous errors or mistakes in the post-session discussion as a means of improvement.

C) Session 03

During the last session, the teacher primarily employed explicit feedback, although frequently. However, there was an issue with time management as she allocated a significant portion for writing tasks, leaving only 15 minutes for practice, despite the sessions' focus on task completion. This affected the researchers' ability to note various aspects due to the constrained timeframe imposed by the teacher's scheduling. Furthermore, there was a lack of interaction, with only a few pupils actively participating.

Explicit Feedback: *(easier)*

The pupil 02:|ˈiːzɪr|

The teacher: |ˈiːzɪə|

The pupil 02: |ˈiːzɪə|

Feedback during Accuracy Work

It's observed that during the last session, the researchers noticed that the teacher relied solely on the technique of reformulation. This indicates that the teacher primarily uses reformulation as a strategy to improve accuracy, possibly indicating a limited range of teaching methods employed during this session. For example:

Reformulating: *(nicer)*

The pupil: Cats are |ˈnaɪser| than dogs.

The teacher: Cats are |ˈnaɪsər| than dogs.

The pupil: Cats are |ˈnaɪsər| than dogs.

Feedback during Fluency Work

In this observation, during fluency-focused work, researchers observed that the teacher did not employ "*gentle correction*" or "*record mistakes'* techniques, or utilize any form of after-event review. This shows a lack of emphasis on error correction and reflection, potentially impacting the learners' ability to improve fluency effectively.

D) Difficulties in Pronouncing the Schwa

Many pupils struggle with concentration and interest, hindering their understanding of the lesson and overall material. This lack of comprehension often leads them to rely on the teacher's explanations, particularly those who sit in the front rows. Also, many pupils struggle to grasp English words, prompting the teacher to translate them into Arabic.

Notably, the problem of intra-lingua of the French language makes the pupils transfer the pronunciation rules of French to English, particularly vowels and the letter G. While French dictates a consistent pronunciation for the letter G, English pronunciation rules differ, leading to confusion and difficulty among pupils.

These examples will clarify more about how they pronounce both vowels and the letter “G”: Get |ʒet|, connect |kɔnekt|, the result |ðu rɪzalt|, other |ɔðr’|…etc.

E) Learners’ Response to Schwa Correction

During the three observation sessions within the 3M2 classroom, researchers discerned a notable pattern in pupil behavior: a tendency to replicate the precise pronunciation modeled by the teacher even when her pronunciation contained errors, such as mispronunciations of the schwa sound like the words: sociable|ˈsəʊʃəbl| she pronounced it|ˈsʊːʃebl|, oxygen|ˈɑːksɪdʒən| she pronounced it|ˈɑːksɪdʒɪːn| and compare |kəmˈper| she pronounced it |kɒmˈper| and she pronounced the word “release as realize” the pupil repeated it as realize and she didn’t provide any feedback.

This observation underscores the influential role of teachers as linguistic models for their pupils. Pupils often look to their teachers as role models and mimic their pronunciation as a learning way of language skills. However, this imitation causes problems if the teacher’s pronunciation contains errors or inconsistencies. It highlights the importance of teachers demonstrating accurate pronunciation and providing clear linguistic models for their learners.

Despite receiving feedback from the teacher, pupils continued to replicate the same errors, indicating a lack of correction and reinforcement for correcting the schwa sound pronunciation. Furthermore, the teacher’s feedback approach seemed

to lack focus and depth, with minimal emphasis on providing examples, illustrations, or creative methods to enhance pronunciation skills.

Additionally, the observers noted the teacher's lack of respect for practice time; allocating only 10 or 15 minutes at the end of the session, suggests a disregard for the pupils' time and limits their opportunity for meaningful practice. This can hinder the progress of all pupils, as they might not receive adequate time to be engaged with the tasks.

Moreover, the low level of interaction and participation in the 3M2 classroom indicates a potential disconnect between the teacher and pupils, which can impact the overall learning experience. Without active engagement, pupils may struggle to grasp concepts fully and feel disengaged.

2.3. Section Three: Discussion of the results

2.3.1. Discussion of the Findings

According to the data collected by the class observation tool in this academic work, researchers find that the teachers of two schools prefer to deliver their feedback immediately, specifically about one error. Moreover, the tutors occasionally employ oral tasks once they finish the lesson to ensure their pupils' comprehension makes their feedback actionable. Concerning the O F understanding of these pupils, the researchers observed a notable distinction in the classroom dynamics where diligent pupils conscientiously heeded their teachers' corrections. The less proficient pupils seemed to disregard the educators' attempts for rectification.

The second middle school teacher used explicit, meta-linguistic, and repetition of error techniques based on the level of the pupils and the errors they make. The

first school teacher opts for echoing as a different technique to emphasize the portion of the mispronounced words that contain the sound /ə/. Consequently, these types immediately improved the pupils' schwa |ə| pronunciation. However, for the English teacher of the third institution, immediate and delayed feedback was provided which was a clear reason for the mispronunciation of the schwa sound. So, she used only explicit feedback to make her pupils adjust their errors.

2.3.2. Answering the research questions

2.3.2.1. *The answer to the first research question*

Regarding the response to the initial inquiry posed: "*Does teachers' verbal feedback contribute to enhancing the third-year middle school pupils' proficiency in pronouncing the 'schwa' sound?*" The following rationales were cited. As mentioned in the theoretical part the schwa |ə| sound is an unstressed, weak, and neutral vowel sound. This mid-central vowel could be obligatory or non-obligatory. Examining observations from the first school reveals that pupils in the 3M2 classroom mimic what they hear regarding this particular sound. When the teachers articulate it accurately, the pupils follow them; however, if there's an error in schwa pronunciation, the pupils replicate it because they do not receive any lesson about the accurate schwa pronunciation of this vowel in their curriculum.

This repetition could be beneficial and detrimental at the same time because if the teacher pronounces the word correctly the pupil will say it in the right manner. If the teacher's pronunciation is wrong, the pupils will take it as it is.

Contrary to what was stated in the title of '*Teaching English Pronunciation in the Algerian Middle School*" the Algerian middle school curriculum of the English

language devotes considerable attention to English pronunciation which is not practically applied in reality. However, its application is neglected in middle schools since it is just integrated with the lesson of *"I listen and do"* in the last ten minutes, the full concentration is on the grammatical rules that take a great part of the syllabus.

On the other hand, in the third school the 3M2 pupils were completely careless only 5 participated among 41 pupils with the teacher this hindered the pupils' ability to focus and adjust their pronunciation and if she corrected their errors, they just repeated after her.

In contrast to the performance of the third-year middle school pupils in the other two schools, those in the second institution 3M3 demonstrated enhanced proficiency. One contributing factor is their smaller class size, comprising 29 pupils. With fewer individuals, all were actively involved, readily seeking clarification for any uncertainties, save for approximately 4 or 5 who exhibited indifference. As elucidated by the researchers in the analysis section, the majority of pupils replicated their teacher's schwa pronunciation, with three exceptions who showed commendable mastery in both the final and mid-positions of the schwa sound.

The problem of the schwa |ə| sound pronunciation was found in both the initial position and the mid-position since the observed pupils transferred the French rules of vowel pronunciation to the English one. Additionally, remarkable mistakes were recorded by the two researchers from the three teachers about the schwa in the initial position, such as: about |abaʊt|, occasion |ɔkeɪʒən|, Tunisia |tju:nizɪa|, appropriate |aprɔprɪət|, achievement |atʃi:vment|, another |anaðə|, among |amʌŋg|.

These two reasons help to increase pupils' errors of the schwa |ə| sound in the initial position.

Although the great importance of teaching pronunciation separately as mentioned in this quotation: '*NS are at their most authoritative on matters of phonology, less so on morphology, less still on syntax, and less on semantics*"(Rogerson-Revell. P, 2011, p.5), the researchers noticed the lack of technology means and listening tools inside Cheria's Middle schools which may cause many difficulties since the pupils do not have the opportunity to listen to English native speakers, they never could pronounce it well. Additionally, some teachers do their best to correct the pupils' errors immediately and explicitly as Brookhart claimed: *"Feedback needs to come while students are still mindful of the topic, assignment, or performance in question*.'(2008, p.10).

All in all, the answer to the first research question is, *"Does teachers' oral feedback help to increase pupils' pronunciation proficiency of the sound*?" According to all the observed aspects, the answer is *"yes."* The teachers' oral feedback helps to increase and enhance the pupils' schwa pronunciation proficiency. Due to the sensitivity of this phonological sound, this feedback should be delivered correctly since the wrong articulation may cause fossilization for a long period.

2.3.2.*2 The answer to the second research question*

Concerning the second question of our research which stated: "*Do third-year middle school pupils refine their pronunciation of the schwa*\ ə\ *sound based on the teacher's oral feedback*", the answer is "Yes" because the researchers noticed that high-level pupils at the second and the first middle Schools are willing to refine their schwa pronunciation based on oral feedback from their teachers, they have the

ability to actively engage with feedback types as we have mentioned in the examples in the analysis section but there are some pupils who have difficulties in pronouncing English vowel keep repeating the same error even after the teachers' corrections.

Whereas in the third school researchers have noticed that the teacher had some schwa pronunciation mistakes, especially in pronouncing the initial and mid-position schwa. Also, the teacher's feedback is delayed and ineffective, she rarely provides them with feedback, and the pupils are not actively engaged, rather they prefer imitating the same pronunciation of their tutor even though the pronunciation is inaccurate.

2.3.3. Summary of the results

After a thorough analysis of the data, accompanied by comprehensive discussions and interpretations of the results, the following conclusions have been drawn: The hypothesis posited in this academic study is: "*Teachers' oral feedback enhances third-year middle school pupils proficiency in pronouncing the schwa* \ə\ *sound, providing them with opportunities to correct any pronunciation errors they may have made*." has been substantiated. Accurate feedback plays a pivotal role in refining pupils' pronunciation skills. Notably, while Brahmi Tabai's teacher lacked in providing pupils with corrective opportunities, instead opting for direct corrections, both Bakhouch Mohammed bin Sedrati and Ibn Rashid demonstrated the efficacy of incorporating error correction as an integral part of oral feedback.

2.3.4. Limitation of the Study

Researchers endeavored to produce dependable results, yet encountered limitations throughout the research process:

1. Despite efforts to ensure reliability through triangulation with a research questionnaire, time constraints hindered the process.
2. Researchers' access to middle schools for data gathering was restricted by the delays in obtaining permission from the Directorate of Education
3. The absence of the Brahmi Tabai teacher challenged researchers' attendance.
4. The commencement of the class observation coincided with the spring holidays.

2.3.5. Recommendations

Based on the study, researchers found that teachers can improve pupils' pronunciation proficiency of the schwa sound in foreign language middle school classrooms. Therefore, we suggest some pedagogical recommendations for both teachers and pupils.

2.3.5.1. For pupils

- Pupils should avoid repeating the same error after receiving oral feedback from their teachers.
- Pupils should actively consider and apply their teachers' corrections rather than being passive learners.
- Pupils do not need to rely solely on their teachers for pronunciation improvement but should also search for other sources independently.
- Pupils have not to embrace mistakes as a natural part of the learning journey and not feel embarrassed by them.

2.3.5.2. For Teachers

- Teachers should utilize various forms of oral feedback to fit different learning styles.
- Teachers should understand the significance of employing effective strategies and creative methods to enhance pupils' oral skills.
- Teachers are required to create a comfortable and enjoyable learning atmosphere.
- Teachers' ought to encourage all pupils to engage in classroom activities.
- This finding underscores the need for tutors to be mindful of their pronunciation habits and to strive for clarity and correctness in their speech, as their words serve as powerful models for their pupils.

General Conclusion

Our research aims to explore the middle school pupils' refinement of the schwa |ə| pronunciation proficiency after getting the right feedback from their teachers. The main two sources that the feedback section is based on are Brookhart Susan. M, Nancy Frey, and Douglas Fisher. The pronunciation section sources are arranged between primary and secondary sources (books and articles) such as Jim Popham, Crystal… etc. Collecting the literature review about both pronunciation and feedback was an essential step in providing a clear overview of the two research variables.

The second chapter discussed the methodology of the research in which we have chosen the qualitative method and class observation as an instrument to prove or disprove this research assumption. The chapter's second section is devoted to the analysis of the collected data, the discussion where we have answered the posed questions, the limitations, and some recommendations.

Consequently, it is proved that oral feedback is a necessary element that teachers should provide in the FL classroom because it assists in improving the middle school pupils' schwa |ə| pronunciation. If the oral feedback is transmitted accurately, it will be effective and enhanceable. However, teachers' pronunciation mistakes will negatively affect pupils' articulation.

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Appendices

Appendix A

Date:……. **The School:……**

Time:…… **Class:…….**

Research Questions:

1- Does teachers` oral feedback help to increase pupils` pronunciation proficiency of \ə\ sound?
2- Do pupils refine the pronunciation of \ə\ based on the teacher's oral feedback?

Checklist:

Criteria of feedback:

Timely:

- ☐ Yes
- ☐ No

Specific:

- ☐ Yes
- ☐ No

Understandable:

- ☐ Yes
- ☐ No

Actionable:

- ☐ Yes
- ☐ No

Oral Feedback Types:

- ☐ Explicit feedback
- ☐ Recast
- ☐ Clarification Request
- ☐ Metalinguistic feedback
- ☐ Elicitation
- ☐ Repetition errors

Teachers` Role during Oral Activities

1-Feedback during accuracy work

Showing Correctness:

- ☐ Repeating
- ☐ Echoing
- ☐ Statement and Question
- ☐ Expression
- ☐ Hinting
- ☐ Reformulating
- ☐ Getting it right

1-Feedback during fluency work

- ☐ Gentle Correction
- ☐ Recording mistakes
- ☐ After the event

Difficulties in pronouncing The Schwa Sound:

……

……

……

……

……

Learners Response to /ə/ correction:

……

……

……

……

Appendix B

الجمهورية الجزائرية الديمقراطية الشعبية

وزارة التربية الوطنية

مديرية التربية لولاية تبسة

مصلحة التكوين والتفتيش

الرقم: 302 /م.ت.ت /2024

مديـر التربيـــة

إلـى السيد: مدير متوسطة براهمي التابعي/الشريعة

* مدير متوسطة العلامة ابن رشد/الشريعة

* متوسطة بخوش امحمد بن السدراتي /الشريعة

الموضوع: إستقبال طالب(ة) متربص(ة)

مرجع :مراسلة جامعة الشيخ العربي التبسي –تبسة– كلية الآداب واللغات

قسم اللغة الإنجليزية دون رقم ودون تاريخ.

عمـــــــلا بمـــا جـاء فـي المـــرجـع المـذكـــور أعـلاه،

يشرفنـــي أن أطـــب مـنكم السمـاح للمتربـــصات:بلهوشات شيماء ، عثماني نبيهة

بالتربـص الميدانـي داخـل مؤسستكـــم في الفتـــرة الممتـدة من 2024/03/04 إلـى

غايـة نـهايـة التربـص مـع احتـرام القوانيـن الداخليـة للمؤسسة.

تبسة في : 2024/03/004

مديـــر التربيـــــة

رئيسة مصلحة التكوين و التفتيش

ش بوقرونش

Résume

Le présent article explore le rôle de la rétroaction orale du professeur d'Anglais dans l'amélioration de la prononciation des élèves du son schwa |ə|. Selon l'hypothèse, la rétroaction orale des enseignants améliore la capacité des élèves de troisième année du collège à prononcer le son schwa |ə| et leur donne l'occasion de corriger les erreurs de prononciation qu'ils ont pu commettre. Cette étude opte pour la méthode de recherche qualitative en utilisant l'observation en classe comme seul outil de base pour identifier les erreurs et les difficultés lors de la production linguistique des élèves et pour observer si les élèves affinent leur prononciation schwa en fonction de la rétroaction orale de leur tuteur. Nous avons noté que la rétroaction orale de l'enseignant est une stratégie efficace qui peut aider les élèves à prononcer le son schwa. L'observation en classe a été menée à Cheria dans trois collèges avec 103 élèves dans trois salles de classe. Les résultats soulignent que la rétroaction orale des enseignants aide à améliorer la prononciation du son schwa chez les élèves de 3e année du collège. Donc, la première réponse à la question est « oui » puisque les enseignants de ces élèves fournissent la rétroaction orale nécessaire et que les élèves rectifient leur prononciation de schwa lorsqu'ils reçoivent la rétroaction. Pourtant, l'hypothèse formulée est prouvée. En outre, il semblait clair que la rétroaction orale de l'enseignant joue un rôle essentiel pour encourager les élèves à améliorer leur maîtrise de la prononciation concernant le son schwa, Une rétroaction orale efficace favorise la capacité des élèves à corriger leurs erreurs et à affiner leur prononciation schwa. Sur la base des résultats, certaines recommandations ont été proposées pour favoriser la rétroaction orale dans les activités orales en classe et guider les élèves du collège pour améliorer leur prononciation des voyelles anglaises, à savoir le son schwa.

Mots-clés : Rétroaction orale des enseignants, prononciation, Schwa, élèves

الملخص

تستكشف ورقة الدراسة هذه دور التعليقات الشفوية لمعلم اللغة الإنجليزية في تعزيز إتقان نطق التلاميذ لصوت. بناءً على شوا، |ə| هذا الافتراض، فإن «التعليقات الشفوية للمعلمين تعزز كفاءة تلاميذ الصف الثالث الإعدادي» في نطق صوت مما يوفر لهم فرصًا لتعديل أي أخطاء نطق قد يكونوا قد ارتكبوها. تختار هذه الدراسة طريقة البحث النوعي باستخدام الملاحظة في الفصل الدراسي كأداة أساسية وحيدة لتحديد الأخطاء والصعوبات أثناء إنتاج لغة التلاميذ وملاحظة ما إذا كان التلاميذ يصقلون نطق شوا بناءً على التعليقات الشفوية لمعلمهم. لاحظنا أن التعليقات الشفوية للمعلم هي استراتيجية فعالة يمكن أن تساعد التلاميذ في نطق صوت شوا. تم إجراء المراقبة في الفصل الدراس في دائرة الشريعة في ثلاث مدارس متوسطة مع 103 تلميذ في ثلاثة فصول دراسية. وأشارت النتائج إلى أن «التعليقات الشفوية للمعلمين تساعد على زيادة كفاءة نطق تلاميذ الصف الثالث الإعدادي» لصوت شوا. لذا، فإن إجابة السؤال الأولى هي «نعم» لأن معلمي هؤلاء التلاميذ يقدمون التعليقات الشفوية اللازمة وكذلك يقوم التلاميذ بتصحيح نطق شوا عند حصولهم على التعليقات الصحيحة. ومع ذلك، تم إثبات الافتراض المصوغ. علاوة على ذلك، بدا واضحًا أن ردود الفعل الشفوية للمعلم تلعب دورًا اساسيا في تشجيع التلاميذ على تحسين كفاءتهم في النطق فيما يتعلق بصوت شوا، وتعزز التعليقات الشفوية الفعالة قدرة التلاميذ على تصحيح أخطائهم وصقل نطقهم. بناءً على النتائج، تم اقتراح بعض التوصيات لتعزيز التعليقات الشفوية

في الأنشطة الشفوية للفصول الدراسية وتوجيه تلاميذ المدرسة الإعدادية لتحسين نطقهم لأحرف العلة الإنجليزية، أي صوت شوا.

الكلمات الرئيسية: المعلمون "ردود الفعل الشفوية، النطق، شوا، التلاميذ