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DEPARTMENT OF FOREIGN LANGUAGES /ENGLISH SECTION

**THE DIFFICULTY OF PRONOUNCING THE /P/ PHONEME
FOR ARAB LEARNERS OF ENGLISH**

(The case of Students of English originating from El-Oued and El-Hdjira)

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Dedication

I dedicate this modest work to

Allah my guider and saver

My dear mother, my father.

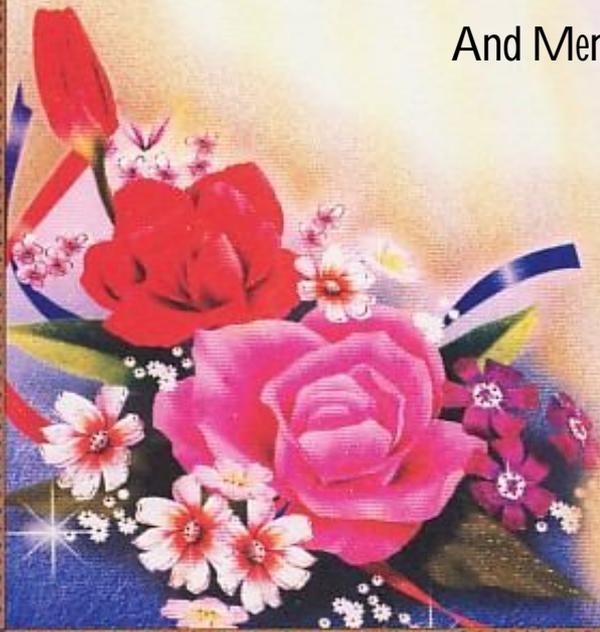
To My Brother **Youcef**

My sisters **Djamila, Safia, Asma** and **Ikram**

I appreciate their patience and their understanding

To my friends Asma, Zina, Chyma, Yosra, Somia,

And Meriam



Acknowledgment

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Abstract

The study aims at investigating the difficulty of pronunciation Arab learners originating from El-Oued, and El-Hdjira face when learning the English language. It focuses on the /p/ phoneme as it is most commonly mispronounced. Related to the reasons of this difficulty, the errors resulting from it and the ways these errors could be predicted and overcome, it provides a literature review. It aims also at reviewing which methods teachers use to correct their learners' pronunciation errors and which are better to use.

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List of Abbreviations

GAS: Giving Answer Strategies.....35

PAS: Prompting Answer Strategies.....36

TL: Teacher Talk.....40

L2: Second Language.....40

LT: Learner talk.....41

LMD: Licence Master Doctoral.....41

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2.1. Table 1: The Phonemic Inventory of Arabic and English Consonants

place Manner	Bilabial	Labiodental	Interdental	Dental	Alveolar	Post-Alveolar	Alveo-palatal	Palatal	Velar	Uvular	Pharyng-eal	Glottal
Stops	p b ⓑ			Ⓣ ⓓ Ⓣ ⓓ	t d				k g Ⓚ	Ⓠ		ʔ
Affricates						tr dr	tʃ dʒ					
Fricatives		f v ⓕ	θ ð Ⓣ ⓓ ⓓ̣	s z Ⓢ	s z		ʃ ʒ Ⓢ Ⓠ	ç		χ ʁ	ħ ʕ	h h
Nasals	Ⓜ Ⓜ			Ⓝ	n				ŋ			
Laterals				Ⓛ Ⓛ	l							
Flap				Ⓡ								
Semivow-els	w Ⓦ				r			j Ⓣ				

The Arabic Consonants are encircled: (Adapted from : Papers and studies in contrastive linguistics vol.XXVII.1993)

General Introduction

In phonetics' sessions students are exposed to spoken language. They are supposed to understand and respond to the different utterances they hear from their teacher. The outcome of these sessions is an approximate native-like pronunciation. A first step in teaching pronunciation is teaching the notion of the phoneme.

The phoneme is a basic unit in the sound system of a given language .Together with other phonemes, it makes up longer meaningful linguistic units. These units may lose their meaningfulness in case of error production in pronunciation.

Foreign learners of English are due to commit errors in pronunciation. In this study our concern is to investigate the error resulting from the difficulty of pronouncing the /p/phoneme for students originating from El-Oued and El-Hdjira.

Aim of the Research

In this piece of research, we aim at highlighting the problem of pronouncing the /p/ phoneme for students of English originating from El-Oued and El-Hdjira. Our concern is to investigate why students substitute the /p/ phoneme with the phoneme /b/.Regarding the the situation, we are due to find the reasons behind such error production to help teachers be aware of the different notions of weakness and to improve students' performance.

Research Question

Why foreign students of English originating from El-Oued and el-Hdjira face difficulty in pronouncing the /p/ phoneme?

Hypothesis

It is hypothesised that foreign students of English originating from El-Oued and El-Hdjira face difficulty in pronouncing the/p/ phoneme due to the interference of the mother tongue which does not include the/p/. As they are most close to Classical Arabic, they tend to use the phoneme /b/ which is much familiar to them than the phoneme /p/.

Population

Foreign Students of English originating from El-Oued and El-Hdjira at Kasdy Merbah University-Ouargla.

Questions to be Answered through Research

- 1-What errors foreign learners commit when facing difficulty with the second language?
- 2-Why do students of el-Oued and El-Hdjira face difficulty in pronouncing the /p/ phoneme?

Key Words

Distinctive feature theory, error, error analysis, feedback, interference, oral errors, transfer, phonetics, phonology, phoneme, plosive, phonemic problems, pronunciation.

Distinctive Feature Theory

A classificational system used to describe phonemes on the basis of their articulatory or acoustic features. Distinctive feature theory tends to identify the elements that distinguish each phoneme from the other. There is a disagreement on how to define features. The two major approaches about distinctive feature theory are:

Roman Jakobson and Moris Halle's Approach (1956)

The phoneme is seen as a 'Bundle' of phonetic distinctive features. These features are organized in pairs, defined primarily in acoustic terms.

Chomsky and Halle's Approach (1968)

The approach pays more attention to the phonetic realization of the underlying features. The Phoneme is defined primarily in articulatory terms.

Feedback

A term used to refer to the information learners receive about their performance in class. Feedback may be either positive with the purpose of reinforcing what the learner has said or negative with the purpose of indicating that his utterance is wrong.

Phonetics

The science which studies the characteristics of the human's spoken language (speech sounds) and provides methods for its description, classification, and transcription. It has three main branches.

Acoustic Phonetics

A branch of phonetics dealing with the sound waves and the ways in which vowels and consonants are transmitted through the air from the speaker to the hearer.

Articulatory Phonetics

A branch of phonetics which describes how vowels and consonants are produced or 'articulated' in various parts of the mouth and throat.

Auditory phonetics

A branch of phonetics dealing with the ways in which the hearer's brain decodes the sound waves back into the vowels and consonants originally intended by the speaker.

Phoneme

The minimal unit in the sound system of a language. The study of phonemes is the study of the speech sounds in their primary function. The phonemes of a particular language are those minimal distinct units of sound that can distinguish meaning in that language for instance, the /p/ and /b/ phonemes distinguish in minimal pairs e.g.: 'pin' and 'bin'.

Phonology

A field in linguistics studying the sound system of languages. The human vocal apparatus can produce an unlimited number of sounds, these are studied by phonetics. A particular language may consist of only a small number of sounds, these are studied in phonology. The sounds are described as a group of contrasts which are analyzed in terms of phonemes, distinctive features, or other phonological units, according to the theory used. Phonology aims at describing the different situations in which the sound can be found in a spoken language.

Plosive

A term used in phonetics to refer to a consonant classificational feature, on the basis of the manner of articulation. It refers to a sound mode when a complete closure in the vocal tract is suddenly released; the air pressure which has built up behind the closure rushes out with an explosive sound e.g. [p, b, t, d, k, g]. Plosion is the term used to refer to

the outwards movement of the air upon release. Plosive consonants are also called stop consonants.

Pronunciation

The term pronunciation refers to the way sounds are produced. Teachers of pronunciation aim at teaching pronunciation standards. Pronunciation is a prime segment of any language.

Structure of the dissertation

The study is classified into three chapters studying the problem and answering the different research questions. The first chapter deals with error analysis. The second chapter deals with a Contrastive analysis between Arabic and English at the level of consonants and distinctive feature theory. The third chapter deals with error correction and feedback.

Chapter One

ERROR; MISTAKE; ERROR ANALYSIS AN OVER VIEW

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1.0.Introduction

The first chapter of the study is a review of researchers' view points on the notion of error. It provides an account on how an error is looked at from different perspectives. It also highlights the distinction made between an error, a lapse, and a mistake. Before it reviews the different types of phonological errors, it indicates the classifications on which errors are categorized. Contrastive analysis is another key element in this chapter because it creates an understanding of procedure in chapter two. At the end, as the study aims at investigating the reasons behind error production in pronunciation, it provides the causes of errors in foreign language learning and the factors that influence their pronunciation performance.

1.1. Error

An error is a form, a structure, or a linguistic item that the teacher regards as inappropriate and/or unacceptable, because it leads to misunderstanding. The Term 'error' has been defined from different perspectives.

H.V. George cited in Rippel (1983:7) defines 'error' as: "An unwanted form, specifically, a form which a particular course designer or teacher does not want"

George's perspective on error regards the psychological status of the learner. His point of view leans on the role of affect in language learning.

Long cited in Hashimoto (no date:11) defines 'error' as: "Any phonological, morphological, syntactic, or lexical deviance in the form of what students say from a standard variety of English which is attributable to the application by the learner of incorrect grammatical rules"

Long's definition is regarding learners' erroneous language as different or abnormal from the original foreign language. He emphasizes accuracy.

Hendrickson (cited in Hashimoto Ibid) defines 'error' from a teacher's perspective as "an utterance, form, or structure that a particular language teacher deems unacceptable because of its inappropriate use or its absence in real life discourse"

The above mentioned view seems to look at errors in the way they are inappropriate according to the native speaker.

Dulay, Burt and Krashen (cited in Hashimoto: Ibid) refer to error as "any deviation from a selected norm of language performance, no matter what the characteristics or cause of the deviation might be"

These researchers agree with Long's view in the point of deviancy but disagree in focus. They believe in fluency i.e. that is any difference even a slight difference is harmful to the standard form or structure, but the difference does not mean always error production.

Chaudron's Criteria (1986 cited in Hashimoto no date: 11) identifies error as "an additional linguistic or other behavior that the teacher reacted to negatively or with indication that improvement of the response was expected"

In Chaudron's (1986) view errors apart from being linguistic they could be any behavior the teacher regards unacceptable, this is somehow generally speaking because a teacher may believe that something is wrong whereas another teacher may not believe so.

Richards and Schmidt (2002: 184) identify error as "The use of a linguistic item in a way which a fluent or native speaker of the language regards as showing faulty or incomplete learning"

The afore mentioned view also shares the idea that an error is identified from comparison between the learner's language and the standard native model, it refers also that error is due to incomplete knowledge about the target language.

1.1.1. Error Vs Mistake

Corder (cited in Rippel 1983:8) defines 'error' and 'mistake' as two different words, he relates error to lack or incomplete knowledge in the target language, an error according to him is a natural phenomenon the learner cannot control or self correct. He regards errors to be systematic; they occur regularly and show the learner's state and progress in the learning process. Corder (Ibid) states "the systematic errors of the learner from which we are able to reconstruct his knowledge of the language to date, i.e. his transitional competence"

The transitional competence is the knowledge the learner possesses at a certain stage of learning that is the language he modifies each time he is corrected. Corder's view uses the Chomskian competence and performance dichotomy.

Mistakes according to Corder (cited in Hashimoto no date: 10) and Ellis (1997:17) are errors the learner makes due to his psychological state. They occur due to fatigue, inattention, hesitation or any other disruptive feature, preventing the learner from performing his "linguistic competence".

Ellis (Ibid) states "Mistakes reflect occasional lapses in performance; they occur because, in a particular instance, the learner is unable to perform what he or she knows"

Corder regards mistakes as unsystematic because they are not due to lack of knowledge but to a certain state of the learner. Corder (Ibid) also states “We [native speakers] can recognize our own mistakes for what they are. This is not usually the case with mistakes by learners”

Corder claims that mistakes are also made by native speakers. The only thing is that they recognize them as opposite to the foreign learners whose fatigue, inattention, or hesitation prevents them from recognizing their mistakes.

In the case of the articulation of /b/ instead /p/ we cannot seem to take it as a lapse or a mistake. Foreign learners do not mispronounce because they are tired or inattentive but because they do not have the same way of articulating /p/ like that in English.

1.1.2. Slips (Lapses) and Attempts

Slips of the tongue, lapses and attempts are mistakes made by native and non-native speakers of a language. Corder (1973:123) states that “since many of these lapses seem to increase in frequency under conditions of stress, indecision, and fatigue, it is to be presumed that the second language learner will demonstrate similar lapses in performance, where all these conditions are likely to be more pronounced”

Edge (cited in Harmer 2001:99) defines Attempts as “when a student tries to say something but does not yet know the way of saying it”.

1.1.3. Competence Vs Performance

‘Competence’ is the inside knowledge a person possesses on a particular language, whereas, ‘Performance’ is the way he represents this knowledge in practice. Chomsky (cited in Rippel 1983:7) states “A distinction must be made between what the speaker of a language knows implicitly (what we may call his competence) and what he does (his performance)”

Chomsky's distinction is useful in differentiating between an error and a mistake. He represents the set of rules the learner possesses as Competence and the rules he uses in practice as performance. Errors reflect a lack of knowledge in Competence and mistakes reflect a misuse of what is inside the learner's mind, they appear in performance.

1.1.4. Accuracy Vs Fluency

Accuracy is speaking a foreign language in a way that does not harm communication (free from errors and mistakes) but keeps the student's origins easily noticed by native speakers i.e. that is a free from errors but not a native like language.

Fluency is using a foreign language in a native-like way. Harmer (2001:104) explains "A distinction is often made between accuracy and fluency. We need to decide whether a particular activity in the classroom is designed to expect the students' complete accuracy—as in the study of a piece of grammar, a pronunciation exercise, or some vocabulary work for example—or whether we are asking the students to use the language as fluently as possible"

The above citation emphasizes complete accuracy in pronunciation activities because of its value in the learner's language just as much as grammar. Errors in pronunciation harm communication and may cause lack of understanding and even problems of politeness.

Our concern in the problem situation is accuracy, since we are seeking the difference between /p/ and /b/. Fluency comes by practice of accurate pronunciation.

1.1.5. Errors Classifications

Errors are classified according to many features. They could be classified according to their cause, that is for example errors of interference, error of interlanguage. They could be classified according to the form e.g. errors of omission, errors of insertion, errors of substitution. They could also be classified according to the priority of treatment that is which error to be treated first and which second e.g. global errors, stigmatized errors, the most frequently occurring errors.

Errors could be classified, as well, according to the level of linguistic description. They are categorized according to the language segment they belong to e.g. errors in phonetics, errors in phonology, errors in orthography, errors in syntax. Our concern in the study is to check errors of phonology more specifically those resulting from difficulty of pronunciation.

1.1.6. Errors Types

There are many types of errors researchers have identified from their different standing points. Our concern in this study is the type of phonological errors under the classification of cause and priority of treatment.

1.1.6.1. Errors in Phonology

Lado (cited in Rippel 1983:11) “We have ample evidence that when learning a foreign language in the process. We tend to transfer to that language our phonemes and their variants, our stress and rhythm patterns, our transitions, our intonation patterns and their interaction with other phonemes”

Error in phonology is due to transfer according to Lado. He claims that learners tend to use their first language to facilitate the foreign language learning. In this process they commit errors. The direct example of this error is Arabic learners who pronounce of the /b/ instead of the /p/ phoneme, due to the negative transfer of their mother tongue.

1.1.6.1.1. Errors of Appropriateness

Errors of appropriateness according to Corder (1973) are those which a native speaker regards unacceptable in the context. They are like pragmatic errors since they show the learner's lack of knowledge of target language's culture.e.g. In a lecture of applied linguistics our teacher provided this example: In Algerian society an old man is a man of 60 years old but in the English society an old man is of 80 years old. A pragmatic error occurs when an Algerian learner calls a man of sixty years old in England "old". This use will be understood as lack of politeness. The same goes with errors of appropriateness.

a. Referential Errors

Corder (1973:123) states “where the speaker uses a term with the intention of referring to some feature of the world to which it is conventionally inapplicable e.g. when he calls a ‘hat’ a cap”

Referential errors, according to Corder, occur when the learner uses a term to refer to something a native speaker would refer to using a different term. These errors occur because the learner is unaware of its appropriate use. Corder uses the adverb "conventionally" to refer to native speakers.

b. Register Errors

Corder (Ibid) defines them as “where for example, in a naval context, he refers to a naval ship as a ‘boat’”. These errors occur when the learner fails to choose the right term because he is unaware of the variety of situations.

c. Social Errors

Corder (Ibid) states “when he [the learner] selects forms which are inappropriate to his social relations with his hearer, as when a pupil greets his teacher with: ‘Well, how are we doing, old man?’”

Social errors occur when the learner interacts with the target language's society. He applies his native language's social rules on the target language's society, which results in misunderstanding. Sometimes it leads to problems of politeness and acceptability.

d. Textual Errors

Corder (1973:124) states “When the speaker does not select the structurally correct form to show the intended relation between two sentences in discourse, as, for example, in answer to the question: who is the man over there? John is”

These errors tackle the structure of the utterance. In the example Corder represents, the answer is apparently correct but erraneous in fact. The learner may not be able to reconstruct the whole correct form or justify his answer, because he apparently hit on the right answer by guessing haphazardly.

Corder (Ibid: 131) also classifies errors according to their systematicity. He identifies the following categories.

1.1.6.1.2. Systematic Vs Non Systematic Errors

Errors could be classified according to their systematicity. They could be classified according to their consistency. If an error is consistent, it is regularly produced. If produced randomly, then nonsystematic. Corder (Ibid) states “Learners often appear inconsistent in their production of errors. They often seem to alternate between getting something wrong and getting it right”

Corder cited in Rippel (1983:8) explains “The errors of performance will characteristically be unsystematic and the errors of competence, systematic”

This is a good way to distinguish between an error and a mistake, so that the teacher can decide if he chooses to correct or not to do so.

1.1.6.1.3. Receptive Vs Expressive Errors

Receptive errors are those in the learners' minds, most of the time pass without correction. Unless they express their thoughts, the teacher cannot know what his students have understood and whether they have understood the information correctly. Expressive

errors, on the other hand, are those which can be corrected as they appear in the students' utterances.

Corder (1973:124) explains "The errors we most readily notice are those in expressive activity, the utterances of learners in meaningful discourse. But it is clear that errors of comprehension do also occur...The study of Expressive performance offers the only direct source of information about the learner's transitional competence"

Corder's view appears in foreign language classrooms, specifically in the South Algerian context. Some learners are totally passive and unable to tolerate or even show their lack of understanding to the teacher who proceeds most of the time to another point or lecture unaware of the wrong or ambiguous information learners collected.

Receptive errors occur during intake or when the input has been given in an inadequate way. Sometimes it is the way of presenting the input which may lead to store erroneous information.

1.1.6.1.4. Errors of Groups and Individuals

In the process of teaching a group there might be errors of individuals which might pass without correction or repair, Corder (1973:125) declares "it is the errors of groups which are of interest, since syllabuses and remedial procedures are designed for groups not individuals" .Corder here hints for correlative and peer learning which may lead to self-correction.

1.1.6.1.5. Errors of Performance Vs Errors of Competence

Errors of competence are those which the learner cannot correct on his own, whereas, errors of performance are those which relate to the psychological situation of the speaker, whether native or non native. Corder (Ibid: 123) states "The characteristic of native speakers' errors is that when noticed by speaker or hearer they are usually readily correctable by the speaker... since many of these lapses seem to increase frequency under conditions of stress, indecision and fatigue, it is to be presumed that the second language learner will demonstrate similar lapses in performance, where all these conditions are likely to be more pronounced"

1.1.6.1.6. Global Vs Local Errors

Burt (1975) classifies errors according to the way they harm communication into Global and local errors. Global errors affect the communication and cause the listener to be unable

to understand the meaning of the whole sentence. Local errors are those related to a single unit in the speaker's sentence. Burt (cited in Rippel 1983:9) declares "Global errors, affect overall sentence organization, cause the listener or reader to misinterpret the speaker or writer's message", whereas "Local errors are limited to a single part of the sentence-rarely affect the communication of a verbal message"

1.1.6.1.7. Interlingual Errors

Richards (cited in Vadnay 2006:125) states "Items produced by the learner which reflect not the structure of the mother tongue, but generalizations based on partial exposure to the target language. The learner, in this case, tries to derive the rules behind the data to which he/she has been exposed, and may develop hypothesis that correspond neither to the mother tongue nor to the target language"

According to (Richards cited in Rippel 1983:12) interlingual errors are those resulting from the first and second language contact, they occur because the foreign learner is trying to make easy the learning of the second language. He tries to find meeting points between the already known information and the new one he is learning.

1.1.6.1.8. Transfer Errors

Vadnay (2006:125) classifies Errors according to their cause into two categories: Transfer errors and developmental errors. Negative transfer or interference errors are those occurring when the foreign learner uses his first language's forms, phonemes, or structures in the target language learning, His use is on the purpose of facilitating the difficulty with the target language. Johansson (cited in Rippel 1983:10) identifies them as "Those which result from contact between two structural systems. It is these errors which are generally referred to as interference"

The above mentioned citation uses the term "structural systems" to refer to the first and the foreign language of the learner.

Ellis (1997:19) also defines transfer errors as "Other errors, however, reflect learners' attempts to make use of their first language knowledge. These are known as transfer errors"

1.1.6.1.9. Developmental Errors

Developmental errors occur when exposed to the second language itself. The learner reformulates rules and generalizations based on neither the mother tongue nor the foreign

language. Vadnay (Ibid) declares “ We can distinguish between two groups of errors: Interlingual/transfer errors, which are due to the interference of the learners’ mother tongue, and intralingual/developmental errors, which are due to the new language learned”

The previous citation classifies transfer and developmental errors under the category of interlingual errors because both of these types occur when the first and foreign language get to meet in the foreign learner's mind. It could be noticed from the citation that developmental errors are also referred to as intralingual errors.

1.1.6.1.10. Global, Stigmatized, and The Most Frequent Errors

Krashen (1982 cited in Vadnay 2006:125) categorizes errors according to their importance. That is the errors that should have a priority in correction are important, since they harm communication. There are three categories to be regarded according to Krashen: Global errors, stigmatized and the most frequent errors. Vadnay (Ibid) explains “Global errors, which make communication impossible because they disable the comprehension of the communicative message, are necessary to be corrected. Stigmatized errors (use of taboo words, socially unacceptable words or violent language) are to be treated immediately. The group of the most frequently occurring errors includes errors which are to be corrected no matter which group they belong to”

Global errors are exactly the same with errors mentioned in Burt's classification. They are treated as prior for error correction. Stigmatized errors are somehow similar to errors of appropriateness since they reflect the learner's lack of awareness of the target language's culture and rules. The category of the most frequently occurring errors are any of the above mentioned errors but they take the characteristic of occurring repeatedly.

1.1.7. The Most Important Causes of Phonological Errors

The errors foreign learners make in interaction with the foreign language are due to many reasons. The study of the error resulting from the difficulty of pronunciation of /p/ phoneme among English second language learners aims at investigating the reasons behind this difficulty. The following causes of phonological errors are from Vadnay's (Ibid) perspective.

1.1.7.1. Negative Transfer

Negative transfer is the use of first language linguistic items in foreign language learning context. It results from the difficulty occurring when learning what is different or

unusual form the learner's first language. Odlin (1989:167) declares “Cross linguistic influences resulting in errors, over production, miscomprehension, and other effects that constitute a divergence between the behavior of native and non-native speakers of a language”

Researchers have coined the terms "divergent" and "convergent" relationships to explain language transfer. A divergent relationship occurs between a first and a foreign language when there is an element in the first language that is referred to in the foreign language with two different elements. The variety of elements in the foreign language creates problems for the learner. This is seen clearly in the problem of this research. The English language consonantal system includes both /p/ and the /b/ phonemes, whereas, the Arabic language system has got only the /b/ phoneme. The Arabic learner, when learning English, uses the phoneme /b/ which he is familiar with since he finds difficulty in pronouncing the /p/ phoneme, not being aware of the difference in meaning it can cause.

A convergent relationship, on the other hand, is when two different elements in the first language are summarized in a single element in the foreign language. If we take into consideration the reverse of the previous example, we can understand that the English learner may find no difficulty in learning the Arabic /b/. Researchers agree that it is the divergent relationship between languages that creates problems.

1.1.7.2. Intraference

Intraference is another element that causes error production for foreign learners. Intraference results from the foreign language itself. It shows the learner's attempts to avoid error production. The foreign language's new, complicated, and different structures, forms, and phonemes create confusion for the learner. He may over use rules and exceptions in contexts where it is not appropriate. Vadnay (2006:124) states “A good example is the use of the third person singular suffix, which causes problems to a great number of learners irrespective of what their mother tongue is. The information about the suffixation confuses the learners and it comes from English itself”

The confusion referred to in the example above means over using the third person singular's suffix with all the situations.

1.1.7.3. Overgeneralization

Overgeneralization, another errors' reason, occurs when the foreign learner uses the rules of the foreign language in all the contexts he meets regardless with the different situations and exceptions, he is over generalizing rules. Vadnay (Ibid) explains “Whenever learners meet a new pattern or a new rule they think that the pattern or rule applies to all cases without exception... Overgeneralization results from the fact that the learner finds it easier to transfer previous knowledge to produce a new pattern”

The Arabic learner will assume that the /p/ and /b/are variants of the same phoneme (allophones) and will use them interchangeably. The teacher must anticipate this relying on the findings of contrastive analysis.

1.1.7.4. Transfer of Training

Another reason for error production is the teaching context that is to say the teacher, the teaching methods, the teaching rawmaterials. Vadnay (Ibid) explains “Teaching-induced errors result from different aspects of the teaching process itself that the learners are exposed to: the classroom situation, the used material, the teacher’s language use, the teaching method”

The teacher's language, as the previous citation explains, is another feature that may cause errors in learners' language. This is also noticed in the south Algeria' context, learners may be influenced by their teacher who is a non native speaker.

1.2. Approaches to Error

The notion of error has been studied from two different perspectives, first in contrastive studies then in error analysis. Below is the identification of each of the approaches.

1.2.1. Contrastive Analysis

Contrastive analysis is the process of comparing scientifically between two languages (a mother tongue and a second language) of a learner. It has got as purpose to identify the similarities and the differences these languages seem to show. Contrastive analysis predicts the obstacles and difficulties the learner faces, learning the target language. The comparison is done on all the levels of language (phonetics, phonology, morphology ...)

Lado (1975 cited in Corder 1973:280) explains the value of contrastive analysis in three points as follows:

a In the comparison between native and foreign language lies the key to ease or difficulty in foreign language learning.

b The most effective language teaching materials are those that are based upon a scientific description of the language to be learned, carefully compared with a parallel description of the native language of the learner.

c The teacher who has made a comparison of the foreign language with the native language of the students will know better what the real problems are and can better provide for teaching them”

Lado explains how effective contrastive analysis is in predicting learners' errors and in solving their language problems.

1.2.2. Error Analysis

An area where linguists investigate errors made by foreign language learners. They identify, classify, and systematically interpret errors on the basis of linguistic principles and procedures. Error analysis may be done in the purpose of:

- 1- Identifying strategies which learners use in language learning.
- 2- Trying to identify the causes of learner errors.
- 3- Obtaining information on common difficulties in language learning, as an aid to teaching or in the preparation of teaching materials.

There are three steps in analyzing errors according to Corder (Ibid: 126), he states “recognition, description and explanation. These are dependent on each other”

1.2.2.1. Error Recognition

It is the first step in Error analysis. It means pointing out that there is an error made by foreign language learners. Error recognition is based on the right interpretation of the error analyst. Just like a problem of a research paper, it has to be proved through scientific evidence to be an ‘error’. Ellis (1997:15) states: “the first step in analyzing learner errors is to identify them; this is in fact easier said than done”

Ellis refers to the difficulty of recognizing the learner’s errors. Because the teacher cannot know what is inside his learner's competence. The foreign learner may produce an apparently well-formed utterance that is right just by guessing, Corder (1973:127) explains “an apparently well-formed utterance may nevertheless be erroneous. It may be right by chance. The learner may not know all the rules, yet, by random guessing, hit on a well-formed utterance”

Corder (1973:127) also emphasizes the right interpretation of errors. He declares “recognition of error, then, depends crucially upon the analyst making a correct interpretation of the learner’s intended meaning in the context”

1.2.2.2. Error Description

It is the process done on the basis of comparison between the learner’s utterances. In this process, validity is an important aspect. Corder (Ibid:128) states “The description of error is essentially a comparative process, the data being the original erroneous utterance and the reconstructed utterance...In other words, a single instance of an error is insufficient to establish that there exists a regularity (i.e. set of rules) in the learners dialect. It may represent merely a lapse a mistake or a guess. It is only when we observe the same error occurring regularly that we can begin to talk about the rules the learner appears to be following and attempt a description of his transitional dialect”

Corder regards validity as an essential element the description can lean on because of its value in keeping the analysis objective.

1.2.2.3. Error Explanation

It is the step where the analyst tries to grasp, on the basis of the collected data, an understanding of the psychological reasons behind this particular error production. Corder (Ibid: 128) declares “Explanation is the field of psycholinguistics. It is concerned with accounting for why and how errors come about”

Ellis (Ibid: 18) also explains “The identification and description of errors are preliminaries to the much more interesting task of trying to explain why they occur”

Corder and Ellis emphasize the importance of explaining how and why errors occur.

1.3. The Factors Affecting Students’ Pronunciation

Pronunciation of foreign learners is affected by many factors. According to Kenworthy (1987:4) these factors are the most important.

1.3.1. The Native Language

The native language of the foreign learner is the central source of problems in his second language acquisition. His first language is the only source of information he depends on whenever unable to express his ideas in the foreign language. His mother

tongue's forms and structures appear in the target language's sentences structures, pronunciation of vowels and consonants, rhythm and intonation, etc.

1.3.2. The Age Factor

The age factor is an important point holding back the learner's development in pronunciation. The earlier he gets to be familiar with language the better his pronunciation would be. Kenworthy (Ibid) explains "we commonly assume that if someone pronounces a second language like a native, probably started learning it as a child. Conversely, if a person doesn't begin to learn a second language until adulthood, they will never have a native like accent even though other aspects of their language such as syntax or vocabulary may be indistinguishable from those of native speakers"

This in fact noticed in Algerian foreign language learners, they get to learn English at a progressed stage of their learning. Most of them face difficulties with language because they have not been exposed to it earlier.

1.3.3. The Amount of Exposure

The amount of exposure to a language defines the quality of the learner's pronunciation in that language. In the Algerian social context for example, the learner is limited to the classroom communication which he might or might not be part of. The less time he is exposed to the spoken language, the less his pronunciation develops. Kenworthy (Ibid: 6) explains "another factor is the amount of exposure to English the learner receives. It is tempting to view this simply as a matter of whether the learner is living in an English country or not. If this is the case, then the learner is 'surrounded' by English and this constant exposure should affect pronunciation skills"

1.3.4. The Phonetic Ability

The phonetic ability depends on the different kinds of learners; some of them are quick at learning whereas the others are slow, some of them find difficulties in pronunciation, others do not find any. These differences between learners may be either because of earlier exposure to the language or because of their innate abilities. The phonetic ability is referred to in some references as Aptitude. Researchers claim that aptitude could be calculated to help teachers be aware of the different abilities and understanding of their learners. Kenworthy (Ibid: 7) states "it s a common view that some people have a 'better ear' for foreign languages than others. This skill has been variously termed 'aptitude for

oral mimicry', 'phonetic coding ability' or auditory discrimination ability'. Researchers have designed tests which measure this ability and have demonstrated that some people are able to discriminate between two sounds better than others..."

1.3.5. The Attitude and Identity

The effects of one's identity and origins on his acquisition process. His strong ties to his language and culture prevents him from changing his accent and pronunciation. Kenworthy (Ibid) explains "it has been claimed that factors such as a person's 'sense of identity' and feelings of 'group affiliation' are strong determiners of the acquisition of accurate pronunciation of a foreign language"

1.3.6. The Motivation and Concern for Good Pronunciation

Another aspect is the desire that emerges from the learner himself to improve his pronunciation abilities in the target language. Kenworthy (Ibid: 8) explains "some learners seem to be more concerned about their pronunciation than others. This concern is often expressed in statements about how 'bad' their pronunciation is and requests for correction...Conversely, if you don't care about a particular task or don't see the value of it, you won't be motivated to do well"

The above mentioned citation is applicable to South Algeria's foreign learners of English. Some of them are unaware of the value of pronunciation and give grammar and vocabulary much of their focus. Their language may be correct grammatically but full of pronunciation errors.

Conclusion

We have dealt in this chapter with Error Analysis and all what is relevant to the study of error. Our concern is the Errors arising from language transfer, more specifically, those related to pronunciation difficulty. Another important point, dealt with, is the factors that affect pronunciation, which show somehow the reasons behind such error production. In chapter two, we shall deal with the error for which this research tries to find solution.

Chapter Two

CONTRASTIVE ANALYSIS BETWEEN ARABIC AND ENGLISH SYSTEMS

2.0.Introduction

2.1.Contrastive Analysis of Arabic and English Phonological Systems

2.1.1Arabic Consonants

2.1.2.English Consonants

2.1.3.Similarities

2.1.4.Differences

2.1.5.Arab Second Language Learner's Phonemic Problems with English

2.1.5.1. Stops

2.1.5.2. Fricatives

2.1.5.3. Affricates

2.1.5.4. Nasals

2.2.Distinctive Feature Theory

Conclusion

2.0.Introduction

Chapter two deals with a contrastive analysis between the Arabic and English consonantal systems. The analysis of the similarities and differences between the two languages helps in knowing the notions of phonemic problems Arab learners may encounter once learning English. It helps in understanding the difficulties of pronunciation and predicting learners' pronunciation errors. Through out this chapter, the following questions are to be answered :

- 1 .What similarities and differences could be noticed between the consonantal phonemic inventories of Arabic and English languages?
2. What phonemic problems Arab second language learners encounter in learning English?

2.1. Contrastive Analysis of Arabic and English Phonological Systems

Contrastive analysis aims at showing what is similar and what is different between English and Arabic at the level of consonants. At one hand, the areas of similarity show the teacher the points of facilitation. On the other hand, the areas of difference show the points that may cause learning problems to Arabic learners. A teacher attempting to teach his learners a good pronunciation will better provide for them when aware of the different errors they may make, using contrastive analysis.

2.1.1. Arabic Consonants

In the 18th century, classical Arabic was considered to be consisting of twenty eight consonant phonemes, articulated in nine places of articulation. In modern Arabic, they become twenty nine, as the Arabic grammarians included (alif; /ā/). The consonantal Arabic phonemes are:

{/b/, /t/, /d/, /k/, /q/, /f/, /ð/, /θ/, /s/, /ʃ/, /χ/, /ħ/, /ʕ/, /w/, /j/, /l/, /m/, /h/, /r/, /z/, /ʒ/, /ʔ/, /ʁ/}

The phonemes below are also belonging to the Arabic consonants, they differ in symbols (according to different references) but they refer to the same consonants for example:

/T/ is referred to in other sources as {/t̤/ or /tʔ/}. The same goes with:

{/d̤/, /D/, /dʔ/}, {/ʔ/, /ʔʔ/}, {/ð̤/, /ðʔ/}, {/s̤/, /sʔ/}, {/ʁ̤/, /ʁʔ/}

2.1.2. English Consonants

The English language consists of twenty-four consonant phonemes:

{/p/, /b/, /t/, /d/, /k/, /g/, /f/, /v/, /θ/, /ð/, /s/, /z/, /ʃ/, /ʒ/, /tʃ/, /h/, /dʒ/, /m/, /n/, /ŋ/, /l/, /w/, /r/, /j/}

2.1.3. Similarities

Showing both the arabic and English consonants, the phonemic inventory above helps us find the similarities between the two phonological systems. English and Arabic languages share the following consonant phonemes:

{/b/, /k/, /f/, /θ/, /ð/, /ʃ/, /h/, /w/, /j/}

Those phonemes in common between English and arabic cause learning facilitation (easiness) for Arab second language learners, learning English.

2.1.4. Differences

The English and Arabic systems show noticeable differences, there are phonemes in English that do not find their counterparts in Arabic, they are :

{/p/, /v/, /g/, /ŋ/, /dr/, /dʒ/, /tr/} the list may change regarding some arabic dialects.

The differences between English and Arabic causes phonemic problems to Arab second language learners.

The case of the study deals with the difficulty of pronunciation of the /p/ phoneme which is substituted by /b/ due to the arabic language interference in the learning of english.

2.2. Table 2 Arabic and English Consonants Differing in Place of Articulation

Phoneme \ Language	Arabic Place of Articulation	English Place of Articulation
/t/, /d/	Dental	alveolar
/s/, /z/	Dental	Alveolar
/n/	Dental	Alveolar
/l/	Dental	Alveolar
/r/	Dental	Alveolar
/ʒ/	Palatal	Alveo-palatal

The above consonant phonemes are pronounced by the arabic learner in the same way they are pronounced in English. They only differ in the place they are pronounced. We can notice that the teeth are before the alveolar ridge. The arabic learner uses his teeth rather than the alveolar ridge. This may be related to the nature of his native language.

Some Arabic consonantal phonemes are similar to the English consonantal phonemes but they differ in the manner of articulation :

2.3. Table 3 Arabic and English Consonants Differing in Manner of Articulation

Language Phoneme	Arabic Manner of articulation	English Manner of Articulation
/r/	Flap	Glide

The above consonant is similar between Arabic and English languages in the way its pronounced. According to Odden (2005:334) a flap is : "a consonant produced by rapidly striking one articulator with another, flaps are usually produced with the tongue". A glide, according to him, is " a vowel-like consonant produced with minimal constriction". The difference is slight between arabic and English /r/.

Some Arabic consonantal phonemes are similar to the English consonantal phonemes but they differ in manner and place of articulation.

2.4. Table 4 Arabic and English Consonants Differing in Place and Manner of Articulation

Language Phoneme	Arabic place and manner of articulation	English Place and Manner of Articulation
/r/	Dental Flap	Alveolar Glide

The above consonant phonemes are pronounced by the arabic learner in the same way they are pronounced in English. They only differ in the place they are pronounced. We can notice that the teeth are before the alveolar ridge. The arabic learner uses his teeth rather than the alveolar ridge. This may be related to the nature of his native language.

2.5. Table 5 : Comparison of English and Arabic Stops, Fricatives, and Laterals

Language	English	Arabic
Manner of articulation		
Stops	/t/, /d/	/t/, /d/, /T/, /D/
Fricatives	/θ/, /ð/, /s/	/θ/, /ð/, /ð̣/, /s/, /ṣ/
laterals	/l/	/l/, /L/

From the above table we can understand that the arabic stops, fricatives and laterals are greater in number in comparison with the English ones. The Arabic system is larger than the English one in terms of consonants, though there are consonants in English which have no counterpart in Arabic.

2.1.5. Arab Second Language Learners Phonemic Problems with English

The arabic language learner faces difficulties and phonemic problems at the level of English : stops, fricatives, affricates, and nasals.

2.1.5.1. Stops

The Arabic phonological system does not have a voiceless counterpart for the phoneme /p/. For this reason, Arab learners tend to substitute it or prevent its difficulty in pronouncing it as /b/. The same thing goes with the voiceless /k/ which is pronounced for both /k/ and /g/ (voiced).

Kopezyński and Meliani (1993:195) claim that the arabic learner faces a divergent learning structure when learning the phonemes which do not exist in his language. These

phonemes according to Kopezyński and Meliani are called “holes in the pattern”. They represent the divergent relation as:

2.1. Diagram 1: The Divergent Relationship between English and Arabic Stops

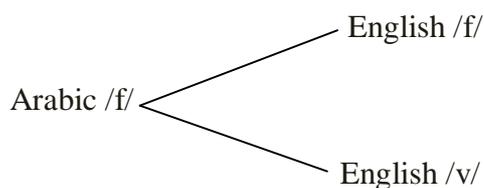


Kopezyński and Meliani (Ibid) state : “as we know from literature, this type of difficulty is one of the most persistent ones and can have serious consequences”. Kopezyński and Meliani use the term "serious" to refer to the problems that mispronunciation causes for foreign learners.

2.1.5.2. Fricatives

The Arabic phonological system consists of fourteen different fricatives pronounced in different places of articulation as apposed to the English system (nine fricatives), it does not consist of a counterpart to the phoneme /f/. Arab learners tend to pronounce the /v/ as /f/ because of the transfer of thier mother tongue. Kopezyński and Meliani (Ibid:197) call this pheonominon “an empty case”.The following diagram presented in their study explains more clearly the divergent relation-ship

2.2. Diagram 2: The Divergent Relation-ship between English and Arabic Fricatives



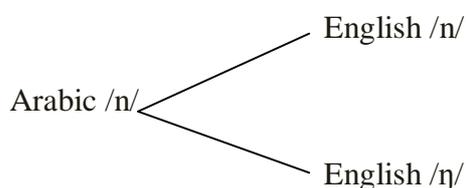
2.1.5.3. Affricates

According to the Arabic and English consonantal inventory shown above, there are four affricates in English {/tʃ/, /dʒ/, /tʃ/, /dʒ/}. The Arabic system is said to have no fricatives at all. This may cause difficulties in learning for Arab learners; However, the Arabic system consists of these phonemes separately as {/t/, /r/, /d/, /ʃ/, /ʒ/}.

2.1.5.4. Nasals

The Arabic consonantal inventory does not show a counterpart to the nasal /ŋ/. It is found as an allophone to the phoneme /n/ as the example: /minqar/ = /mɪ nqɑ:r/ (beak). Kopezyński and Meliani represent the divergent relation between the two systems in the phoneme /ŋ/ as:

2.3. Diagram 3 The Divergent Relationship between English and Arabic Nasals



2.2. Distinctive Feature Theory

Distinctive feature theory refers to the way distinctive features (phonemes' characteristics) are classified either to acoustic or articulatory features. The two prominent approaches describing this theory are Roman Jakobson and Hall's approach (1952) and Chomsky and Hall's approach (1968). In the first approach, features are classified in acoustic features. In the second approach, features are classified in articulatory ones. The Classification is binary, that is; if the feature characterizes the phoneme it is added to a (+) symbol. If it does not characterize the phoneme it is added to a (-) symbol.

Eulenberg and Farhad (2011:5) represent the example below

The phoneme /p / described as a "bundle" of features

/p/= voiceless bilabial stop.

/b/= Voiced bilabial stop.

We can see that /b/ is different from /p/in the feature of voicing.

Distinctive feature theory is a vital theory for Arab foreign learners making the error of pronouncing /b/ instead of /p/. It provides for them a best way of differentiating between the two different phonemes. The learner when aware of their distinctiveness will not pronounce them as the same.

Conclusion

On the basis of all what have been said in the present chapter, one can conclude that a better learning of English pronunciation for Arab foreign learners depends on the teacher who is aware of phonemic similarities and differences between English and Arabic languages. He is supposed to know his students' language and cultural background to provide the necessary syllabus that goes with their needs. even when the errors occur, the teacher can find solutions when aware of how to deal with learners errors and what best methods he can use to correct their errors. This process of error correction is to be dealt with in chapter three.

Chapter Three

FEEDBACK AND ERROR CORRECTION

3.0. Introduction

3.1. Oral Feedback and Error Correction

3.1.1. Feedback

3.1.2. Kinds of Oral Feedback

3.1.2.1. Feedback During Accuracy Work

3.1.2.2. Feedback During Fluency Work

3.1.3. Oral Feedback Strategies

3.1.3.1. Giving Answer Strategies (GAS)

a. Recast

b. Repetition

c. Explicit Correction

3.1.3.2. Prompting Answer Strategies (PAS)

a. Metalinguistic Feedback

b. Clarification Requests

c. Elicitation

d. Multiple Feedback

3.1.4. Error Correction

3.1.4.1. Who Corrects Learners' Oral Errors

3.1.4.2. When to Correct Learner's Oral Errors

3.1.4.3. Which Oral Errors to be Corrected

3.1.4.4. How to Correct Learners' Oral Errors

3.2. Teacher Talk

3.3. Learner Talk

3.4. Analysis of the Questionnaire

3.4. Analysis of The Questionnaire

3.4.1.1. Do Teachers Correct Every Error You Make in Pronunciation?

3.4.1.2. Do Teachers Give Any Comments on Your Pronunciation?

3.4.1.3. Which Kind of Comment Do They Provide?

3.4.1.4. Do You Like to be Corrected by Teachers? Why?

3.4.1.5. Do Your Teachers Comment Mispronounced /p/?

- 3.4.1.6. What Are The Best Treatment Techniques Your Teachers Use?
- 3.4.1.7. Which Technique Do They Use More?
- 3.4.1.8. What Do Your Teachers Focus on?
- 3.4.1.9. What Type of Comment Do They Provide?
- 3.4.1.10. How Do You Feel After Recieving Teachers' Feedback?
- 3.4.1.11. How Do Teachers React to Your Pronunciation Errors?
- 3.4.1.12. Do You Accept Your Teachers' Comments?
- 3.4.1.13. Do You Benifit From Your Teachers' Comments in Your Own Progress? How?
- 3.4.1.14. What Are Your Teachers' Attitudes?
- 3.4.1.15. What is The Best Way to Correct Pronunciation Errors According to You?
- 3.5. Establishing Validity and Reliability
- 3.6. Implications of The Study
- General Conclusion

3.0. Introduction

Chapter three is the area of oral errors correction. It deals with Oral Feedback, the tool by which teachers try to overcome learners' difficulties and problems with English as a second language. After being aware of the problems that lead to learners' errors, feedback aims at correcting these errors. It is tailored, in different strategies, according to the different learners and situations. It aims finally at reviewing what researchers have provided as an answer to the questions raised by Hendrickson

- ✓ Should learners' pronunciation errors be corrected ?
- ✓ When should learners be corrected ?
- ✓ Which pronunciation errors should be corrected ?
- ✓ Who should do the correcting ?

3.1. Oral Feedback and Error Correction

In a learning context, it is whatever variety of information the learner of a foreign language receives about his performance; from a more acknowledged person or material than he is. Chaudron (1977 cited in Panova and Lyster 2002:574) states “any reaction of the teacher which clearly transforms, disapprovingly refers to, or demands improvement of the learner’s utterance”

3.1.2. Kinds of Oral Feedback

Oral feedback may differ according to the activity in which learners are engaged, either accuracy or fluency activities.

3.1.2.1. Feedback During Accuracy Work

It is the feedback learners receive about their language pronunciation. All errors are to be corrected necessarily; the teacher has to stop whenever an error is produced and give much importance to the correction process. Harmer (2001:105) declares “In accuracy work it is part of the teacher’s function to point out and correct the mistakes the students are making”. Harmer emphasizes the error correction in accuracy work. In the situation of pronunciation accuracy is most important. The learner has to maintain an accurate pronunciation.

3.1.2.2. Feedback During Fluency Work

During fluency work, the teacher is to correct errors but after the learner’s whole talk. As he may harm the communicative flow of the learner, feedback in this activity is delayed. Harmer declares (Ibid) “...It is generally felt that teachers should not interrupt students in mid-flow to point out a grammatical, lexical, or pronunciation error, since to do so interrupts the communication...”. In pronunciation activities, fluency is to be postponed in comparison with accuracy since fluency comes with practice but accuracy is essential for the learner to convey a free from errors message.

3.1.3. Oral Feedback Strategies

Lyster and Ranta (1997) are most known for their study on corrective feedback and learner **uptake** (a student’s utterance that immediately follows the teacher’s feedback). They analyzed 18.3 hours of teacher-student interaction in four grade 4/5 French

immersion classrooms and identified the following six strategies of feedback falling under two categories: Giving Answer Strategies (GAS) and Prompting answer strategies (PAS)

3.1.3.1. Giving Answer Strategies (GAS)

This category includes strategies with which the teacher directs the learner to the right answer by providing the right form.

a. Recast

The provided correction is a reformulation of all or part of the wrong utterance but without pointing out that an error has occurred. Ferreira (2007:392) gives the example: (the following example is a translation from a Spanish teacher-student interaction)

Student: On the second floor, there are **four bedroom** and **two bathroom**.

Teacher: What a big house you have. It has four bedrooms and two bathrooms. (Recast)

In the example, the teacher has provided directly the correct answer to show the learner what he said wrong. The recast type of feedback is widely accepted according to learners.

b. Repetition

The teacher repeats the erroneous form in a way that indicates that an error has occurred, either by stressing the erroneous form or by raising his intonation. Jimenez (2006:59) provides the example:

Student: She was born Catanzaro.

Teacher: She born Catanzaro? (Repetition)

The repeated form with raising intonation will tell the learner that something is wrong with his utterance.

c. Explicit Correction

The teacher or peer learner explicitly (clearly) points out the error and corrects the erroneous form. Jimenez (Ibid: 57) gives the example:

Student: Where are you born?

Teacher: No, Where **were** you born? (Explicit correction)

This is similar to repetition feedback. The teacher has stressed the correct form.

3.1.3.2. Prompting Answer Strategies (PAS)

These are strategies which aim at pushing the learner to self-correct his errors. Slimani (1992 cited in Panova and Lyster 2002:575) claims that learners get to notice and overcome their mistakes when they are pushed to repair them. He represents the following example:

Teacher: OK, did you like it?

Learner: Yes, yes, I like it.

Teacher: Yes, I...?

Learner: Yes, I liked it.

Teacher: Yes, I liked it.

The teacher in the example has repeated and waited for the learner to reformulate his answer. Learners prefer this method because it helps them self-correct their own errors.

a. Metalinguistic Feedback

Using this strategy, the teacher may give hints and ask questions to the learner to revise his answer without providing explicitly the correct form. Lyster and Ranta (1997: 46) explain “Either comments, information, or questions related to the well-formedness of the student utterance, without explicitly providing the correct answer”

However, this method is implicit which leaves the learner confused about what he has said wrong. Lyster and Panova (2002:584) represent the example (1):

Student: Nouvelle Ecosse... (First language answer)

Teacher: Oh, but that's in French. (Metalinguistic Feedback)

The learner in the example uses his first language in answer rather than English. The teacher here has not said the correct form but indicated that the answer is wrong.

Jimenez (2006:59) explains this type of feedback in Example (2):

Student: When John Lenon was born?

Teacher: (writes it on the board) Do you like this question?

The teacher, writing the answer on the board, encourages peer learners to correct the error made by the learner. This will not only help the learner overcome his error but also makes sure that this error is recognized by the other learners.

b. Clarification Request

This strategy aims at giving the learner a second chance to revise his answer. Clarification requests include questions such as: “Pardon?”, “What”, “what do you mean?”, “I am sorry?”

Panova and Lyster (2002:583) represent the following example to show this method:
Student: I want practice today.

Teacher: I’m sorry? (Clarification request)

In the example above the teacher wants to be sure of what the learner attempted to say because the learner's utterance may be corrected as: "I **won't** practice today" or "I **want to** practice today". Clarification requests are also not clearly understood. They may confuse the learner between either the teacher has not heard the utterance or there is something wrong with it.

c. Elicitation

A corrective feedback technique pushing the learner to take a self-corrective action. Lyster and Ranta cited in Panova and Lyster (2002: 584) make the distinction between three types of Elicitation:

- a- The teacher pauses and lets the learner complete his utterance.
- b- The teacher asks an open question.
- c- The teacher requests a reformulation of the ill-formed utterance.

Jimenez (2006:59) provides an example of the first technique of elicitation below

Student: She went parents.

Teacher: she went...

Student: With her parents

d. Multiple Feedbacks

Some researchers like Jimenez (2006:60) consider using many feedback strategies at the same time as another category of strategies. He provides the example:

Teacher: She is writing postcards (writes it on the board) and there is a nice man, what’s he doing?

Student: Jogging.

Teacher: He’s jogging? He’s not really jogging. What is he doing? (Repetition, Metalinguistic clues, and Elicitation)

The teacher has repeated the erroneous answer, given a hint to push the learner self-correct, and asked a question to make the learner think again of his utterance.

3.1.4. Error Correction

Long (1977 cited in Makino 1993:337) has made a distinction between error correction and error feedback. He claims that error correction is the process of correcting the errors made by the learner; whereas, error feedback is the process of **indicating** that an error has occurred.

3.1.4.1. Who Corrects Learners' Oral Errors?

Learners' errors could be corrected by the teacher or course designer, peer learners or the learner himself. Broughton *et al* (1980: 141) explain "Correction might come from another source apart from the student himself and the teacher. The other members of the group can correct both written and oral work"

In sessions devoted to acquiring the phonology of a second language, according to the Chinese researchers L. Zhang, Y. Zhang and Ma (2010:307), most students and teachers believe that teacher-correction is better than self or peer correction.

3.1.4.2. When to Correct Learners' Oral Errors?

There are several points of view to be regarded when deciding to correct learners' errors. According to Allan, Allwright and Baily (1991 cited in Salikin 2001: 99) it is difficult to know when to correct learners' errors. They claim that error correction at an inappropriate time may affect learners negatively. In these situations it is better to take into consideration, According to them, the learner's timing preference for error correction.

Some students like to be corrected immediately after error production. However, and based on a questionnaire done by some researchers in the field, most learners prefer to be corrected when they finish their talk. Hammerly (1991 cited in Salikin 2001:99) also believes that error correction, in the middle of a learners speech-flow, may harm his confidence and decrease his trails for fear of error production.

Lyster and Ranta (1997) suggest that the teacher should consider the learners' proficiency in the target language.

Lindsay and Moss (2000) claim that deciding to correct learners' errors depends on the activity the learner is engaged in. If an accuracy activity, Lindsay and Moss prefer immediate correction. If in a fluency activity, they prefer delayed correction.

Allwright and Baily (2004) claim that a teacher is supposed to regard the learners' readiness to provide an effective error correction.

Y.Zhang, L.Zhang and Ma (2010) believe that the teacher, when attempting to correct learners' errors, should be aware of these points:

1. The effects of correction on each individual student
2. The student's character
4. The student's preferences

When dealing with **phonological errors** specifically, based on a questionnaire made by Y.Zhang, L.Zhang, and MA (2010), most students like immediate treatment best and dislike delayed treatment. On the other hand, from teachers' perspectives, postponing treatment is best to be applied.

3.1.4.3. Which Oral Errors to Correct?

In deciding which errors to be corrected, Hendrickson (1978 cited in Salikin 2001:99), Cathcart and Olsen (1979 cited in Salikin : Ibid), Wood (1989 cited in Salikin : Ibid), Hammerly (1991 cited in Salikin : Ibid), Moss (2000), and Pierson (2005) believe that the teacher should correct the errors that hinder communication (Most of them regard errors of pronunciation as a priority).

Hendrickson (1978), Moss (2000), and Pierson (2005) also add errors that:

2. Have a stigmatized effect (Hendrickson and Pierson)
3. Are produced frequently.

3.1.4.4. How to Correct Learners' Oral Errors?

Since the activity of learning is learner centered, it is highly advised to take into consideration the learners' preferred methods of correction. Cathcart and Olsen's questionnaire (1976 referred to in Salikin 2001:100) recorded the preferred correction methods as follows:

1. Most learners preferred the teacher to ask them questions about the erroneous form they utter. Cathcart and Olsen (1979 cited in Salikin: Ibid) give the example of the verb "go". If the learner has made a grammatical error in the tense, the question learners prefer is: "what is the past form of go?"

This method according to Cathcart and Olsen has gained a wide acceptance, though, its effectiveness is not much clear for teachers.

2. To provide the right answer (In the previous example: "the past form of 'go' is 'went' ")

This method is regarded to be second in acceptance among learners. Fanselow (1977 cited in Salikin: Ibid) regards it as effective because it avoids learners' confusion and shows exactly what they said wrong.

3. To ask the learner to revise his whole production without specifying where he made the mistake (In the previous example: "Again, please" or "Pardon?"). This method is classified to be the least preferred because learners may not understand what their teacher meant to say. It may be interpreted as: "I could not hear you", "You made a mistake", or "You are right"

According to Baily (cited in Pierson 2005:8), the teacher has to decide first whether or not to correct the error. Then Pierson suggests these steps:

1. First see if the learner initiates a self-correction act, the teacher should wait few seconds (1-2 seconds at least, 3-5 seconds at most).
2. If self-correction fails, he should ask the learner's peers for assistance (It involves the other learners and raises their awareness of the error)
3. When the peer correction is provided the teacher should repeat the right answer for confirmation and check if the learner has understood satisfactorily what has been said.
4. If self-correction and peer correction fails, then the teacher should provide the right answer and include the entire group in the explanation.

When being aware of what errors they may produce, the teacher is put in the confusion of which errors to be corrected, when to correct them, and how to do so. Although there have been many researches and theories in the process of answering these questions, they are still not satisfactorily answered. However, there are viewpoints that gained acceptance from a wide range of course designers. Lyster and Mori's (2006 cited in Russell 2009:28) Hypothesis is one of these views. It answers the question of "How should errors be corrected?". Lyster and Mori's (Ibid) answer is that "instructional setting" and "discourse context" of the classroom will dictate the best error correction type for researchers to use.

3.2. Teacher Talk

According to Zheng (2008:57), TL is a special, simplified, and formal language the teacher uses to communicate with his learners. Its simplicity and easiness aims at achieving learners' complete understanding. Teacher's talk from Ellis perspective as cited in Zheng (2006:5) is "the special language that teachers use when addressing L2 learners in the classroom". Teacher's talk shapes learners' pronunciation and helps them know what is

correct to follow and what is wrong to correct. In the case of foreign teachers teaching English may either help or damage their language pronunciation.

3.3. Learner Talk

Some times referred to as "hand raising", LT is the amount of participation the student shares in classroom. Teachers always try to increase LT as the teaching process has become more learner-centered than teacher-centered. Brown. H. D (2001:99 cited in Price 2003:2) confirms : "Teacher talk should not occupy the major proportion of a class hour; otherwise you are probably not giving students enough opportunity to talk"

3.4. Analysis of The Questionnaire

The questionnaire has been distributed on 50 students. They are all age ranging from 18 years old and on. The few sample I could collect is related to the few students I could find originating from El Oued, and El Hdjira that are studying the English language at Kasdi Merbah university in Ouragla. The students levels are ranging from the first to the fourth year in both classical and LMD systems. Below is the analysis of the results I collected from the questionnaire. The results are to be displayed and analysed in tables and graphs.

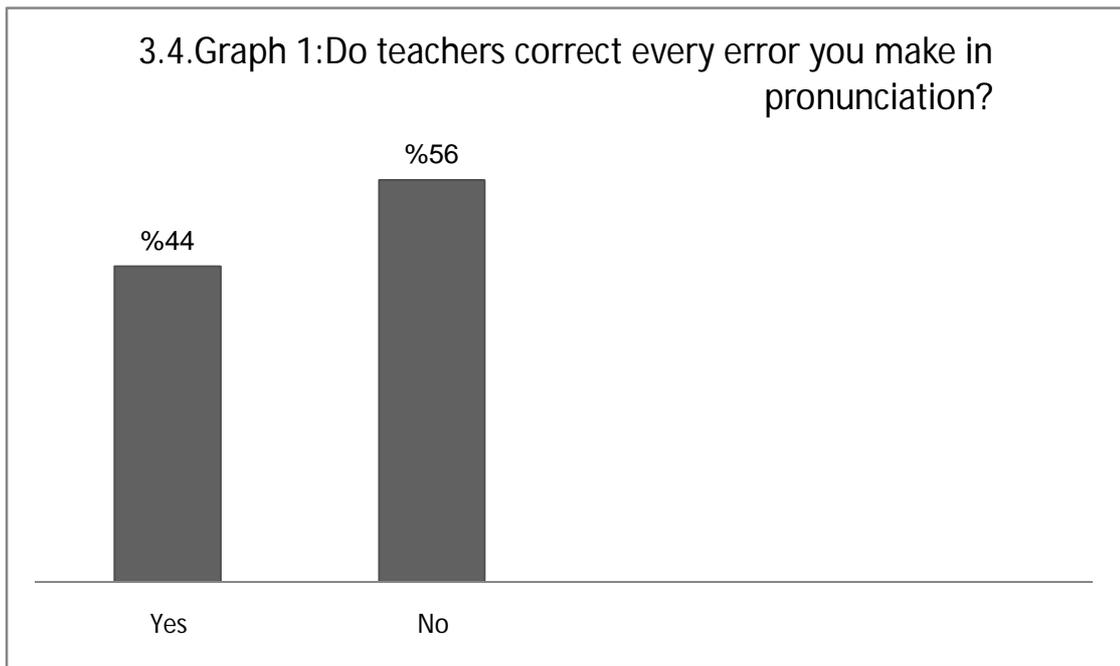
3.4.1. Error Treatment

The area of error treatment includes 15 questions asking the learners about their feelings and perceptions about error correction and how they like to be corrected. The results are to be seen below.

3.4.1.1. Do Teachers Correct Every Error You Make in Pronunciation?

Students' responses

Yes	No
22	28



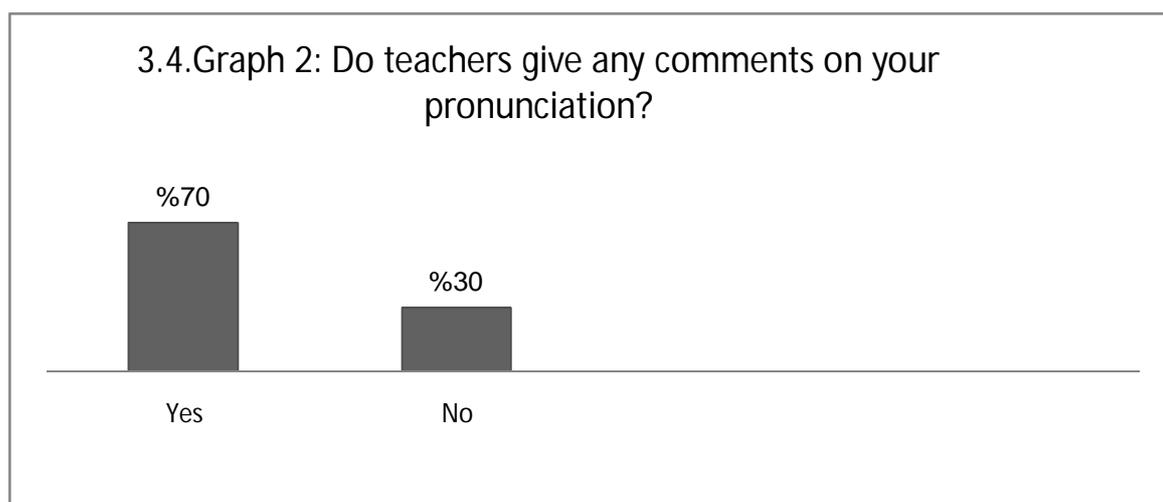
On the basis of the above mentioned illustration, we can see that 56% of students claim that their teachers do not correct every error they make in pronunciation, whereas 44% feel satisfied of teachers correction to their errors. The high rate of students who say that their teachers do not correct every error they make in pronunciation is logical because teachers cannot correct every error their students make. The amount of informations, the lectures to teach, the fixed dead line for the programm are all features that force teachers to take choices of eliminating, only, errors that are of great importance, that happen to be frequently produced, and widely made. Students believe that teachers should correct every error they make. This goes in line with the results of the simple questionnaire made by L.Zhang, Y.Zhang, and L.Ma (2010). They evaluated teachers and students attitudes toward oral error feedback in classroom interaction, they (Ibid:307) declare: " Most students hold that "every error in their oral production should be corrected", but the majority of teachers hold opposite opinions. Most teachers hold that too much error correction may make them [students] frustrated and even lose confidence..."

The citation indicates another reason for teachers who do not correct every error their students make. It draws the attention to the way how students themselves perceive correction. Too much correction may cause learner disappointment and discouraging, this is, in fact, what teachers try to avoid as a means of creating confidence in the student.

3.4.1.2. Do Teachers give any Comments on Your Pronunciation?

Students' responses

Yes	No
35	15

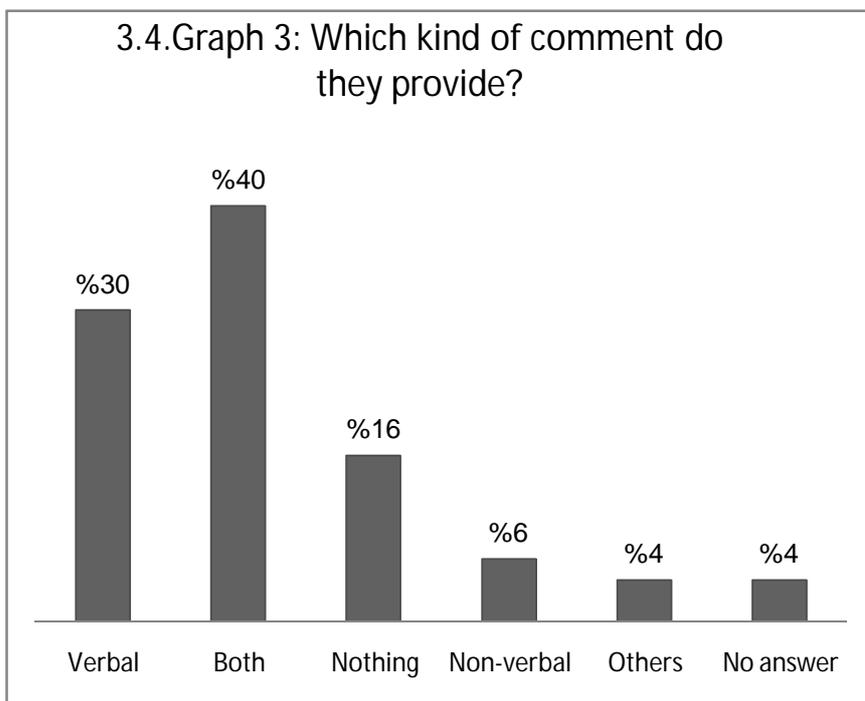


The rates in graph 2 show that 70% of students receive feedback about their pronunciation, whereas 30% do not receive any. This shows the teachers awareness and focus on pronunciation errors. They are competent of pronunciation importance and value in language and meaning. Errors in pronunciation, for teachers, are seen as important as grammatical ones. The rates also show that learners are aware of their error production.

3.4.1.3. Which Kind of Comment do They Provide?

Student' answers

a) Verbal	15
b) Non-verbal	3
c) Both	20
d) Nothing	8
e) Others	2
No answer	2



In graph 3, the rates show that 40% of teachers' comments are both verbal and non-verbal. 30% of them are verbal comments. The use of verbal comments is the easiest way of commenting students' pronunciation errors, they show the student what he has said wrong. This is explained in the rate of non-verbal comments which only gave 6% of students replies. Non verbal comments opposite to verbal ones, creat confusion. The learner turns unable to recognize his/her error most of the times and that is why some teachers avoid facial gestures in indicating that something is wrong in pronunciation.

(16%) of students claim that they receive no kind of comment on thier pronunciation. When we compare the rate of students answering with "nothing" in the fifth question with those answered in the forth question with "no" we find that 30% of students say they receive no comments on pronunciation and 16% answered they receive "nothing" like comment on thier pronuncaition. The comparison results in 14% percent in between. This

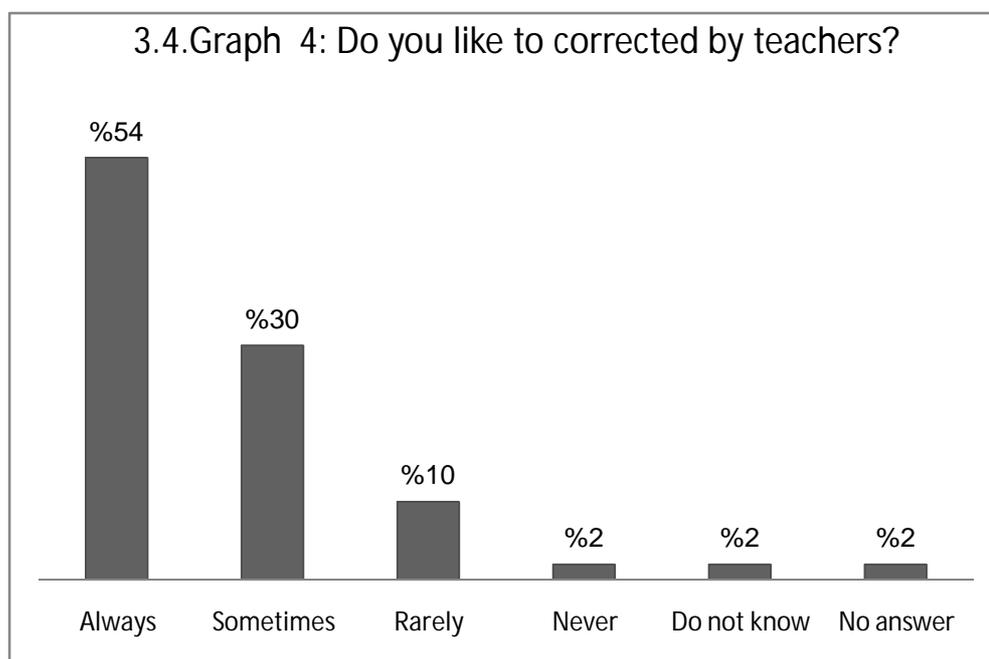
in fact shows that these learners, representing 14%, feel unsatisfied about the correction they receive from their teachers, they want to be more corrected.

As for the two students answering in "others", one of them answered: "they tell me that I have a good pronunciation". The other student did not specify why he chose "others". The first answer could be counted as a verbal comment.

3.4.1.4. Do You Like to be Corrected by Teachers? Why?

Students' responses

a) Always	27
b) Sometimes	15
c) Rarely	5
d) Never	1
e) Do not know	1
No answer	1



Graph 4 shows that more than half the population (54%) of students like to be corrected always. The result also emphasises how students think that they need more feedback to improve their language learning.

3.4. Table 6: Students' Justifications of "Always"

Always	(1)Do know the right answer the teacher is carring about me
	(2)3 x (To emprove my level)
	(3)I want to be a good teacher
	(4)Because he is the best source in my English
	(5)Because I would developed myself
	(6)To learn
	(7)Because the teacher knows well our errors
	(8)To know my mistakes
	(9)Simply because the educator is the official guide in the teaching process
	(10)Because I am not able yet
	(11)To gain more informations
	(12)Because i like develop my language correcty
	(13)To emprove my level pronunciation
	(14)Because when we make a mistake really need the correction of the teaches
	(15)To speak a good English
	(16)To know more

9 students chose "always" without specifying why they want to be corrected always.

The rate also indicates how students rely strongly on teachers feedback. This is evidenced in Table 6 : Student (4) 's illustration when asked why do you like to be corrected by the teacher he said:" because he [the teacher] is the best source in my English".

Most students' illustrations seem to focus on the teacher as the prime feedback source. L.Zhang, Y.Zhang, and Ma's questionnaire (2010:307) results confirm that "Most students and teachers hold that to phonological, lexical and grammatical errors, teacher-correction is better than self-correction or peer correction"

3.4.Table 7:Students' Justifications to "Sometimes"

Sometimes	(1)Sometimes I prefer to correct my own mistakes
	(2)Because sometimes I am shyne off
	(3)To be confident

12 students said "sometimes" but did not specify why they want to be corrected sometimes.

Students who answered with "sometimes" rate in 30%. It shows that some students prefer to self-correct their errors, this is evidenced in student's (1) answer in Table:7 when replying to why do you like to be corrected by the teacher sometimes? He answered: "sometimes I prefer to correct my own mistakes"

Students may like to be corrected sometimes because they feel ashamed of their mistakes, this is clearly seen in student's (2) answer (see Table7): "because sometimes I am shy off "

Another student in answering why he likes to be corrected sometimes, he said: "To be confident". This shows that the frequent and extensive error correction creates confusion and lack of confidence in the learner , he may retain his participation for fear of error production. L.Zhang, Y.Zhang and Ma's questionnaire (2010:307) confirms : "Most teachers hold that too much error correction may make them [learners] frustrated and even lose confidence"

The rate of students who answered with "rarely" is 10%. Though, non of these students have justified their answer, This could be interpreted in the same way of students who chose "sometimes".

3.4.Table 8: Students' Justifications to "Never"

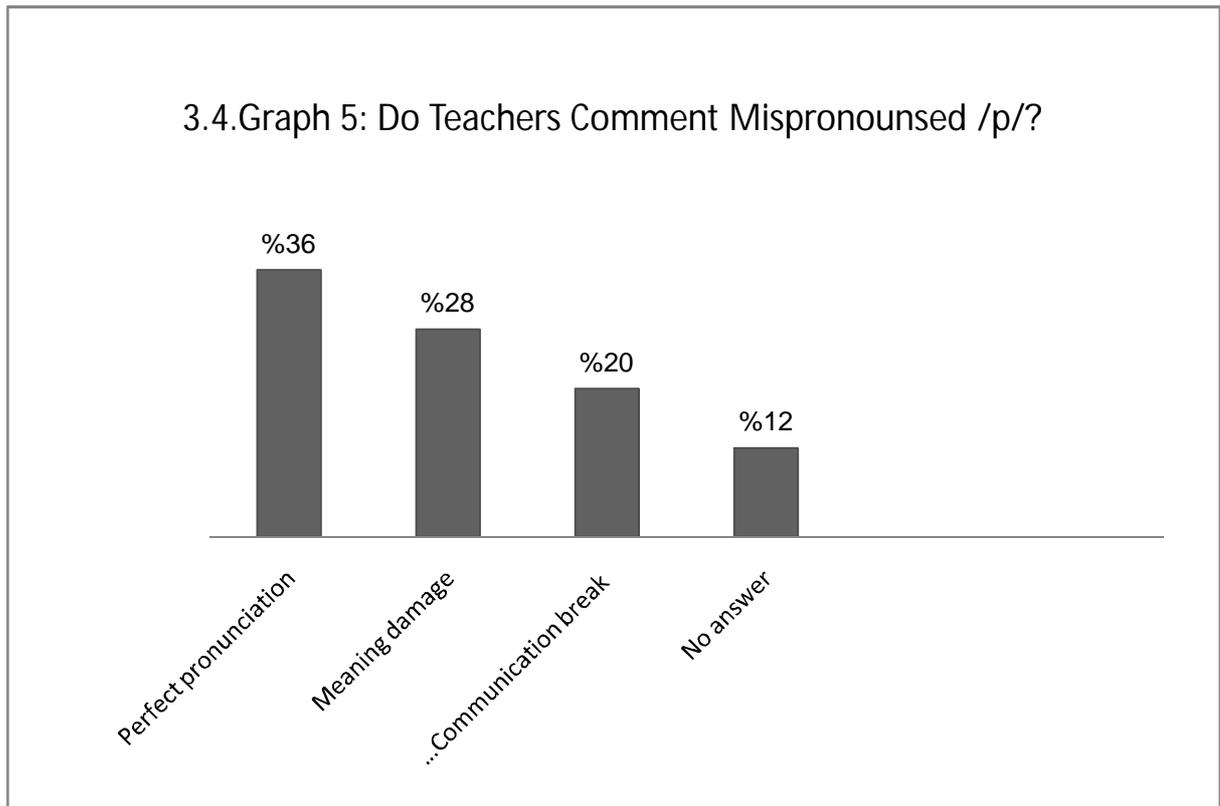
Never	Because i hate taking mistakes and being corrected
-------	--

As for the student who chose never (2%), referring back to graph 4, it may show that the student feels embarrassed or ashamed of his error production. Shyness plays a basic role in most of learners' problems and learning difficulties.

3.4.1.5. Do Your Teachers Comment Mispronounced /p/?

Students' responses

a) When it harms meaning	14
b) When causes communication break downs	10
c) When it is time to seek perfect pronunciation	18
No answer	6



Two students indicated that they never receive comments on mispronounced /p/.

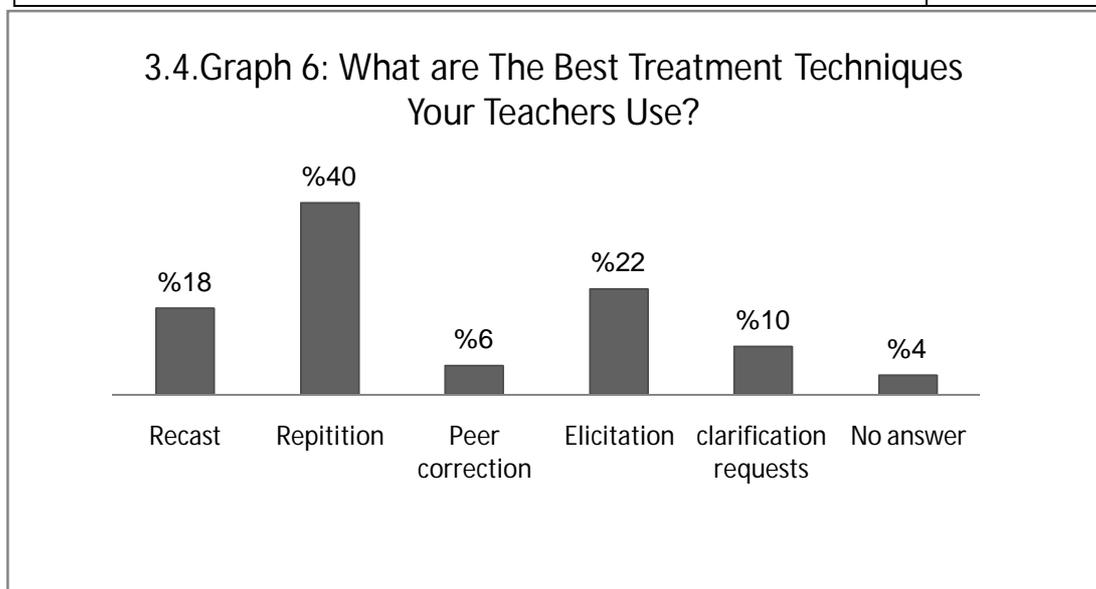
Graph 5 shows when mispronounced /p/ is corrected according to students. It indicates that 36% of learners receive feedback about mispronounced /p/ when the teacher is seeking perfect pronunciation, this means that teachers focus on fluency rather than accuracy. The rate of error correction when it causes meaning damage is 28%. This refers to the teachers' focus on meaning. 20% of students, on the other hand, say that their teachers correct their mispronounced /p/ when it causes communication break downs. The difference between the

three categories of answers is 8%. It shows that teachers focus falls on perfect pronunciation first, Meaning second, and communication last.

3.4.1.6. What are The Best Treatment Techniques Your Teachers Use?

Students' responses

a) Directly provide the right answer for you	9
b) Repeat the wrong form then correct you	20
c) Allow other students to correct you	3
d) Wait a little longer for you to reformulate your answer	11
e) Say "pardon", "sorry", or "what" so that you revise your answer	5
No answer	2



On the basis of graph 6, we can see that 40% of students prefer repetition feedback technique. This confirms the observation that students like to know where exactly they made a mistake. They prefer the teacher to repeat the wrong form for them, then provide the right answer. As for the technique of waiting a little longer for the learner to reformulate his answer, 22% of students say that they prefer this technique. This shows that learners like to self correct their mistakes.

The rate of students who like the recast kind of feedback is 18%. The results confirm the learners' intention of knowing what is wrong specifically in their utterance. Fanselow (1977

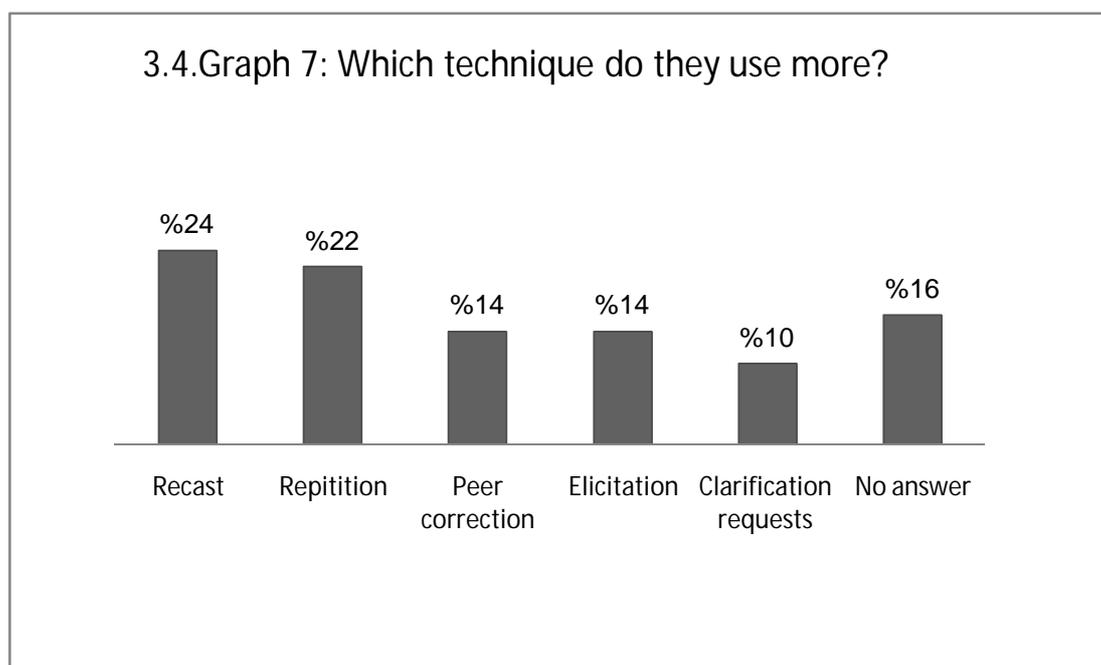
cited in Salikin 2001:100) confirms : " When the teachers give the right answer to the learners who make errors, the learners might not be confused. They directly recognize that their answers were wrong"

We can notice that students who prefer peer correction, and clarification requests rate at only (6 and 10)%. Peer correction is not always acceptable by learners, some of them feel ashamed to be corrected by thier peers. As for clarification requests, some students may go lost when they recieve clarification requests, they may understand according to Salikin (2001) that the teacher has not heard what they have said, that something is wrong with thier utterance, or that they are right.

3.4.1.7. Which Technique Do They Use More?

Students' responces

a) Recast	12
b) Repitition	11
c) Peer correction	7
d) Elicitation	7
e) Clarification requests	5
No answer	8

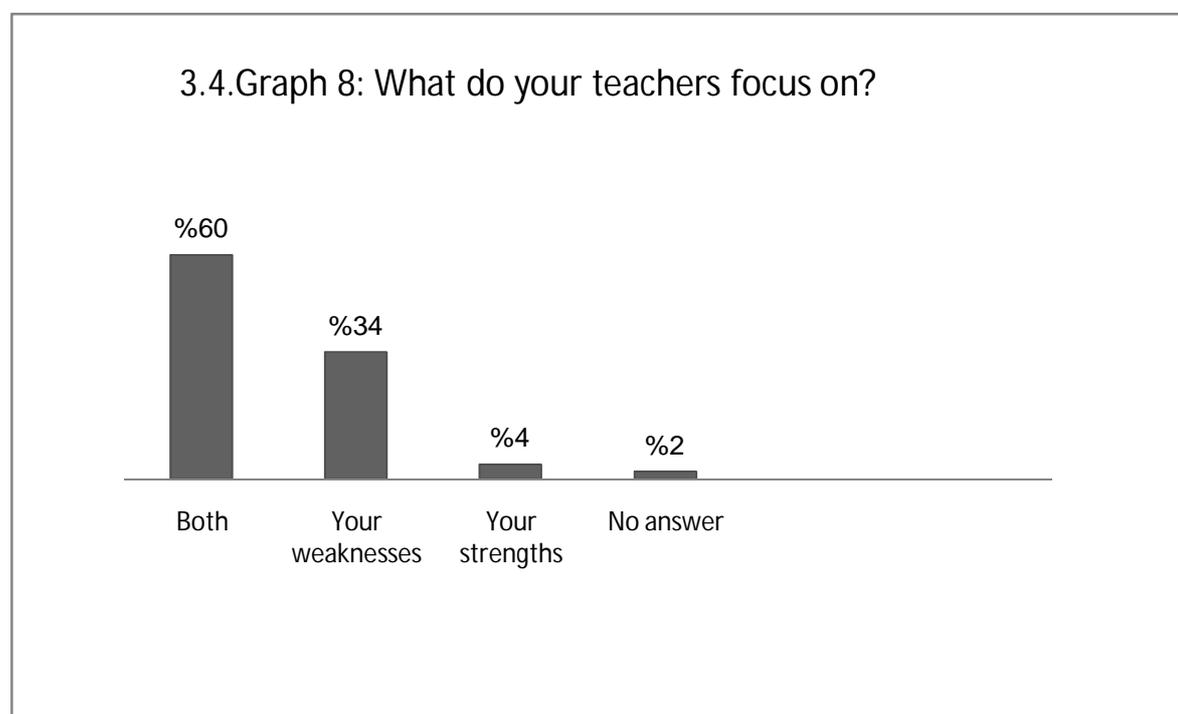


Recasts and repetition techniques according to students are widely used by teachers approximately with the same rate (24% and 22%), whereas peer correction and elicitation (both 14%) are less used. We can deduce from comparison between giving answer feedback techniques (recasts and repetition) and prompting answer techniques (elicitation and clarification requests) that giving answer techniques (46%) represent approximately twice the rate of prompting answer techniques (24%). This indicates that direct answer techniques are highly used for they prevent confusion .i.e.The teachers are aware of the confusion prompting answer strategies leave in the learner's mind.

3.4.1.8. What Do Your Teachers Focus on?

Students' responses

a) Your weaknesses	17
f) Your strengths	2
g) Both	30
No answer	1



Referring to graph 8, comments for both weaknesses and strengths represent 60% of students' replies. wherears, 34% of students claim that their teachers focus only on weaknesses. 4% represent teachers focus on strengths.

The rate of focus on both weaknesses and strengths shows the teachers encouragement and help in students' pronunciation improvement. When teachers comment positively their students' pronunciation they help them become more confident and aware of their achievements. This is different from focussing on only weaknesses, the student my grow unable to speak or participate for fear of error production. This is, in fact, related to the teachers' attitudes and responcees to learners errors which will be explained in question 16 of the questionnaire.

3.4.1.9. What Type of Comment Do They Provide?

3.4. Table 9: Types of Teachers' Comments According to Students

Student (1)	+ Good used language and good pronunciation
Student (2)	+The good pronunciation
Student (3)	+ That I have a good American pronunciation
Student (4)	Pronunciation
Student (5)	+ You have a good pronunciation
Student (6)	Yes i prefer to get the correct pronunciation from my teachers
Student (7)	The choice of topic and the manner of presentation
Student (8)	I try to developed my level
Student (9)	+ Fluency
Student (10)	The type of positive comment do I provide is saying I beg your pardon, sorry, or what
Student(11)	I do not know
Student (12)	No observation
Student(13)	Direct comment
Student (14)	Motivates me
Student (15)	- Correcting
Student (16)	+ Keep on
Student (17)	+ They courage us when we do something correct
Student (18)	+ Encouragement
Student (19)	+ Your language is better than the last time
Student (20)	- Week pronunciation
Student (21)	Teacher's comment
Student (22)	+ You are improving your pronunciation
Student (23)	+ You have a good pronunciation

27 students did not answer this question.

The above table represents the students' answers to the question of what type of comments do your teachers provide? The comments, after eliminating irrelevant answers, could be classified into two categories either positive or negative. Positive comments are preceded by a (+) symbol, whereas, negative ones by a (-) symbol.

The positive comments students receive about their pronunciation could be interpreted as encouragements. These help learners have self-confidence in themselves and push them better pronounce English. The results are illustrated in question (12) below.

3.4.1.10. How Do You Feel After Receiving Teachers' Feedback?

Students' responses

a) Encouraged	39
b) Disappointed	3
c) Confused	7
h) Others	1

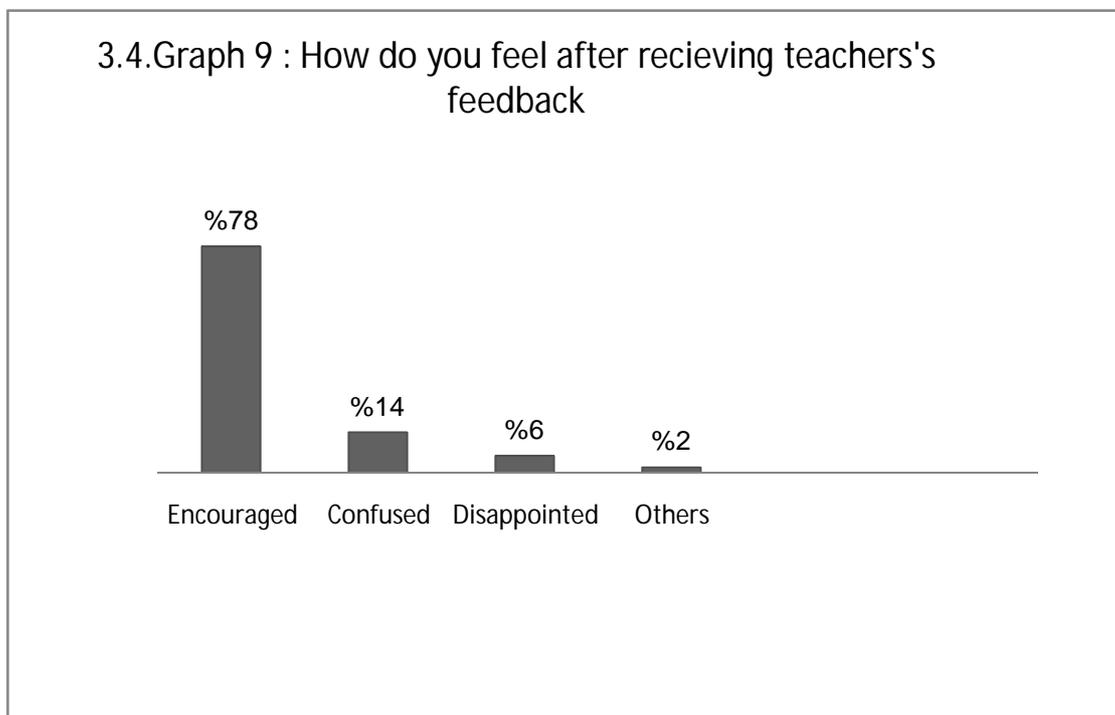


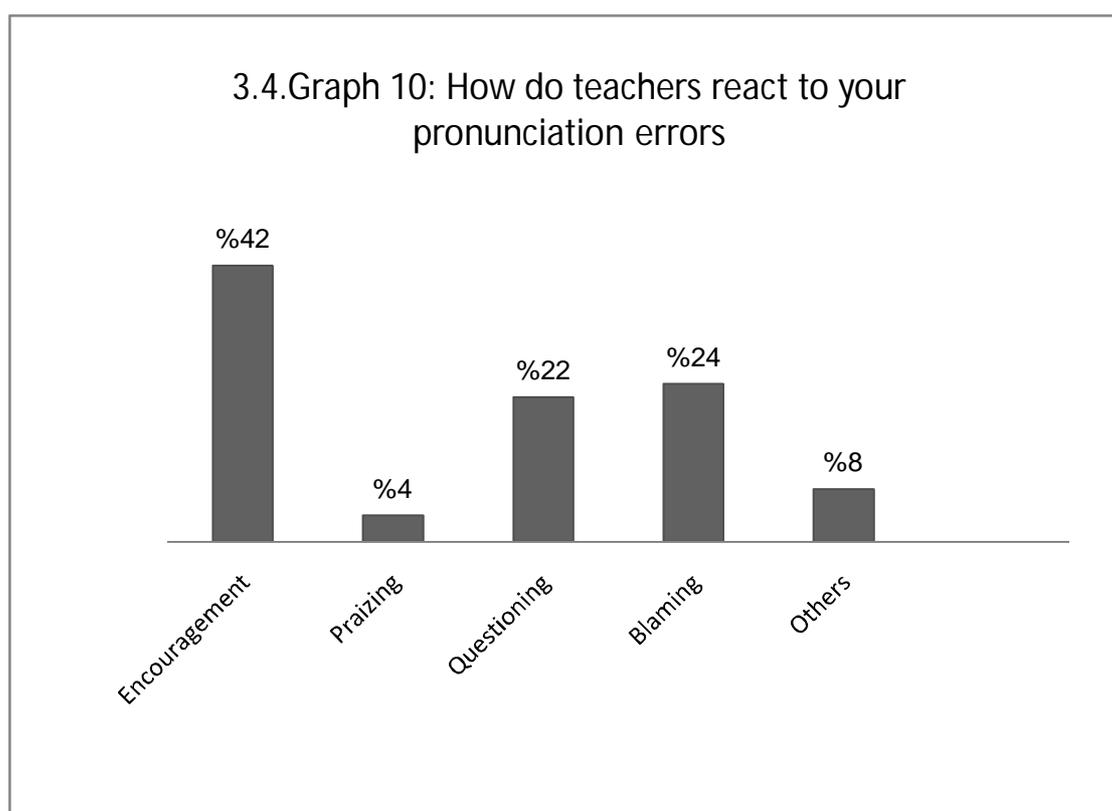
Figure 9 shows the percentages of students' perceptions to teachers' feedback. 78% of students feel encouraged, 14% feel confused, and 6% feel disappointed. The rate of

encouragement students feel when receiving teachers' observation shows that students are highly reliable on teachers comments. The results confirm the students' replies in answer of the question "what kind of comment do they provide". A direct example is the one of student (16) in the Table 9, he said that his teachers advice him to "keep on".

3.4.1.11. How Do Teachers React to Your Pronunciation Errors?

Students' Responses

a) They Encourage you	21
b) They praise you	2
c) They question you	11
d) They blame you	12
i) Others	4



In answer of the question "how do your teachers react to your pronunciation errors?", 42% of students say that their teachers encourage them to work their errors out. Whereas 24% of them claim that teachers use blaming as reaction to their errors. Blaming students

about an error they made makes them afraid of any attempt to speak or participate in class just in the same way questioning does, this explains its rate (22%).

Few students replied with "praising" (4%). This rate emphasises that teachers cannot praise learners for their error production, they have to indicate for learners to work harder in overcoming their problems with language.

Students who answered with "other":

Student (1): they simply do not react, because I do not have errors

Student (2): It depends to the teacher mentality

Student (3): they just correct the mistake.

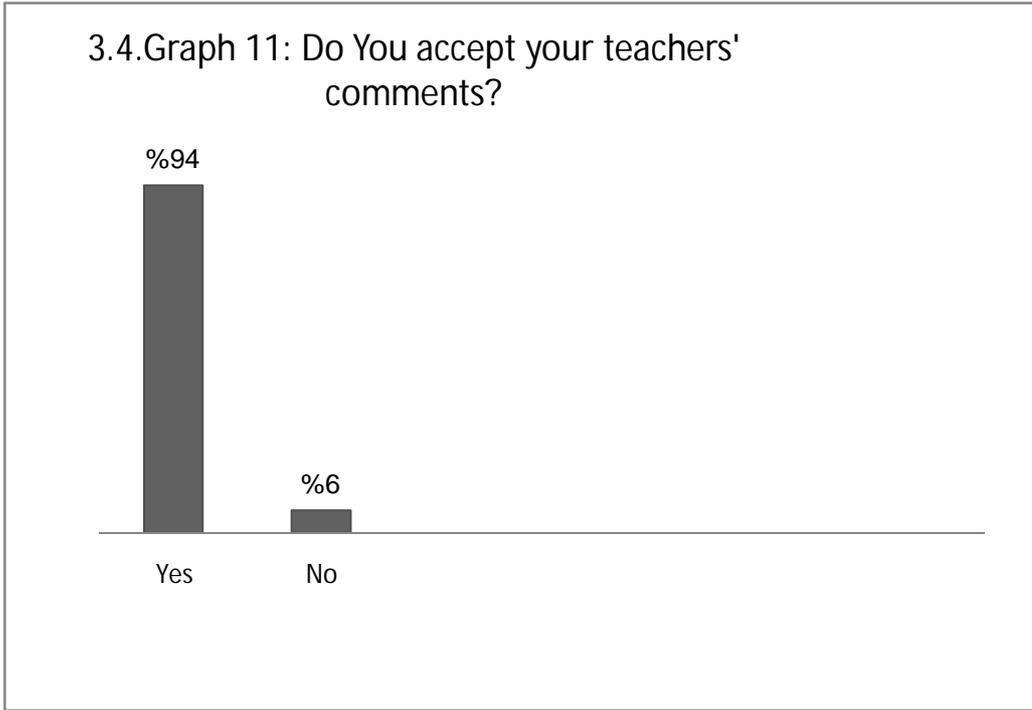
Student (4): did not answer.

Related to the same question, 4 students answered with "Other", one of them said that "It depends on the teacher mentality". This answer means that teachers comments depend on their attitudes whether authoritative, encouraging, discouraging, or permissive.

3.4.1.12. Do You Accept Your Teachers' Comments?

Students' responses

Yes	No
47	3



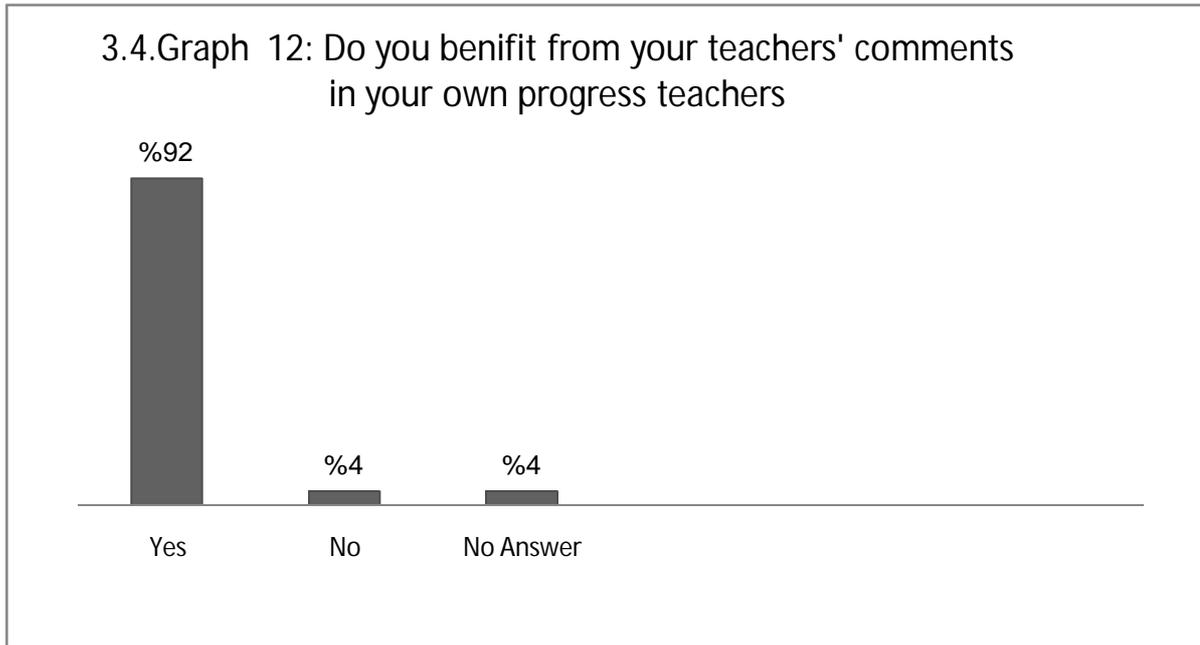
The rates show that most students rely on teachers comments. This could be explained in that students feel encouraged and motivated following their teachers comments. On the other hand, the rate of those who do not accept teachers comments may be explained in that these student feel discouraged receiving teachers feedback.

3.4.1.13. Do You Benifit From Your Teachers' Comments in Your Own Progress?

How?

Students' Responces

Yes	No
46	2



The rates in graph 12 show that 92% of students feel they benefit from teachers comments, this emphasises the results in question 14 where 94% said that they accept teachers comments. Students accept teachers' comments because they benefit from them in their own progress.

3.4. Table10 : How Students Benefit From Their Teachers' Comments

Student (1)	I listen to the things I really need to make a progress
Student (2)	To be aware and check each one before using it
Student (3)	When him corrected my mistake
Student (4)	Yes, I do because I learn from that
Student (5)	It make me challenge with my classmate
Student (6)	We try to take our teachers advice
Student (7)	It helps you correct yourself
Student (8)	By using her advice in my English
Student (9)	When they comment you try to develop yourself by listening to records
Student(10)	It encourages you to be better
Student (11)	By avoiding these errors again (in the future)
Student(12)	When he corrects my grammatical mistakes
Student (13)	They encourage me
Student (14)	For me, my teachers are my example and I respect them
Student (15)	Learning from mistakes
Student (16)	Taking the right pronunciation
Student (17)	To not mistakes begin

Student (18)	Show me more for study
Student (19)	To emprove the level
Student (20)	To make the student encouraged and to be self-confident
Student (21)	To develop my pronunciation
Student (22)	When they advice me about my pronunciation error
Student (23)	To try to do my best
Student (24)	We benifit from his experience and his knowledge
Student (25)	To emprove my language
Student (26)	By correcting myself the comments that I have received from teacher
Student (27)	To try to apply his/her advice
Student (28)	Discovered my mistakes, so, I have determined to solve the problem
Student (29)	I protect his advice and try to do efforts
Student (30)	Emprove my level and avoid repeat the mistakes
Student (31)	They went me to improve my level
Student (32)	Because when the teachers correct my mistake make me a very courage
Student (33)	Don't repeat the same mistake and improve
Student (34)	To correct my errors in pronunciation

16 students did not say how they benifit from their teachers' comments.

As in answer of "how do you benifit from teachers comments", students replies as shown in the table above varied between these three possibilities:

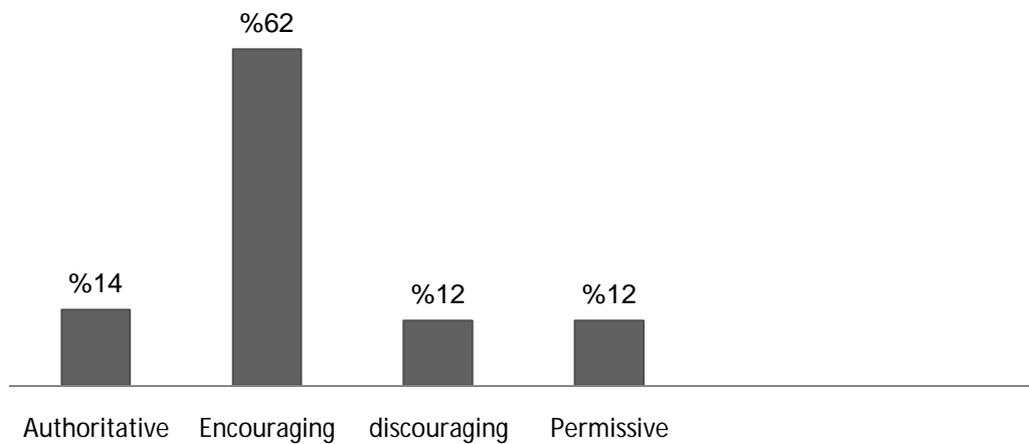
- 1 I benifit form teachers comments in emporing my level.
- 2 I benifit from their comments in avoiding error production again in the future.
- 3 I benifit form their comments in reaching self-correction.

3.4.1.14. What Are Your Teachers' Attitudes?

Students' Responces

a) Authoritative	7
b) Encouraging	31
c) Discouraging	6
d) Permissive	6

3.4.Graph 13: what are your teachers' attitudes?



In question 16, the highest rate (62%) goes for the encouraging category of teachers' attitudes. This also justifies students answers in the previous questions. The majority of students agree that their teachers are encouraging in their attitudes and comments.

Teachers' attitudes toward students' errors affect either positively or negatively students' performance development. The more the teacher shows his encouragement and understanding the more the student feels comfortable in the learning process.

Teachers with authoritative attitudes, representing 14%, cause learners to be passive and unable to participate for fear of embarrassment and shame.

Permissive and discouraging attitudes rated both in 12%. This shows the variety of opinions between students. Two students may have different opinions on the same teacher.

3.4.1.15. What is The Best Way to Correct Pronunciation Errors According to You?

The table below shows students' answers

3.4. Table 11: Students' Suggestions on How to Correct Pronunciation Errors

Student (1)	Listening, reading, speaking
Student (2)	Speak English over time, listen to song and watch movies
Student (3)	Listening, reading some comments from teachers
Student (4)	Studying phonetics well and listening the pronunciation of the teacher well
Student (5)	Listening
Student (6)	Listening and reading
Student (7)	Listening and reading English courses after that we can write and speak english frequently
Student (8)	Listening to the teachers and pick up from them the right pronunciation
Student (9)	Listen and read of course do not feel discouraging when someone corrects you your errors
Student (10)	Listening to English music and watch English news in TV
Student(11)	Study and study don't stop also good listen to pronunciation for my teachers
Student (12)	Listen and practice
Student(13)	To follow the four skills of English which are listening, writing, reading and speaking
Student (14)	Listen to the native speakers
Student (15)	Listen more to the native speakers
Student (16)	To listen to the language of native speakers in films, conversations, and even songs...etc
Student (17)	To listen to native speakers and practice the language
Student (18)	To use the dictionary, to listen to native speakers
Student (19)	Audio-visuals help us to develop our pronunciation
Student (20)	To read always and watch TV and listen to the American and British music
Student (21)	Reading more, speaking
Student (22)	We should listen much and correct ourselves
Student (23)	Practice phonetics in LAB
Student (24)	Practice
Student (25)	To consulte teachers and practice
Student (26)	Always practice language
Student (27)	When you practice your language and try to understand the trascription in phonetics
Student (28)	Repetition
Student (29)	Repeat the errors than correct them
Student (30)	Repeat the wrong form than correct you
Student (31)	To repeat the error than give the correction form, logic says that !
Student (32)	Repetition of mistake with correction
Student (33)	Repeat the wrong form then correct you
Student (34)	When they correct my mistakes
Student (35)	By correction by the teachers
Student (36)	When to give mistake the teacher correct me
Student (37)	To correct errors by teachers
Student (38)	To be corrected by a teacher

Student (39)	Speak with another student study English in high levels
Student (40)	Listening
Student (41)	Listening and reading English academic excessively
Student (42)	Let you complete then they correct you
Student (43)	Study the course of phonetics without errors for applied it
Student (44)	I must read and listen more of correct pronunciation
Student (45)	We must read and listen more English
Student (46)	Listening more
Student (47)	By use word in sentences and read it more once
Student (48)	By repeat the word again and again

2 (4%) students did not answer the question.

On the basis of the above table we can notice that 37 (74%) students believe in listening, speaking and reading as the best ways of improving pronunciation. whereas 11 (22%) believe that error correction by teachers improves their pronunciation.

Students, based on their different experiences, believe that watching TV movies, listening to songs and native speakers' conversations, attending phonetics sessions, using phonetics dictionaries are all means by which the learner gets English from its original source.

Conclusion

Based on the results of the questionnaire, we can deduce that teachers carry the responsibility of correcting learner's errors, though, they are not supposed to correct every error they meet because of time efficiency, and students' confusion (as consequence to extensive correction). Teachers' correction, focussing on both strengths and weaknesses, helps learners improve their level, avoid error production, and reach self-correction.

Students rely strongly and feel dependent on teachers' feedbacks and attitudes. they prefer direct strategies of correction that go under the categories of repetitions, and recasts. Students believe that mispronounced /p/ is corrected either to maintain fluency or accuracy. For them, a better pronunciation depends on listening, speaking, reading and correcting errors.

3.5. Establishing Reliability and Validity

Establishing validity and reliability is to report, analyse and synthesise data accurately. Joppe (2000:1 cited in Golafshani 2003:598) explains validity as : "The extent to which results are consistent over time and an accurate representation of total population under study is referred to as reliability and if the results of a study can be reproduced under similar methodology, then the research instrument is reliable". Validity and reliability give scientific value to research. Joppe (Ibid : 599) declares: " validity determines whether the research truly measures that which it was intended to..."

In order to measure validity the researcher has to check

1. Methodological coherence that is whether the questionnaire agrees with the research questions and the methods followed
2. Sample efficiency
3. Dynamic relationship between sampling, data collection, and data analysis
4. The aspect of theoretical thinking.

3.6. Implications of The Study

Implications of a study is the process of examining the study and its limitations. It gives the study the possibility to be further investigated and examined, even when arrived at the hypothesis confirmed.

The study administered on foreign learners of English originating from El-Oued and El-Hdjira was done in the form of a questionnaire, it was first intended to be an experiment where students are recorded and video taped but due to the time given only a questionnaire was distributed.

In the questionnaire, we can notice that the sample of 50 students is not sufficient, this is due to the few students whose origins are specifically from El-Oued and El-Hdjira. It

could be noticed also that some students are originating from El-Oued and el Hdjira but living outwards their origins, this was also a problem faced when analysing.

Another factor to be regarded as a limitation is that some students refused to answer the questions truthfully. Some of them responded with a lot of subjectivity especially in the the question concerning wether their teachers correct them about the error of /p/ mispronunciation. This category of students has not even finished reading the question and answered directly with "never", whereas the question was intended to seek the timing of error correction. These students denied strictly any mispronounced /p/ error production because they do not like to be looked at as inferior from the other students orginating from different places. Concerning the question of teachers' attitudes, the same thing is to be seen. Many students exaggerated in describing how authoritative and firm their teachers are.

Regarding these limitations, I highly beleive that the study of pronunciation difficulties among arab learners needs more investigation and more importance. The study at hand is only a preliminary one for researchers to further investigate and explore.

General Conclusion

The study, on the basis of all what have been reviewed, confirms the hypothesis of the mother tongue transfer as a reason of mispronounced /p/ among Arab learners of English originating from El-Oued and El-Hdjira. Arab Learners, according to current researchers' opinions, aim at facilitating the learning process using data they already know. They pronounce the /p/ as /b/ because they are not aware of the voicing difference between them. /b/ is voiced and /p/ is voiceless. Learners will overcome their pronunciation difficulty once they are aware of the phonemic differences between their mother tongue (Arabic) and the language they are learning (English). The process by which these differences are made known is contrastive analysis which not only represents the differences and similarities between languages but also predicts the errors learners may produce when engaged in learning the target language.

Another important point improving learners' pronunciation is the feedback they receive about their language. Feedback provided by the teacher, using the appropriate strategy, helps learners better understand their weaknesses and strengths. However, and based on the study's investigation, feedback may effect learners negatively. if provided extensively it creates confusion and lack of participation in learners for fear of error production.

As a final concluding point, Arab learners will maintain a better pronunciation when they listen, read, and speak English not only in class but also outside the class. They can play a vital role in their own motivation. Teachers' task is to guide and provide corrections once they feel the necessity of that.

APPENDIX I

Univesrity of Kasdi Merbah Ourgla
Faculty of Arts and Humanities
Department of Foreign Languages
Students' Questionnaire

Dear students, I am conducting a research paper for the fulfillment of License degree in the English Language. My research investigates the difficulty of pronouncing the /p/ phoneme for Arab second language learners. I would be gratefull if you could practice in answering the questions of this questionnaire. Your truthful answer will be of great help to me.

Put a tick (✓) in the appropriate box:

A) General Information:

1) Level of Study:

.....

2) Age Range:

+18

+30

B) Error Treatment:

3) Do teachers correct every error you make in pronunciation? Yes / No

4) Do teachers give any comments on your pronunciation errors? Yes / No

5) Which Kind of Comment do they provide?

a) Verbal

b) Non – verbal

c) Both

d) Nothing

e) Others (please Specify below)

.....

.....

6) Do you like to be corrected by the teachers?

- a) Always
- b) Sometimes
- c) Never
- d) Rarely
- e) Do not know

Why?

.....
.....

7) Do your teachers comment mispronounced /p/?

- a) When it harms meaning
- b) When it causes communication break downs
- c) When it is time to seek perfect pronunciation

8) What are the best treatment techniques your teachers use?

- a) Directly provide the right answer for you
- b) Repeat the wrong form then correct you
- c) Allow other students correct you
- d) Wait a little longer for you to reformulate your answer
- e) Say: "Pardon!", "sorry", or "What? So that you revise your answer"

9) Which technique do they use more? (write below the technique's number)

.....

10) What do your teachers comment?

- a) Your weaknesses
- b) Your strengths
- c) Both

11) What type of positive comment does it make?

.....
.....

12) How do you feel after receiving teachers' feedback?

a) Encouraged

b) Disappointed

c) Confused

d) Others (please explain below)

.....
.....

13) How do teachers react to your pronunciation errors?

a) They encourage you

b) They praise you

c) They question you

d) They blame you

e) Others (please explain below)

.....
.....

14) Do you accept your teachers' comments? Yes / No

15) Do you benefit from your teachers' comments to make your own progress?

Yes / No

How?

.....
.....

16) What are your teachers' attitudes?

a) Authoritative

b) Encouraging

c) discouraging

d) Permissive

17) What is the best way to correct pronunciation errors according to you?

.....
.....

Thanks for your Cooperation

Appendix II

The following table provides examples of Arabic consonant phonemes adapted from Kopzynski and Meliani (1993:6)

Table Arabic Consonant phonemes and their Examples

Phoneme	Distinctive features	Example
STOPS		
/b/	bilabial stop	/ba'ri:d/ "mail"
/t/	vl non-emphatic dental stop	/ti:n/ "figs"
/d/	vd non-emphatic dental stop	/dar/ "house"
/T/	vl emphatic dental stop	/'maTar/ "rain"
/D/	vd emphatic dental stop	/bajD/ "eggs"
/k/	velar stop	/'kataba/ "write"
/q/	uvular stop	/'qara'a/ "read"
/ʔ/	glottal stop	/'akala/ "eat"

FRICATIVES

/f/	labio - dental fricative	/ʔalf/ "thousand"
/θ/	vl interdental fricative	/ʔa'θa:θ/ "furniture"
/ð/	vd non - emphatic interdental fricative	/ðajl/ "tail"
/ð/	vd emphatic interdental fricative	/ʔðanna/ "think"
/s/	vl non - emphatic dental fricative	/su'ʔa:l/ "question"
/S/	vl emphatic dental fricative	/Sa'ba:h/ "morning"
/z/	vd dental fricative	/za'bi:b/ "raisin"
/ʃ/	vl palatal fricative	/ʃams/ "sun"
/ʒ/	vd palatal fricative	/ʒa'mi:l/ "beautiful"
/x/	vl uvular fricative	/ʔxaraʒa/ "to go out"
/ʁ/	vd uvular fricative	/ʔʁadan/ "tomorrow"
/ħ/	vl pharyngeal fricative	/ʔħaraka/ "movement"
/ʕ/	vd pharyngeal fricative	/ʕabd/ "slave"
/h/	glottal fricative	/ʔhuwa/ "he"

NASALS

/m/	bilabial nasal	/ʔi'ma:m/ "priest"
/n/	dental nasal	/ʔna:ma/ "sleep"

LATERALS

/l/	non - emphatic lateral	/lahm/ "meat"
/L/	emphatic lateral	/ʔaLLah/ "God"

FLAP

/r/	(dental) flap	/ri:m/ "deer"
-----	---------------	---------------

SEMIVOWELS

/w/	labio - velar semivowel	/ʔwalad/ "child"
/j/	palatal semivowel	/ja'zi:ʔu/ "he comes"

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