

The Effect Of Using Recast And Explicit Corrective Feedback On Improving English Pronunciation Of Iraqi Intermediate School Students

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Abstract

This study aim to examines empirically the impact of oral feedback on developing English pronunciation skills of Iraqi EFL intermediate school students. To achieve this aim, an experiment was designed where three groups have been chosen randomly from the first year female students at Al-Remah Intermediate School in the city Centre of Mosul. These three groups are divided into two experimental groups and a control group. The experimental group one (N=20) has received recast feedback and experimental group two (N=20) has received explicit corrective feedback. The control group (N=20) has not received any type of corrective feedback. The data collection was carried out by means of a pronunciation test which is constructed by a researcher based on students' syllabus. Reliability and validity of the pronunciation test are estimated and ensured. The three groups are given the pronunciation test both before and after the trial. Statistical analysis of the findings shows that both explicit and recast feedback are beneficial for enhancing learners' English pronunciation. To improve students' pronunciation skills, explicit corrective feedback appears to be more beneficial than recast feedback. A number of suggestions for English language instructors have been made in light of the findings. Additionally, some recommendations for additional research and work are provided.

Keywords: Pronunciation , Recast , Corrective Feedback , Oral Feedback .

Preliminary

The most commonly used language for international communication is English. It is virtually universally used as a first, second, or foreign language around the world. Recently, the development of learners' communication skills is considered the goal of teaching English as a foreign/second language (Alahmed, 2017). In order to develop good communication skills, EFL learners need to master the four skills in addition to the other important language aspects such as vocabulary, grammar, and pronunciation (Zhang & Yin, 2009, Putra 2020). Pronunciation is a crucial skill for learning English since it not only creates a favorable initial impression of the speaker but also conveys the intended meaning to the listener. In other words, proper pronunciation makes a speaker easier to understand. On the other hand, incorrect pronunciation can be difficult to comprehend.

Morley (1991) indicated that it is essential to teach English pronunciation in the ESL or EFL classroom. Teaching English pronunciation is a

vital feature of both teaching and learning the language. Teaching pronunciation intends to assists learners increase knowledge in terms of English pronunciation as well as use their current knowledge.

The aim of teaching pronunciation is not to request learners to pronounce English words, phrases and sentences like native speakers. Instead, comprehensible pronunciation should be the factual purpose of teaching in EFL classrooms . The way that students think about the sounds of English words must change if they want to modify how they pronounce those words.

Development of pronunciation skills for English as a foreign language (Henceforth EFL) students has attracted the attention of researchers in the domain of Applied Linguistics and TEFL. Several studies have been conducted to find out appropriate techniques and methods for developing EFL learners' pronunciation (Phoowong 2019; Martin 2020).

It has been claimed that providing a appropriate oral feedback by a teacher could promote students' pronunciation and builds confidence in themselves during communication as well as enabling them discover areas of weaknesses and strengths in their oral performance." Feedback has been defined as information that is given to the learner about his or her performance on a learning duty, usually with the objective of improving this performance" .(Ur ,1996, p. 242)

This study examines two types of oral feedback, namely explicit corrective feedback and recast feedback for developing Iraqi EFL students' pronunciation. The explicit corrective feedback is described as a teacher's correction or response given directly to the learner's utterances covering an error. It is usually seen when the student makes a mistake or error, and the teacher gives information to the students to revise their mistakes or errors (Nadya, 2021).

As for recast feedback, it has been defined, in the context of English language teaching, "as containing of the teacher's reformulation of all or part of a student's utterance that contains at least one error within the context of a communicative activity in the classroom" (sheen, 2006). Students can develop their knowledge based on teacher corrections of their errors. The knowledge they get from the teacher can improve their ability to pronounce words correctly, particularly in performances.

Theoretical background

One of the many educational concepts that has seen such rapid advancement throughout time is feedback theories. A theory that has been theorized for more than a century is behaviorism. This idea, which has its origins in psychology, places students in the role of stimulus recipients. The focus of behaviorism is on students' outward behaviors, which can be changed by using punishments and rewards. Teachers guide their students through the curriculum step-by-step. Students are expected to reiterate what their teachers have said. When students perform well and make no errors, the teacher will reward them and offer them encouragement to finish what they started. But when students do make errors, the teacher will give them appropriate feedback to help them fix their errors. Skinner (1938).

positive feedback is reinforcement while Negative feedback is a form of punishment.

Teachers give their students positive feedback do so after they successfully complete an assignment. It has two main purposes: first, it informs the students that their performance was accurate, and second, it increases their confidence by giving them praise. A learner's accurate reaction to an exercise is confirmed through positive feedback. It may indicate the accuracy of a learner's utterance's content or its linguistic correctness (Nelson & Roberts 2000). Negative feedback in some way indicates that the student's statement is incorrect or linguistically incorrect. In other words, its goal is corrective. Teachers may give students negative feedback when they perform poorly or incorrectly by criticizing, disciplining, or formally pointing out the error. This form of criticism is categorically believed to hinder learners' development (Nunan,1991,p.195-197).

Corrective feedback (CF) has received much attention from researchers and language teachers, but there has been disagreement about whether and when to correct errors as well as regarding which faults to address (Hyland, 2006). Feedback can be directive from a behavioral perspective. Ackan and Tatar (2010) contend that directive feedback is inappropriate and that it should instead prompt introspection from student instructors. Others distinguish between courteous or straightforward remarks and explicit or tacit criticism. According to constructivism, there are different types of feedback, including form, content, process, and product feedback. According to cognitivism, feedback should be precise and understandable. Baker and Bricker (2010) used other language, stating that feedback should be specific, dependable, and descriptive (Hyland, 2001).

Definition of Feedback

Generally defined, feedback is "information given to students about their performance that guides future behavior" (Ambrose, 2010, p. 125). One of the best teaching and learning techniques, feedback has a rapid influence on student learning. (Timperley, Hattie 2007)

Although feedback is typically thought of as information given to students to help them perform better, it also serves the clear objective of drawing teachers' attention to areas where their teaching strategies may need improvement. Feedback is primarily used to assist learners in

changing their behaviors and ideas to achieve better learning results (Shute, 2008). This definition sets feedback apart from other sorts of information that may be given to learners, such as summative assessments or praise. Feedback still includes an element of evaluation even if it is given without a grade. Programs for education and training must include feedback. By providing information in a way that support the receiver to agree it, reflect on it, learn from it, use it, and hopefully make improvements, it aids learners in maximizing their possible at various stages of training. It also raises their awareness of strengths and areas for improvement. The environment of teaching and learning must include feedback. It improves the way that instructors and learners merge their information, abilities, and behaviors in the classroom. At all educational ranks, feedback is an crucial to the development of proficiency and self-confidence in both teachers and learners.

Additionally to facilitating learners recognize how they did on the evaluation assignment and the reasoning behind their grades, feedback is important to learning and suitable valuation techniques since it gives learners information on how to develop their capability as students. According to Nichol (2007), feedback is designed to help learners observe, accomplish and take accountability for their own learning. Feedback serves as a tool for successful learning as well as a means of error correction and score or mark distribution. According to Gibbs and Simpson (2004), feedback can increase learning by clarifying misconceptions, understanding through explanations, creating more learning through the suggestion of additional, focused study duty, fostering the improvement of general skills by give emphasis to the use of skills evidence instead of content, fostering metacognition by encouraging learners' reversal and awareness of the learning procedures involved in the assignment, and motivating learners to keep studying.

Types of feedback

Oral feedback

The current study focuses on this kind of feedback, which is verbal and implies that the teacher provides students with comments on their performance. Giving students oral feedback is a difficult process, though. Before providing

any oral feedback, teachers should consider a number of variables to ensure that their advice is helpful and has an impact on the students' speaking skills (Frey & Fisher, 2011).

Numerous elements need to be taken into account during teaching and learning. One of the things to take into account when managing the learning process is the teacher's response to the students' errors. According to Harmer (2007), in order to properly manage the learning process, the teacher must also manage the mistakes and feedback of the students. This suggests the importance of feedback, especially for students, in the teaching-learning method. Giving feedback has the purpose of encouraging students to participate in active learning. Arif, Zaim, and Refnaldi claim (2018 ,p. 311), To create engaged students in the teaching and learning process in the classroom, both teachers and students must be eager to engage in conversation. By allowing them to interact in class, teachers are encouraging students to want to participate in classroom interaction by allowing them to interact in class.

One type of feedback is given orally and involves conversation between the giver and the receiver. Before, through, and after writing assignments, this sort of feedback can be given to one student, a group of students, or all students collectively. This kind can be delivered to language learners quickly and regularly. Through interaction, learners can be immediately informed of their shortcomings, which is advantageous for their use (Brookhart, 2008).

Written feedback

Written feedback is the second type feedback. This category, which could be categorized as teacher evaluation of students' written work, is thought to be crucial for helping students advance in their education. Teachers cannot rely only on oral feedback, despite the fact that oral feedback from teachers is more beneficial than written evaluation. Time is limited, particularly in lengthy courses, so (Frey and Fisher, 2011, p. 81). "Written feedback can be used for any sort of work product and is an especially proficient method to give individualized feedback when big class size or shortage of time prevents one-to-one conferences with learners" or these reasons, written feedback is the most common sort of feedback utilized by teachers because it

permits them to devote more time to teaching. (Konold, 2004, p. 68).

Corrective feedback

Feedback is a crucial aspect of all forms of communication and learning, and it is an important part of a teacher's plan to enhance learning by instructing the student on how to stay on course by systematically disseminating information to establish the proper replies and change the incorrect ones (Carroll and Swan 1993).

However, corrective feedback is a strategy used to emphasize, encourage, and rectify students' errors in which the teacher reformulates any claims made throughout the class that might be false. According to Doughty and Varela (2009) "teachers responded to student errors by first rephrasing the learner's utterance forcefully emphasizing the error and, if the learner unsuccessful to correct it, reformulating the utterance."

S: Yes, I have to...to find the answer on...on the book also?"

T: In the book, yes. Both...in the book". (corrective feedback)

S: In the book"

Types of corrective feedback

The following five corrective techniques—explicit correction, clarification requests, elicitation, and repetition—were suggested by Lyster and Ranta (1997) as alternatives to recasts:

- **Explicit correction:** The teacher provides the appropriate form and makes it extremely obvious that what the learner had said was incorrect.

Student: "on April"

Teacher: "No. it is 'In April'".

- **Recasts:** The teacher rephrases all or part of the learner's statement but does not state outright that it is incorrect.

Student: "What is she drinks?"

Teacher: "what does she drink?"

- **Clarification requests:** The teacher employs expressions like "Pardon?" as well as "I don't get it."

- **Metalinguistic information:** The teacher offers feedback, details, or queries regarding how well-formed the student's utterance is. such as "C'est masculine."

Student: "my father is there last night"

Teacher: "my father is there last night?. It should be "my father was there last night"

- **Elicitation:** Students are directly asked to reformulate an utterance by the teacher by inquire questions like, "How do we say it in French?" or by stopping to let students finish the teacher's sentence.

Student: "the black cat wants I to feed her"

Teacher: "the black cat wants...?"

Student: "me to feed her"

- **Repetition.** The teacher repeats the student's incorrect statement while altering intonation to emphasize the mistake.

Student: "I goes to school everyday"

Teacher: "I goes to school everyday?"

Recast feedback

Recast is one of the techniques for giving students feedback that has to be corrected. It is a technique used by teachers to correct students' inaccurate statements without alerting them to their errors. Lyster and Ranta (1997) developed the technique formerly known as "paraphrasing." Recast feedback is described as prompting student to rephrase their statement. Simply described, it's a method where a teacher facilitates the discourse by offering the proper form or forms. Long (1996) claimed that "recasting is a form of implicit negative feedback where the student's attention is drawn to mismatches between the input and the output." This would certainly hold true if the student attentively listened to a person who provided such feedback.

Types of recast feedback

The several types of recast that can be found in Farrar (1992) include a number of terminology that are utilized in the recast literature

1- **Corrective recasts** :- recast that resolves a target error.

The corrective recast:

T: "Has anybody tried horsemeat? . . ., have you?"

S: No, I am not adventurous of food.

T: I am not adventurous with food.

S: Adventurous with?"

2- **Non corrective recasts** :- "A recast that does not accurate a target but models a target." In their SLA study, Lyster and Ranta (1997) defined non-corrective recasts as reformulations of students' error-free utterances.

Student: "There was fox."

Teacher: There was fox" (Sheen, 2007, p. 307).

3- simple recast :- After a recast, the student's utterances may change by one.

The simple recast:

S: "We can know the taste after eat.

T: We can know the taste after eating.

S: After eating" .

4- complex recast :- There are numerous ways to recreate the learner's utterance.

The complex recast:

S: "From time to time, people make violation.

T: Violation?

S: Yeah, it cause vio . . . violation.

T: It causes violence.

S: Violence"

5- A full recasts :- is one that exactly replicates the original sentence, excluding the incorrect form. They (involve a reformulation of the total false statement).

The full recasts:

St : "he take the bus to go to school yesterday .

T:he took the bus to go to school yesterday" .

6- A partial recast :- They entail reformulation, but only the falsified portion of the assertion is repeated.

The partial recast:

S: "Yeah, I went to toy store.

T: A toy store . . .

S: A toy store . . . to buy a bear"

Pronunciation

In English speaking activities, pronunciation is crucial since it has a significant impact on the meaning of utterances. When a speaker pronounces a word incorrectly, it can hinder communication and could be one of the elements that cause a conversation to fall apart . The Encarta dictionary defines pronunciation as the way a sound, word, or language is pronounced, particularly in conformance to a recognized standard. It can also refer to the process of pronouncing a sound or word, as stated in Mustari (2010, p. 10). The way a word or language is uttered or how someone says it is referred to as pronunciation. Successful oral communication depends heavily on pronunciation.

As important to effective communication as increasing vocabulary or applying grammar rules correctly is the ability to accurately pronounce foreign language sounds (Alvord & Tanner, 2014). While lexical, grammatical, and

pragmatic errors can be made, a speaker's speech can still be understood with strong pronunciation. However, with poor pronunciation, a speaker's speech can be very problematic to understand despite being correct in other areas. In light of the fact that pronunciation is an significant aspect of communicative proficiency, it can be said that pronunciation instruction is of major importance for the realization of effective oral communication (Hismanoglu, 2006).

Ramelan's (2003) division of the components of English pronunciation into segmental and suprasegmental features. The first one is segmentation, or the grouping of sound units in a particular order. It is possible to conduct separate studies on this quality. It suggests that every speech can be broken down into a collection of linear segmental components. The second one category is known as suprasegmental attributes, which refers to qualities such as stress, length, intonation, and others that are always present when a segment is created. However, it is impossible to study suprasegmental in isolation. Without talking about segmental, suprasegmental features cannot be described. The study concludes that students need to learn suprasegmental features in addition to segmental features if they are to understand English pronunciation. We cannot pronounce an utterance from just one side of the segmental and suprasegmental components because of their connections.

Methodology

Experimental design

The experimental design is “ the structure by which variables are placed or organized in the experiment”(Wiersma and Jurs, 2005, p.101). The researcher approved the “quasi-experimental design” (Cohen 2007, p. 212). Wiersma and Jurs (2005, p.130) define quasi-experimental design as “ the use of intact groups of learners at random to experimental treatments”. In the current study, individuals are evaluated in three groups using a quasi-experimental methodology.

For the independent variable, which is the independent group in this type of design, there is no treatment (recast feedback and explicit corrective feedback). To evaluate their pronouncing abilities and guarantee their comparability, the pre-test was given to all of the

participants (EGA, EGB, and CGC) one week prior to the experiment on February 22. After the treatment was completed on April 22, a post-test was given to the same groups in order to assess their advancement and determine their post-test results. The following table indicates the design of the study:

Table (1) : The Experimental Design

The groups	Pre -Test	Treatment	Post - Test
EGA	Pronunciation Test	Explicit corrective feedback	Pronunciation Test
EGB		Recast feedback	
CG			

Instruments of the research

The pronunciation test

The pronunciation test will serve as the research's main tool. It was used in both the pre-test and post-test parts. A pre-test will be given to students at the first meeting with the aim of evaluating their previous understanding of pronunciation. The post-test, which will be given at the last meeting, will be used to determine whether the students' pronunciation has improved. The four questions make up the pronunciation test, which evaluates students' ability to pronounce words both correctly and incorrectly. A comparison with sounds is used in question one. This test is designed to evaluate students' ability to distinguish between the various sounds in a list of words. The students identify which word is different after listening to the pronunciation of a word sample. In the second question, students are shown a variety of words that end in (ed). Students' ability to distinguish between the pronunciations of /t/, /d/, and /id/is tested by this question. The third question tests students' proficiency in pronouncing words with the sounds/p/b/, /v/f/, /s/z/, /k/tS/, and/or/using various words. To assess the student's pronunciation while reading continuously, question four includes a paragraph reading component.

Validity of the pronunciation test

" Validity is the essence of any form of evaluation that is precise and consistent" (Cohen 2006, p.106). However, an instrument's validity refers to how well it achieves its intended purpose in measuring it. Therefore, the primary goal of this term is to increase the accuracy and value of findings. Possibly the most challenging is the test's validity component. It speaks of how well a method or other tool measures what it purports to measure (Cohen et al. 2000, p.126).

Validity indicates the techniques used to gather and analyze research data in order to interpret the reality being studied. The researcher created a test for the students to certify the validity of the research.

Reliability of the pronunciation test

The constancy of findings or measurements is called reliability (Adams & Lawrence, 2019, p.118). The reliability of the exam was guaranteed by administering the pronunciation test to 20 people from the general public as opposed to the study group. The reliability of the pronunciation test was ensured by using the test-retest methodology. The correlation coefficient, which is found to be 0.924, is regarded as being high and stable. (R = 0.924).

Results and Discussion

The results of the study showed that ECF strategies could increase learners' pronunciation proficiency. This research was trying to answer the following question:

1)Which kind of corrective feedback is more effective for improving Iraqi EFL students' pronunciation?

Based on their mean pronunciation scores, the (EGA) and (EGB) are contrasted in the post-test total scores. The EGA average score is 69.20, whereas the EGB average score is 63.45. Using the "T" test formula for the two independent samples, it is possible to assess whether there is a statistically significant difference between the mean scores of the two groups.

The computed "T" value is found to be 9.239 for EGA and 6.062 for EGB, showing that there is a statistically significant difference between the two groups. According to (Table 2), there is a statistically significant difference between the two groups based on the difference between the means of the scores obtained by the EGA and the EGB. The EGA performs significantly better in the post-test than the EGB as a result.

Table (2) : The Mean, Standard Deviation, T-Test Value of the Post-Test of the two Experimental group (EGA, EGB) in pronunciation

Groups	No	Mean	SD	T-Value	Sig
EGA	20	69.20	9.294	9.239	0.000
EGB	20	63.45	9.923	6.062	0.000

2) What is the effect of the ECF on improving Iraqi EFL learners' pronunciation?

The mean pronunciation score of the (EGA) in pre-test is compared with the (EGA) in the scores of the post-test. The mean score is found to be 48.35 in pre-test of (EGA) and 69.20 in post-test of (EGA). The "T" value calculated is found to be 5.948 for EGA in pre-test and 9.239 for EGA in post -test at a 0.05 level of significance, which refers that there is a statistically significant difference between the (EGA in pre-test and EGA in post –test). The difference between the means of scores obtained by the EGA and the EGA shown in (Table 3) .This means that the EGA in post –test is much better than the EGA in pre-test.

Group	No	Mean Pre-test	Mean Post-test	SD Pre-test	SD Post-test	T-Value Post-test	T-Value Pre-test	Sig
EGA	20	48.35	69.20	15.380	9.294	9.239	5.948	0.00

Discussion of the Results

According to the statistical analysis of the data, the experimental group A (ECF) students in the pronunciation test performed substantially better than the experimental group B (RF) students on the post-tests overall on average. The study's findings support the ECF regarding the pronunciation skills of first-year students. This suggests that the RF is less conducive to learning than the ECF. The findings of this study give support to the claim that one of the most effective methods for learning foreign languages is ECF.

Additionally, the result showed that the ECF had a considerable positive impact on learners' ability to read and speak words correctly in the post-test. Low proficiency learners might not gain from recasts, according to Panova and Lyster (2002), since they are unable to recognize the corrective focus of recasts. The conclusions that ECF is helpful for improving learners' pronunciation skills and that it helps to assist task completion are also supported by the data.

This study's results are in line with those of (Karimi ,2016 &Naderi ,2014 &Rassaei , 2012) which showed that ECF improves pronunciation in students. This improvement is the consequence of both the learners' improved pronunciation skills and their increasing awareness of the teachers' use of ECF. Furthermore, Bitchener (2008) contends that giving pupils feedback for improvement can help them learn better. He believes that instructor feedback is an important component of learning and can help students clear up any misunderstandings or uncertainties. During the term, explicit feedback forms performed better than recast ones.

Recommendations

According to the study's findings, it is strongly encouraged that teachers consider their students' preferences while giving oral corrective feedback, especially when deciding on the format, timing, and content of the feedback. If these aspects are ignored, corrective feedback may actually hinder students' ability to learn. Teachers must also equip themselves with the knowledge necessary to provide pupils with appropriate and motivating corrective comments on their pronunciation.

Suggestions For Further Research

The present study examined how two distinct types of corrective feedback affected the pronunciation abilities of intermediate EFL learners; thus, more investigation can be conducted to examine how these and other types of corrective feedback affect other linguistic abilities. On additional EFL competencies, including writing and listening comprehension, research can be conducted.

Pedagogical Implications

The current study's pedagogical implications for EFL learning and instruction are what make it significant. To put it another way, this study will help Iraqi EFL teachers and students better

understand how employing recast and explicit corrective feedback can improve and strengthen pronunciation skills in studying English.

The importance of pronunciation in communicating should not be undervalued in the classroom. It has been demonstrated that error correction is an effective technique for helping pupils eliminate persistent errors in the pronunciation of challenging words. Teachers must convey the necessary information in an understandable manner, correct any errors made, and provide sufficient feedback if they want students to pronounce words precisely and correctly.

In this sense, the study can help EFL teachers gain a deeper understanding of the flaws in their lesson plans and teaching methods. As a result, this study can assist EFL teachers in continuously transforming their instructional strategies to more contemporary ones, which will produce positive outcomes for this field study.

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