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Investigating Some Factors Influencing EFL Learners' choices of Different variations of English

A Case Study of Second Year LMD Students of English at
Mohamed Khider University of Biskra

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Dedication

“When you want something, all the universe conspires in helping you to achieve it” –Paulo Coello

*My mother “Fairouz” my best friend, your strong and pure soul inspires me every single day
All I am today, I owe it to you and I attribute my success in life to the moral education, life
lessons, and advice that I received from you
Thank you will never be enough*

*My beloved father “Okba” my guide,
Thank you for supporting me and believing in me*

*My dear sister “Selsabil”
You are my little sister but you inspire me every day and I learn a lot from you
“Mouna” a little piece of my heart, I am blessed to have a little sister like you*

*To my dear supervisor “Bencharef Sakina”. This work would not have been possible without you
Thank you for being a constant source of knowledge and inspiration*

To all of my family: my grandparents, my uncles, my aunts, and all of my cousins

To the memory of my beautiful aunt “Laatra” (1963-2016), you are forever in my heart

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*To everyone I know and love
I dedicate this work*

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Abstract

Pronunciation is one of the most important yet ignored aspects of foreign language teaching and learning. When it comes to learning English, teachers mainly focus on improving students' vocabulary and grammar and ignore speaking aspects. However, students aim at setting a goal to improve their pronunciation and their communicative competence; therefore, their learning pronunciation process may be influenced by different factors that may lead them to choose different kinds of accents and variations of English language. For this purpose, an exploratory method was used in order to investigate the different factors that may influence learners' choices of different accents of English. Hence, a sample of 20 second year LMD students of English was chosen non-randomly after a classroom observation. Indeed, students with a British or American accent were selected to take part in an interview to collect their views and attitudes about teaching-learning pronunciation as well as to see what specific accent they use. Moreover, teachers of phonetics and oral expression were requested to answer a questionnaire. Thus, the outcomes obtained confirmed the suggested hypothesis that there are many factors that interfere in EFL students' choices of particular kinds of variations and accents of English language such as mass media, family members, and teachers. Moreover, students confirmed that they are the ones who choose the accent of English they prefer to acquire according to online trends. Therefore, teachers must consider learners' needs and make them aware that there are many variations of English that they can choose from and that achieving a native-like accent is not a realistic goal. They can follow different methods and tools to achieve a more understandable and comprehensible pronunciation of English.

Key Words: British English, American English, Received Pronunciation

List of Abbreviations

EFL: English as a Foreign Language

BBC: British Broadcasting Corporation

ESL: English as a Second Language

ICT: Information and Communication Technology

IPA: International Phonetic Alphabet

RP: Received Pronunciation

TL: Target Language

L1: First Language

L2: Second Language

FL: Foreign Language

UK: United Kingdom

USA: United States of America

LMD: License, Master, Doctorate

GA: General American

Glossary

Airstream: All speech sounds are made by making air move. Usually the air is moved outwards. From the body, creating an aggressive airstream; more rarely, speech sounds are made by drawing air into the body – an ingressive airstream.

Allophone: Central to the concept of the phoneme is the idea that it may be pronounced in many different ways.

Alveolar: Behind the upper front teeth there is a hard, bony ridge called the alveolar ridge; the skin covering it is corrugated with transverse wrinkles.

Approximant: This is a phonetic term of comparatively recent origin. It is used to denote a consonant which makes very little obstruction to the airflow.

Aspiration: This is noise made when a consonantal constriction is released and air is allowed to escape relatively freely.

Auditory: When the analysis of speech is carried out by the listener's ear, the analysis is said to be an auditory one, and when the listener's brain receives information from the ears it is said to be receiving auditory information.

BBC pronunciation: The British Broadcasting Corporation is looked up to by many people in Britain and abroad as a custodian of good English; this attitude is normally only in respect of certain broadcasters who represent the formal style of the Corporation, such as newsreaders and announcers.

Cluster: In some languages (including English) we can find several consonant phonemes in a sequence, with no vowel sound between them.

Ear-training: An essential component of practical phonetic training, ear-training is used to develop the student's ability to hear very small differences between sounds (discrimination), and to identify particular sounds (identification).

General American: Often abbreviated as GA, this accent is usually held to be the "standard" accent of American English; it is interesting to note that the standard that was for a long time used in the description of British English pronunciation (Received Pronunciation, or RP) is only spoken by a small minority of the British population, whereas GA is the accent of the majority of Americans.

Glottal stop: One of the functions of a closure of the vocal folds is to produce a consonant. In a true glottal stop there is complete obstruction to the passage of air, and the result is a period of silence.

Glottis: The glottis is the opening between the vocal folds.

International Phonetic Association and Alphabet: It was established in 1886 as a forum for teachers who were inspired by the idea of using phonetics to improve the teaching of the spoken language to foreign learners.

Larynx: The larynx is a major component of our speech-producing equipment and has a number of different functions. It is located in the throat and its main biological function is to act as a valve that can stop air entering or escaping from the lungs and also (usually) prevents food and other solids from entering the lungs.

Length: The scientific measure of the amount of time that an event takes is called duration; it is also important to study the time dimension from the point of view of what the listener hears.

Lungs: The biological function of the lungs is to absorb oxygen from air breathed in and to excrete carbon dioxide into the air breathed out. From the speech point of view, their major function is to provide the driving force that compresses the air we use for generating speech sounds.

Manner: of articulation one of the most important things that we need to know about a speech sound is what sort of obstruction it makes to the flow of air.

Pharynx: This is the tube which connects the larynx to the oral cavity. It is usually classed as an articulator.

Plosion: When a plosive is released and is followed by a vowel or a pause, there is usually a small explosive noise made as the compressed air escapes.

Prominence: “Stress” or “accentuation” depends crucially on the speaker’s ability to make certain syllables more noticeable than others.

Received Pronunciation (RP): RP has been for centuries the accent of British English usually chosen for the purposes of description and teaching, in spite of the fact that it is only spoken by a small minority of the population; it is also known as the “public school” accent, and as “BBC pronunciation”.

Rhotic: This term is used to describe varieties of English pronunciation in which the r phoneme is found in all phonological contexts.

Schwa: One of the most noticeable features of English pronunciation is the phonetic difference between stressed and unstressed syllables.

Trachea: This is more popularly known as the “windpipe”: it is the tube carrying air which descends from the larynx to the lungs.

Transcription: In present-day usage, transcription is the writing down of a spoken utterance using a suitable set of symbols.

Peter Roach (2009)

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General Introduction

Introduction

English is a global lingua franca and it is the most widely learned second/foreign language in the world. In Algeria, English is a foreign language and Algerian EFL learners have the desire to learn it correctly and to be able to use it appropriately and to communicate with people around them and others from all over the world.

While learning a foreign language, learners may encounter many problems in the learning process especially when it comes to the spoken aspect of the language. Brown and Yule (1983) stated that learning to talk in a foreign language is one of the complex features of language learning. Indeed, one of most important requirements in learning a foreign language is to secure an understandable pronunciation.

Nowadays, teachers seem to focus on the written aspect of the language rather than the spoken one. Pronunciation has been one of the most neglected parts of foreign language learning and it has been referred to as the “Cinderella area” (Kelly, 1969). However, pronunciation is one of the most important parts of learning English as a foreign language because it does not only affect learners’ communicative competence but also their performance and their self confidence to participate and to take part in the classroom activities.

Moreover, EFL learners try to set a goal to achieve a native-like pronunciation in order to use it while communicating with others in or outside the classroom which creates differences and variations of pronunciation among them. Therefore, the present work intends to explain these differences and variations in pronunciation and to investigate the factors responsible for them.

1.Statement of the Problem

“Many English language learners confront difficulties in learning English pronunciation” (Gilakjani, 2011) During the process of learning English, learners present differences in pronunciation: some learners have a British pronunciation and some have an American one. This causes a variation especially when it exists among the same classroom. Students within the same level, nearly of the same age, taught by the same teachers, and share the same modules have visible differences in terms of pronouncing the target language.

Taking these variations and differences into consideration, this study aims at investigating the factors that influence EFL learners’ pronunciation (British or American). It also tries to check whether these factors are within the university or are there other reasons that control their preference to learn an American or a British pronunciation at the Division of English in Biskra University.

2.Research Questions

The current study is based on four several questions.

2.1. Main Research Question

What are the factors that interfere in the learning process of Pronunciation? Are these factors Internal or External?

2.2. Subsidiary Questions

- What do students learn about Pronunciation at university? And what are the modules used to enhance their speaking skill?

- Why do students pronounce differently? Why do they have different preferences of choosing a British or an American accent?
- Is it really important for learners to choose one specific type of Pronunciation?

3.Hypothesis

On the basis of the previous questions, we hypothesize that there are some internal and external factors that may influence EFL learners' pronunciation of the target language (i.e. ,their preference in learning a native-like British or American pronunciation.)

4.Aims of the Study

This study is conducted in order to investigate some factors that may influence and create differences among EFL learners' choices of different pronunciation (accents/variations) of English.

The objective of this investigation is first to determine the difficulties that face learners while dealing with the learning of Phonetics and whether the modules that concern the target language pronunciation are enough to improve and enhance students' speaking skill. Second, it is to discover the reasons behind their choice of a British or American pronunciation and if there are any other variations of pronunciation among EFL learners at the English division in Biskra University. Finally, this study proposes a set of recommendations and strategies that can be used to improve EFL learners' pronunciation and help them obtain their preferred accent of English whether American or British.

5.Significance of the Study

Pronunciation is one of the most important skills that EFL learners look forward to perfect in order to use it while communicating because it can help them attract people's attention as well as enhance their communicative competence.

To learn a foreign language as English is not only about mastering the rules of grammar and being able to write correct productions, it is also about the ability to use it orally while communicating with people around and to produce understandable utterances phonetically correct.

Therefore, this research is significant as it attempts to explain why learners that learn in the same academic setting pronounce the target language differently. Furthermore, the present work tries to enumerate the factors that influence learners to choose a trend in pronouncing the target language with a British or an American accent and whether this preference influences their academic achievement in their oral performance.

6.Limitations of the Study

It is predicted that it might be difficult to get accurate data from the part of all learners and teachers; therefore, this study has been limited to a representative sample.

The limitation concerns also time, space, and shortage of equipments.

7.Research Methodology

7.1. Research Method

The aim of this study is to investigate the different factors and reasons that influence EFL learners' choices of different variations of English and their preferences in choosing a British or an American accent. Moreover, this study deals with an area that has been never tackled before which questions students preferences and choices of different accents of English and the factors that may take part in these choices. Therefore, the appropriate research method used to reach these aims is the exploratory method in order to explore the different reasons behind students' choices.

7.2. Sample of the Study

The population of this study are students of Second year LMD from the division of English at the University of Biskra. The type of sampling used in the current study is a Purposive sampling in order to serve a specific need of the study which is to choose purposefully students with noticeable accents (British/American). Therefore, the sampling has been undertaken as follows:

There are 10 groups of second year LMD at the division of English, from each group, 20 students were chosen through a classroom observation based on their accents and variations of English in order to be interviewed later on. On the other hand, two teachers of phonetics and two teachers of oral expression had been requested to answer a questionnaire.

7.3. Data Collection Tools

This study relies on three complementary techniques : Classroom observation, an interview and a questionnaire.

- Pilot Classroom observation was used to observe students during their oral expression classes in order to choose students based on their different accents and variations of English.
- Interview: A sample of 20 second year LMD students of English have been chosen to answer some questions and to read passages that will be recorded to examine their different pronunciations (accents of English).
- Teachers' questionnaire: To collect teachers' thoughts and views about students' different pronunciations that they may encounter during their courses and whether they have any influence on learners' pronunciation.

Theoretical Part

Chapter One
An Overview of
English
Pronunciation

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Introduction

Speech is the primary way humans use to express their thoughts and ideas through language and to communicate with others. Humans reached the perception of speech sounds through neural mechanisms.

There is this branch of Linguistics called “Phonetics” that focuses on how human sounds are produced, transmitted, and perceived. “People with a background in Phonetics have a clear advantage over others in languages classes” (Rogers, 1991:2). Moreover, pronunciation is an important aspect of teaching a foreign language because it does not only make EFL learners aware of the different sounds and features of the language but it also helps them to improve their speaking skill to be able to communicate effectively with people around them.

English is used in teaching as both an International language and a second/foreign language and this led to the emergence of a new term called: “World Englishes” because there are many countries that use English as their first language and each country has its specific variety of English and because there are so many varieties of English in the world like: British English, American English, Standard English, and Received Pronunciation and other varieties that are called according to their geographical area. However, when it comes to teaching English to EFL and ESL learners, many varieties and accents emerged due to different factors.

Therefore, this first chapter is devoted to tackle all the different features of English pronunciation. It deals with three (03) main points: the first point deals with the meaning of “Phonology” and “Phonetics” and the different sounds involved in English pronunciation. The second point is about the different varieties and accents of English and a distinction between the sound system of the world Englishes as well as the interference of the mother tongue and the first language in the process of learning English. Finally, the last point focuses on the differences between American and British English because they are the most used varieties in teaching English as a foreign language.

1. English Phonology

1.1. Definition of Phonology

Syntax is about sentence formation, semantics is about sentence interpretation, whereas Phonology is concerned with the field of sentence utterance. More specifically, Phonology is concerned with how sounds function in relation to each other in a language. “Phonology is a part of the wider field of linguistics which studies language as a whole” (Rogers, 2000:1) Also, Kelly (2000) clarified, “Phonology deals with the system and pattern of the sounds which exist in particular language” (p.9) Therefore, phonology belongs to the theoretical linguistics which deals with the sound system of a given language.

1.2. Phonology and Phonetics

Phonology is often distinguished from Phonetics, even though EFL students use these two (02) terms interchangeably they are actually quite different from each other. As stated before, Phonology belongs to the theoretical linguistics of a given language while Phonetics belongs to the descriptive linguistics of that language. According to Crystal (1985), Phonology deals with the functional classification of the sounds of a particular language, whereas Phonetics studies human sounds in general without any reference to their function in a particular language.

1.3. Definition of Phonetics

Phonetics is the branch of linguistics that deals with the scientific study of the system of sounds of a particular language including the production, perception, and analysis of the speech sounds and their transcription. (Genetti , 2014). Small (2005:1) defines phonetics, “the study of the production and perception of speech sounds”. In addition, Phonetics is also defined as the physical production of sounds and their acoustic transmission and perception. Alkhuli (2002)

gives another definition, “As the morphology of the term ‘phonetics’ tells, phonetics means the study of phonetics, i.e. the study of speech sounds” (p.07).

1.3.1. Branches of Phonetics

Phonetics as a research discipline has three (03) main branches.

1.3.1.1. Acoustic Phonetics

According to Rogers (2000), Acoustic Phonetics is the study of the vibrations of speech sounds. In addition, O’Connor (1973:71) defines, “Acoustic phonetics is the sounds between the mouth and the ear”. It is related to the physical features of the speech sounds. Therefore, acoustic phonetics deals with the physical characteristics of speech.

1.3.1.2. Auditory Phonetics

Auditory Phonetics is about the perception of sounds and how they are heard by the hearer. Alkhuli (2002:18) states, “This branch studies the reception of speech waves, their analysis, and finally their perception by hearing center in the human mind”.

1.3.2. The Speech Organs

The Organs of Speech are about the different parts of the upper body involved in producing speech sounds. The production of speech needs coordination between those parts in order to produce different sounds. These Speech Organs are stated and divided by Genetti (2014) in his book *How Languages Work* and they are demonstrated in the figure (See next page)

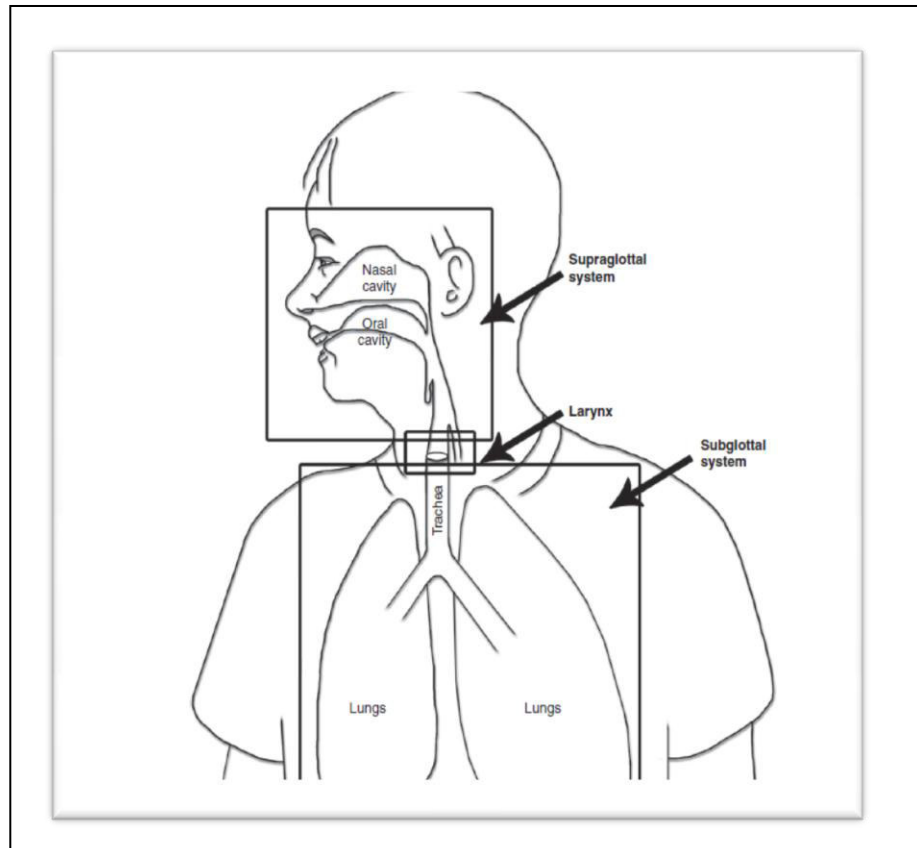


Figure 1.Vocal Organs (Genetti, 2014 , 27)

1.3.2.1. The Sub glottal system

The sub glottal system includes the lungs which function like balloons, recoiling after inspiration and setting the air molecules in the vocal tract in motion. Also, Trachea or Windpipe that are the small tubes of lungs, these tubes carry the air in and out the lungs.

1.3.2.2. The Larynx

The larynx is on the top of the lungs and trachea, and it is the source for many of the sounds produced in speech. In addition, the larynx contains two vocal folds that vibrate when producing sound. It contains four different parts: the base, Adam’s apple, the vocal cords and glottis.

1.3.2.3. The Pharynx

The Pharynx or as referred to: “Throat”. It is a tube going up of the larynx towards the mouth. It serves as connector between the larynx and the oral and the nasal cavities.

1.3.2.4. The Supra-glottal (Supra-laryngeal) Vocal Tract

The supra-glottal vocal tract is above the Larynx and the figure below shows what it consists of.

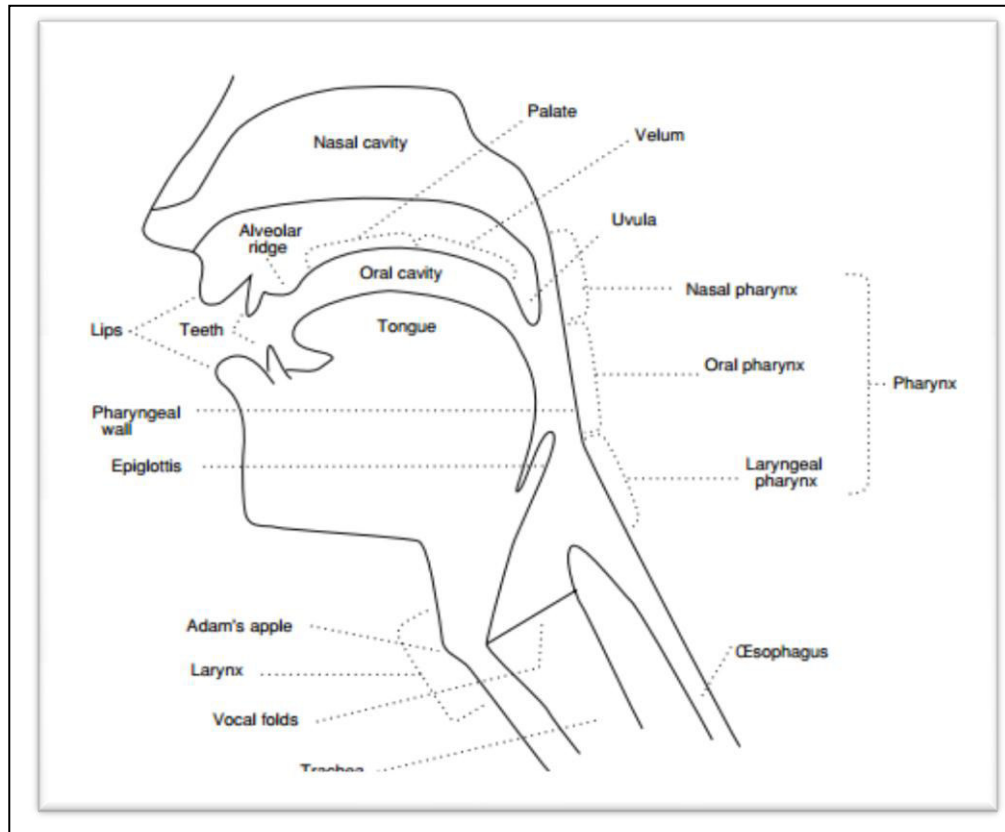


Figure 2. The Supraglottal Vocal Tract (Rogers, 2000 , 5)

- The Oral Cavity: It refers to the mouth and it is an important feature in the production of speech. The shape of the mouth helps in the articulation of speech sounds.
- The Lips: The lips are the outermost articulators of sounds. The shape of the lips produces different sounds mostly the initial consonants.
- The Teeth: The lower and upper teeth produce the sounds.
- The Alveolar Ridge: It is located behind the teeth and the hard palate. Produces sounds called Alveolar.
- The Palate: Also called the “The Hard Palate”, it extends from the alveolar ridge to the soft palate. Produces sounds called: Palatal.

- The Velum: Also called “The Soft Palate” and it is the back part of the palate.
- The Uvula: It is a palate organ. Sounds made with the uvula are called: Uvular.
- The Tongue: A muscular organ which is involved in every produced sound.
- Nasal Cavity: There is no control in the shape of this cavity but the velum helps the production of nasal sounds.

(Rogers, 2000 : 6-10)

These organs mentioned before all take part in the production of the different sounds of English. Genetti (2014) explains that the production of speech sounds requires coordination between all the parts of the upper body, from the stomach and all the way up to the nose. Rogers (2000) said that the speech sounds production is quite similar to the bicycle horn. In the bicycle horn, when the bulb is squeezed the air goes out and passes across the reed making a vibration then ends up passing through the flared tube. As in the human body, the lungs are the bulb and are the ones in control of pushing the air; the reed is like the vocal cords that the air goes through to go out of the vocal tract as sounds just like the “horn”. However, there is a difference between the bicycle horn and the human vocal tract and it is that humans can produce a large variety of sounds whereas the horn can only produce one specific sound.

2. Features Involved in English Pronunciation

When humans speak, a lot of features are involved in the sounds that they produce. An understandable pronunciation is a key feature for a successful communication. Burns (2003) suggested that a clear pronunciation is essential in spoken communication, even when learners produce minor inaccuracies in vocabulary and grammar; they are more likely to communicate effectively when they have good pronunciation and intonation. In addition, he stated that an average level in vocabulary and grammar is not enough to produce a correct language. Therefore,

EFL learners must be aware to acquire a good pronunciation in order to be able to communicate easily and effectively.

English language has various segmental and supra-segmental features in its sound system that are discussed below.

3.2. Segmental Features (Phonemes)

When speaking, a continuous stream of sounds is produced. In Phonetics, this stream is divided into small pieces that are called “Segments”. Humans produce different segments, and they all present different articulations. Several parts of the upper body of humans are involved in producing sounds of speech. These parts coordinate together to produce speech. These organs help humans to produce the different speech sounds and in English the speech sounds are divided into different segment types. Each segment can be pronounced in many different ways. The sound units that distinguish one word from another are called “Phonemes”. Roach (1997).

There are two types of phonemes: Vowels and Consonants.

3.2.1. Consonants

Consonants are sounds that involve the utmost obstruction of the vocal folds. Mamann and Schmitz (2005:6) gave them a more specific term by stating, “Consonants are often classified by being given a so-called VPM-label that stands for: Voicing, Place, and Manner of articulation”. Therefore, consonants are distinguished according to three (03) different dimensions:

- **Voicing:** Consonants can be “Voiced” or “Voiceless”. A consonant is voiced when the vocal folds are used, whereas; a consonant is voiceless when the sound is produced without any use of the vocal folds which are located in the larynx. Rogers (2000)
- **Place of Articulation:** Apart of the vocal folds, consonants can be distinguished according to where in the oral cavity they are articulated. Carol Genetti (2014)

divided consonants according to their place of articulation in his book “The Sounds of Language”.

- Bilabial: The articulation of the lips produces the sound. E.g.

/p/	Pea, Creepy, Loop
/b/	Bee, Lobby, Rub
/m/	Moo, Summer, Loam

- Labiodentals: The articulation of the lower lip and the upper teeth produce the sound. E.g.

/f/	Fun, Daffy, Laugh
/v/	Veal, Movie, Glove

- Dental: The articulation of the tongue and the upper teeth produce the sound. E.g.

/θ/	Thin , Health
/ð/	Then , Either

- Alveolar: The articulation of the tongue and the ridge produce the sound. E.g.

/t/	Top, Return, Missed
/d/	Done, Sudden, Loved
/s/	See, Messy, Police
/z/	Zap, Lousy, Please
/n/	Gnaw, Any, Done
/l/	Loaf, Relief, Dull

- Postalveolar: The articulation of the tongue and the palate produce the sound. E.g.

/ʃ/	Shelf, Assure, Mesh
/ʒ/	Treasure , Vision, Rouge
/tʃ/	Chin, Etching, Roach
/dʒ/	Jam, Edgy, Ridge

- Palatal: The articulation of the tongue and the velum produce the sound. E.g.

/j/	Yell, Onion, Fuse
-----	--------------------------

- Velar: The back of the tongue and the velum produce the sound. E.g.

/k/	Kiss, Locker, Sock
/g/	Gun, Ragger, Sag
/ŋ/	Singer, Bang

- Glottal: Also known as the Glottal Stop /ʔ/ and its articulation is quite different than the other because it occurs in the larynx by holding the vocal folds together so no air escapes.

(pp: 28-29).

- **Manner of Articulation:** In relation to the first two dimensions (Voicing and Place of Articulation), there is a third dimension that must be considered that is the narrowness of the constriction in the vocal tract. As stated by Rogers (2000:23) “The manner of articulation is the degree and kind of constriction in the vocal tract.” Therefore, the manner of articulation has to do with the kind of the

obstruction of the air when producing a sound. These kinds are distinguished in Rogers' book "An Introduction to Phonetics and Phonology" (pp.23-24)

- Plosives (Stops): The sound is produced with a complete closure of the mouth. In English, /p t k b d g/ are stops because when making those consonants no air escapes through the mouth.
- Fricatives: The sound is made with a small opening of the mouth. In English, the fricatives are /f v θ ð s z ʃ ʒ/ when producing these sounds, the air escapes making a noisy-friction of sound.
- Approximants: A small degree of closure of the mouth produces the sound. These sounds /l ɹ w j/ are articulated with a greater opening in the vocal tract.
- Nasals: The sound is produced through the nasal cavity. /m n ŋ/ are also called Nasal Stops because when producing these sounds the air escapes through the nose.

3.2.2. Vowels

The other segmental feature in English sounds is "Vowels". They are syllabic sounds made when the vocal tract is more open than it is for a consonant. Moreover, "Vowels are sounds in which there is no obstruction to the flow of air as it passes from the larynx to the lips." (Rogers, 1997: 10).

When producing a vowel, there are two major important elements involved: The shaping of the lips and the position of the tongue in the mouth. The articulation of vowels is quite different than the articulation of consonants and it is related to these dimensions:

- **The Height of the Tongue:** According to the position of the tongue and its height, vowels can be high, mid, or low vowels.
- **The Backness of the Tongue:** Vowels can be divided into: Front vowels, Central vowels, and Back vowels according to where they are produced in the tongue.
- **The Rounding of the Lips:** The articulation of vowels has to do also with the position of the lips and they can be: Close vowels, Mid-close vowels, and Open vowels.

(Rogers, 2000 , 29-30)

Furthermore, the basic vowels of English are divided by Roach (1997:19-23) into:

- **Simple Vowels:** Simple vowels are pure vowels called “Monophtongues” and they can be Short vowels or Long vowels.
- **Diphthongs:** Another type of English vowels is called a “Diphthong” which is a sequence of a simple vowel and a glide (a moving vowel) which shows a change in the movement of the tongue due to the articulation of an initial vowel towards another vowel position.

When producing a diphthong, the first part of it is always longer and stronger than its last part. Roach stated, “While making a diphthong, foreign learners must always remember that the last part of English diphthong must not be made strongly.” (Roach, 1997 , 20).

Diphthongs can be classified according to their manner of articulation as Centering Diphthong which are produced when the highest point of the tongue moves towards the center of the mouth and Closing Diphthong which are made when the tongue starts in a low position and ends up in a higher position.

- **Triphthongs:** They are another type of English vowels which are one of the most complex sounds in English because they present a difficulty in terms of their pronunciation and recognition. A triphthong is a moving vowel (a glide) which shows a change in the movement from one vowel to another and then to a third one that is produced rapidly and without interruption.

EFL learners must be aware of the different features of English and the different sounds (vowels and consonants) in order to be able to secure an understandable pronunciation and to be able to communicate effectively.

3.3. Supra-segmental Features

In addition to segmental features of English and everything that is related to the speech sounds and how English sounds are produced and articulated, phonetics is also concerned with patterns over groups of sounds. Rogers (2000) defines Supra-segmental features as the following:

Speech consists not merely of a string of consonants and vowels pronounced one after the other. Rather, there are several levels of organization. The study of supra-segmental involves two different aspects. One is how segments are organized to form larger units, in particular, syllables. The other aspect is the study of phonetic entities which apply to syllables or longer stretches of speech. (p.88)

Segmental features include vowels and consonants whereas supra-segmental features or as called by Clark, Yallop and Fletcher (2006) in their book “An Introduction to Phonetics”: “Prosodic Features” which are the phonemes that accompany segmental. The difference between these two features is that segmental are small entities of sound (vowels and consonants) whereas supra-segmental are longer entities of speech.

Supra-segmental features involve the stress that occurs in word and how the speakers' intonation and pitch change according to the word as well as the rhythm.

3.3.1. Stress

Stress is about the muscular energy and effort used when speaking. As stated by Roach (1997 :85) "When producing a stressed syllable, the muscles that we use to expel air from the lungs are more active producing higher sub glottal pressure." In addition, Rogers (2000) defines it as, "a complex auditory impression which the listener perceives as making one syllable more prominent than its neighbors" (p.94).

In other words, stress refers to perception; we say that a syllable is more prominent than the other which means that the syllable is stressed. Laver (1994:511) noted that a syllable is more prominent than the others to the extent that its constituent segments display these characteristics: Greater Loudness when the sound is produced with more energy and a more open vocal tract, Higher Pitch which refers to the great vibration of the vocal folds, and Length or Duration which is related to the longer duration of the production of the sound.

Stress is an important feature in English pronunciation because it is not only about how a syllable is more prominent than the other but it can also change the meaning of a word if the stress is not marked correctly. Roach (2002) explains, "...in English, for example, the position of stress can change the meaning of word, as in the case of 'import' (noun) and 'import' (verb), and so forms part of the phonological composition of the word" (p. 73).

3.3.2. Pitch

Another part of the supra-segmental features is "Pitch" which is an auditory sensation heard when producing a sound; a high or a low pitch can be heard in a given speech. Pitch is related to the frequency of the vocal cords, Alkhuli (2000) noted, "Pitches are like stresses. It depends on the number or the frequencies of the vocal cords." (p. 204)

Furthermore, Rogers (2000) defines Pitch, “A quality we hear in playing two different notes on the piano. In speech, we control the pitch of an utterance by changing the vibration rate of the vocal folds.” (p.96).

In fact, there are two types of pitch: if it is a combination of less tense vocal cords and lower air pressure, it results “Lower Pitch” whereas tensed vocal cords and higher air pressure produce “Higher -Pitch”. Moreover, pitch is related to the type of the human sound and whether it is high and deep or not Harmer (2001) states, “We say that one person has a very high voice whereas another has a deep voice. When their voice is very high we say they have a ‘high-pitched’ voice” (p.28).

3.3.3. Intonation

Intonation is related to the pitch of the voice and it adds music to the speech. O’Connor and Arnold (1973:1) define intonation as, “a matter of musical features or speech tunes or melodies”. In addition, Bradford (1988) described it as:

Intonation is a feature of the spoken language. It consists of the continuous changing of the pitch of a speaker’s voice to express meaning. People can mean different things by using the same group of words, arranged in the same order but said in a different way. (p.1)

There are two types of intonation in speech: “Rising Intonation” and “Falling Intonation” as it was identified by Widdowson (1996 : 44) “When producing utterances, our voice goes up and down and plays a rhythmic tune”.

3.3.4. Rhythm

In spoken language, there is always a rhythm or a regularity to it that can be heard. Rhythm is not only an aspect of the way humans produce speech but it can also change the speech meaning. According to Roach (1991:120), “Rhythm has a piece of music. One can detect the

rhythm of a heart-beat, of a flashing light or of a piece of music.” Rhythm is a part of spoken English that makes it sound different than the other languages which create difficulties for foreign learners to sound like a native speaker.

To secure a correct pronunciation, learners need to take into consideration all the phonological aspects and rules of English. They do not only need to know how the different sounds (vowels and consonants) are produced but they also how these sounds work together and how are they produced in a connected speech in order to be able to apply these rules when communicating with people around them to understand what others are saying and to be able to transmit their messages correctly and easily.

4. The Differences between English and Mother Tongue (Arabic) Pronunciation

The Mother tongue refers to one’s native language or his parents’ language. Longman (2010:377) puts it as, “A language which a person acquires in early childhood because it is spoken in the family or it is the language of the country where he or she lives.”

When it comes to learning a foreign language and despite learners’ different backgrounds and mother tongues, learners encounter difficulties especially when learning English as a second or foreign language. It is a fact that Arabic is the official language in Algeria but due to the increasing dominance of English language in the whole world, EFL Algerian learners seek to learn it and have a desire to acquire a native-like pronunciation. However, many obstacles may hinder them to have a good pronunciation. O’Connor stated in his book *Better English Pronunciation* the following, “Errors of pronunciation that learners of English from different backgrounds are systematic and not accidental.” (2003:138) Therefore, the errors are related to the interference of the mother tongue and the sound system differences between the mother tongue and the target language.

4.2. Mother Tongue Interference

Mother tongue interference is one of the major factors that may lead learners to commit errors in pronunciation. According to Norris (1987), learning a language is a matter of habit formation. When a learner learns a new habit, it will interfere with his old habits and it is the same as in learning a new language. Moreover, Brown (2000) claims that if a learner finds difficulties in learning a second/foreign language is likely because of the effects of his L1 on his L2 which results L1 transfer which occurs especially in adulthood.

When the learner finds difficulties in expressing himself in the target language, he may rely on his first language. Also, Becher and Westup (2003:12) suggests, “Barriers to learning can occur if student knowingly or unknowingly transfers the cultural rules from their mother tongue to a foreign language “. Therefore, the learner may rely on his native language by trying to fit some words and structures from his native language into the foreign language.

In addition, there are many differences between Arabic and English not only in terms of language transfer but also in terms of mispronunciation of some words for example, when the learner pronounces some words in English the same way that he/she pronounces them in Arabic. Alkhuli (1983) declared that Arab students of English confuse /p/ and /b/ sounds and that is linked to the mother tongue.

Learners commit such errors because their tongues get stiff with their native language sounds. In SLA, this is called “Fossilization” which refers to when the learner over practice his native language. His/her vocal cords get used to it that they pronounce the foreign language with an accent. (O’Connor, 2003 ;Yule 2003).

Therefore, errors of pronunciation are too difficult to erase because learners get used to their native language since their childhood and it takes them both time and practice to master the foreign language without any interference of their mother tongue.

4.3. Sound System Differences

Most of errors made by learners when it comes to learning a foreign language are due to the conflict between the sound system of their native language and their foreign language. (Moosa, 1972)

Consequently, Algerian learners cannot achieve a native-like English pronunciation because of the differences between the sound structures of English and Arabic. O'Connor (2003) stated that there are twenty-four (24) consonants and twenty (20) vowels which mean that there are forty-four (44) phonemes in English language that should be learned. On the other hand, Arabic language whole number of sounds is less than English. Ajami and Hussein (2010) notes that Modern Standard Arabic (MSA) has six (6) vowels, two (2) diphthongs and twenty-eight (28) consonants which mean thirty-six (36) phonemes as a whole.

The sound is made through the movement of the speech organs. If the learner has not any of the forty-four sounds of English in his native language, he will face some difficulties to learn these new sounds. Hence, Arabic and English are two languages with different sound systems concerning the articulation of consonants and vowels of both languages.

4.3.1. Consonants

English has twenty-four (24) consonants whereas Arabic has twenty-nine (29) consonants, most consonants are found in both languages but some are not.

Val Borros (2003) conducted a research about the difficulties of pronunciation in the consonantal system produced by Arabic students when learning English. She found that Arabic has emphatic consonants and some consonants of English are not present in standard Arabic. This leads learners to substitute the English missing consonants with assumed similar ones from Arabic when they do not find their equivalent.

O'Connor (2000) stated in his book some of the difficulties that Arabic learners may face when learning the English consonants, and they are:

- /f/ and /v/ may be confused. /f/ is used in both languages but /v/ is not.
- /θ/ and /ð/ occur independently in some forms of Arabic.
- /z/ occur in borrowed words only in Arabic and sometimes replaced by /z/
- /p/ and /b/ are confused, and /b/ occurs for both in Arabic.
- /t/ and /d/ are dental stops in Arabic.
- /dʒ/ and /tʃ/ may be confused and /tʃ/ being used for both in Arabic.
- /r/ is tongue-tip roll in Arabic often used before consonants.
- /l/ occurs in both its clear and dark forms in Arabic. (p.139)

However, there are some English consonants that are equivalents in Arabic like:

/f,s,z,h,t,k,b,d,g,m,n,l,j,w,r/

4.3.2. Vowels

Arabic and English are two languages with different phonology because of the contrast of their vowels in terms of quality and quantity.

According to Power (2003), English and Arabic are two languages that have notable distinct vowel systems because English is a twelve (12) vowel system whereas Arabic is a six (06) vowel system.

In addition, vowels need more open vocal tract and this articulation creates problems for Arabic learners of English when it comes to finding equivalents of vowels that do not exist in modern Arabic.

The equivalent vowels of English in Arabic vowels system are: /i:,e,æ,a:,ɔ:,ʊ,ʊ:,ə,ai,au,ɔi/

As in consonants, O'Connor (2000) also stated the difficulties of vowels that Arabic learners of English may face and they are:

- /i/ and /e/ are confused. /e/ is used for both.
- /æ/ and /a:/ are not independent in Arabic.
- /a:/ is not always made long. (p. 139)

EFL learners must be aware of the importance of learning English pronunciation and how the factors mentioned above can hinder them from reaching an understandable pronunciation. On the other hand, they must know the distinction between their mother tongue and the first language and how these languages have different phonological systems in order for them to avoid making errors in pronunciation and make themselves clear when communicating with others and even native speakers.

5. Variation/Accent in English

English is one of the most spoken languages in the world either as an official or as a foreign language. This is what led to the existence of different varieties of English language that are known as dialect, register, and accent.

5.2. The Notion of Dialect, Register, and Accent

- **Dialect:** Dialect is a variety of language used in a specific geographical area. Trudgill (1992) claims that a dialect is a variety that is associated with a specific geographical area or a certain social class or group. However, Hickey (2014) gives another definition to it. He says,

[...] 'dialect' does not necessarily refer to the social aspects of language; there is also the term sociolects. Dialects are generally different from the standard variety of a language in a particular country and thus are often stigmatized. But in fact the standard is usually a dialect which by historical circumstances. (p.91)

- **Register:** Register is another language variety. Hickey (2014) says that the register depends on who is speaking to and the effects that he/she intends. It also involves the situation, the purpose, the content of the message being transmitted and interpreted.
- **Accent:** Accent is a term used to refer to pronunciation and its features only people who belong to the same social class or live in the same geographical region. Cook (2000) defines accent as “a combination of three main components: intonation, liaisons, and pronunciation” (p.12). In addition, Hickey (2014) notes, “accent frequently indicates that someone does not speak the standard form of a language.” (p.12)

English plays a role of an international language and it is spoken today in all five continents because of the colonial expansion in the last four centuries or so. Although the colonial era is over, it left many effects. Indeed, Hickey (2014 : 11) states,

The distribution is a direct consequence of English colonial policy, starting in Ireland in the late 12th century and continuing well into the 19th century, reaching its peak at the end of the reign of Queen Victoria and embodied in the saying ‘the sun never sets on the British Empire’.

According to Hickey (2014) and Trudgill (2002), there are two main areas: America and Britain where many Standard forms of English are used and where all the different varieties of English initially appeared. These varieties and accents are classified according to their geographical area.

5.3. Varieties of English in Britain

Trudgill (2012) stated that it is impossible to say how many varieties are spoken in Britain. However, there are varieties mainly in the regions of the British Isle and dialect

regions of England proper. These variations and accents are mentioned in the following points.

5.3.1. Received Pronunciation (RP)

Received Pronunciation (RP) is the Standard British English in Britain. Received was used back in the 19th century because it means ‘accepted in the most polite circles of society.’ It is also known as BBC English, Oxford English, or Queen’s English. This variety is not a regional accent because it has no particular region. In fact, it is a social accent that is mainly spoken by the upper class of the society in London and by those educated people of private schools as well as other areas of Southeast England. In addition, it is often characterized by its non-rhoticity which means that the /r/ at the end of the word is not pronounced. (Trudgill and Hannah, 2002).

5.3.2. Cockney

This variety is considered to be the second most famous accent in Britain. It was originated by the 1980’s and the 1990’s in the East end of London, but today it is spoken in areas like Dagenham, Barking, Billericay, Brentwood, Rumford, Chigwell, Loughton, Harlow, Basildon, Thurrock, Cheshunt, Bexley, Sidcup, and Welling. Moreover, this specific accent is mainly used by working-class Londoners. (Hickey, 2014).

It is characterized by the following features:

- Non-rhoticity: when the /r/ is at the end of the word it is not pronounced.
- Glottal Stopping: The letter ‘t’ is pronounced with the back of the throat.
- Raised Vowels: In words like ‘trap’ so these sounds like ‘trep’.
- Rhyming slang.
- Diphthong shifting.
- TH fronting.

- L-vocalization: the letter ‘l’ often becomes a vowel when it is at the end of the word. Wales (1982)

5.3.3. Estuary English

This accent is widely spoken in South East England and along the River Thames in the area of Estuary as well as East Anglia. It is spoken by the working-class of London as well as lower middle classes. It shares the same phonological features of Cockney but it is quite different in terms of:

- Intrusive R: Pronouncing the letter r when actually there is no r in the word.
- The pronunciation of ‘k’ when pronouncing words ending in ‘g’ in words like ‘thing’ it is pronounced ‘think’.
- Cluster simplification for example the word ‘twenty’ is pronounced ‘tweni’.

(Hickey, 2014)

5.3.4. Northern England English

There are other accents and dialects spoken in the North the Midlands of English in places like Manchester, Leeds, Liverpool, and Yorkshire. Northern English is considered as one of the major dialects in England. It is characterized by its non-Rhoticity and the lengthening of its low vowels. Hickey (2014).

5.3.5. Geordie

This name refers to both the people and the dialect of Newcastle-Upon-Tyne in Northeast of England and it has the same phonological features of the Midlands of England varieties. Hickey (2014)

5.3.6. Welsh English

This variety refers to the accents and dialects spoken in the country of Wales by Welsh people. In the past, English was considered as a second language in Wales although

nowadays, the majority of people in Wales are native speakers of English. Therefore, this variety is highly influenced by the Welsh language especially in grammar. Moreover, there are other accents in this area that are spoken in North Wales, Cardiff, and West Wales. Trudgill (2012).

The phonological features of this variety were stated by Trudgill and Hannah (2008) as follow:

- This variety is usually non-rhotic.
- The prosody of the accent is musical and its words are more stressed.
- The letter ‘r’ is often trapped.
- Unstressed orthographic ‘a’.

5.3.7. Scottish English

The variety of English spoken in Scotland is known as Scottish. This variety is known also as the Standard Scottish English that is used by the professional class and the educated people in Scotland. Its phonological features are:

- Rhotic accent: the letter ‘r’ is pronounced and often tapped.
- Glottal Stopping of the letter ‘t’ when it is situated between two vowels.

Hickey (2014).

All in all, these were some variations of English spoken originally in Britain. However, not all of the different accents and dialects are mentioned but these are the most influential ones. These variations may influence EFL learners because they are often used in TV shows and movies and by famous people. EFL learners have to be aware that these variations may not be the most appropriate ones to learn as a Standard English or can be used at the university.

5.4. Varieties of English in America

There many varieties and accents spoken by American people in the United States of American. However, each variety is different according to its geographical area. The coming section is about the most famous and used varieties in America.

5.4.1. General American

This variety is also known as Network American and it is a non-regional accent of English that is spoken in the United States especially by newscasters, TV actors, and the middle class of the United States and almost the majority of Americans. Hickey (2014).

This variety can be distinguished from other varieties by the following phonological features:

- The short /a/ is raised and diphthongized when it is situated before nasal consonants.
- It is a rhotic variety which means that the letter 'r' is pronounced when it is at the end of the word.

5.4.2. Eastern New England English

Eastern New English variety is also known as Boston Accent. It also refers to related accents in Eastern Massachusetts, Rhode Island, Maine, Eastern New Hampshire and Eastern Connecticut. This variety is different from General American because of these following features:

- Non-Rhoticity
- Unlike American Accents the vowel 'o' is more rounded just like in British Accents.
- The letter 'r' is vocalized.

(Boberg, Ash, and Labov : 2006)

5.4.3. New York City English

One of the most famous varieties of America is the New Yorkese accent which has been used in many American movies like: “Goodfellas”, “Marty” and “Manhattan” and many others as well as by many TV shows like “All in the Family” , “Seinfeld” and “King of Queens” and a lot of TV stars. This variety is used by the working-class of New York City and also known as ‘Brooklynese’. Wales (1982).

Hickey (2014) stated some of phonological features:

- Non-Rhoticity
- The raising and tensing of the /ɔ/ vowel.
- The short /a/ vowel is raised and tensed.
- The letter ‘r’ is intrusive.
- The use of plosives when pronouncing ‘th’.

These American accents are also the main ones spoken in the United States of American and are the most influential since they are used in most American media. Thus, there are many varieties of English in the world; there are only two main varieties that are more influential and widespread among all the other varieties. Which are Standard British English in Britain and Standard American English in America. Algeo (2006) states, “British and American English are the two varieties spoken by most native speakers and the varieties that are studied by most foreign learners” (p.1)

Moreover, Davies (2005) states in his book “Divided by a Common Language” that although British and American English are the most spoken varieties of English, people are unaware of the vast differences between them. More than 4,000 words in everyday use in British English have a different meaning or are used differently in American English.

5.5. Standard English

British and American English speakers do not speak the same dialect; it is different from a region to another. However, they all agree on specific features of language and they call it “Standard English”.

Strevens (1972) defines Standard English as:

The dialect agreed by native speakers of English to be the most suitable one for teaching their young and it is the obvious and automatic choice of a model of a target for foreign learners of English.(p.45)

In addition, Hickey (2014) defines it as “A reference to a supranational form of written English which is normally used in printing, in various documents of an official nature and which is taught to foreigners.”(p.299)

Therefore, British English is the standard variety of Great Britain whereas American English is the United States standard variation.

5.6. British English

British English is the language mainly spoken on the territory of Great Britain and throughout the island of Britain although there are different varieties of British English spoken across England, Wales and Scotland. British English remains the Standard English in Britain. (Hickey, 2014 : 52)

As mentioned before, the term “British English” is usually referred to as “Standard British”, “BBC English” or the known under the name “Received Pronunciation” (RP) and it is considered the most appropriate pronunciation model to be used in teaching English as a foreign language in the world. However, in Britain, It is regarded as the language of the upper social

class and the well-educated people and sometimes also called “The Queen’s English”. (Janicki, 1977:23)

5.7. American English

American English or also known as “General American” (GA) is the accent of the United States of America, used by the majority of its population. It was stated that there are many dialects of English in America. Indeed, Hickey (2014) notes, “US inhabitants are highly mobile and internal migration has been responsible for the spread of features” (p.27). American English is also the model used to teach English to foreign learners in some parts of the world such as in Central and South America and The Philippines.

Cook (2000) added, “American accent is the way a professor lectures to a class, the way a national newscaster broadcasts and the way that is most comfortable and familiar to the majority of native speakers.” (p.13)

5.8. The Major Differences between British and American English Accents

There are many differences between British and American English. These two accents may differ in terms of the different numbers of their vowel and consonant sounds, the phonetic realizations of their phonemes in speech, the pronunciation of groups of common lexical words, patterns of word stress, and many other differences. They may differ in many things according to grammar and the use of words. However, the differences that are going to be stated, concern only their differences in terms of pronunciation and spelling.

5.8.1. Segmental Features Differences

There are some pronunciation features which are different in British and American English. Concerning their segmental features differences, British and American English differ in terms of their consonantal and vowel systems. There are words said in British that are said

differently in American English and this is because of the different sounds in their vowel and consonant systems.

5.8.1.1. Consonants

The consonantal systems of British and American English are not very different. They both have the same number of consonant phonemes. The differences do only exist in terms of their phonetic realization and distribution.

Janicki (1977:35) stated, “British and American English manifest very few essential differences in the consonantal system.” In addition, the stops **/p,t,k,b,d,g/**, the fricatives **/f,v,z,h,s/**, and the nasals **/m,n/** all appear in both British and American English and they are also articulated and distributed in the same way.

However, one of the most important differences between the consonants of the two accents (American and British English) concerns the pronunciation of **/r/** and its distribution. As stated by Darragh (2000:9), “One of the most noticeable differences between English and American pronunciation is the treatment of the **/r/**.” In addition, he noted that this sound disappears in British English except when it is before another consonant whereas in American English the sound **/r/** is pronounced in every position.

Another difference between the two accents concerns the realization of **/t/** between vowels. In British English, **/t/** is pronounced clearly, but if it was not the initial consonant, it may be pronounced as a **/d/** or it may disappear like in American English. (Darragh, 2000 : 11)

5.8.1.2. Vowels

Although there are many differences between British and American English, they mostly differ in terms of their vowels system. These differences are not related to the quality or quantity of vowels but to the distribution of some vowels.

The coming figure shows the positions of the tongue for both American and British vowels.

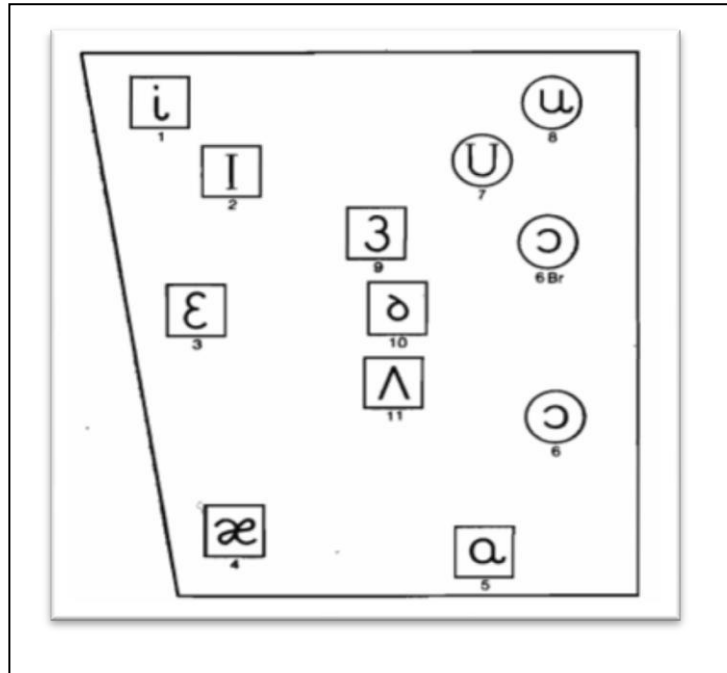


Figure 3. Tongue Position when Producing Vowels (Janicki, 1977:29)

Darragh (2000:10-12) described the differences of vowels that exist between American and British English in terms of:

- **Pronunciation of ‘a’:** British English has the sound /ɑː/, which is long and firm, whereas; in American English it is /æ/ and it is pronounced short.
- **Pronunciation of ‘o’:** In British English, the ‘o’ is pronounced /ɔː/ with rounded lips and the tongue in the back of the mouth. On the other hand, in American English, it is less rounded and more open and sometimes sounds like ‘a’.
- **Pronunciation of ‘u’:** In British English, it is pronounced with an imaginary ‘y’ sound inserted before it, however, in American English, is pronounced as /u/ only.
- **Diphthongs:** British English has 3 diphthongs ending in /ə/ which are: /ɪə, eə,ʊə/ whereas American English has no diphthongs ending in /ə/. In addition, the diphthong /əʊ/ has a starting point in British English, but back and rounded in American English.

(Janicki, 1977 :33)

As seen before, there is a lot of accentual variations both within Britain and the United States. Although they have similarities and sometimes they sound the same. Nevertheless, British English and American English are still different and will continue to be.

5.8.2. Supra-segmental Features Differences

British and American English are not different only in terms of pronunciation and how their sounds are articulated; they are both also different in terms of supra-segmental features and how speech is produced and linked. This concerns differences in terms of stress, intonation, and spelling.

5.8.2.1. Stress

American and British speakers have different ways of emphasizing a certain syllable when they produce two syllables words. Darragh (2000) explained in his book “A TO ZED, A TO ZEE” how Americans and Britons stress different syllables and that these differences have no great importance because they are few in number. He stated that the only difference is in terms of clarity: “Americans pronounce unaccented syllables whereas Britons do not.” (p.14)

In addition, Janicki (1977 :41) noted that stress is phonemic in both British and American English and that placing stress on a different syllable in a word may change its meaning. He divided stress differences between British and American English into two different groups:

- In American English, the first syllable is the one stressed more often while in British English the second or the third syllable is the one being stressed.
- In American English, the second syllable is stressed more often whereas in British English the first syllable is stressed.

5.8.2.2. Intonation

Janicki (1977) divided these types of intonation according to the similarities and differences between American and British English as follows:

- **Rising Intonation:** it is the terminal point of an utterance and it is used mostly for asking questions like (Questions that require short answers/ Yes/No Questions) and it is the same in both British and American English.
- **Falling Intonation:** It is often used in: giving orders, normal statements, and “Wh” questions.

The major difference between British and American English considering intonation was stated by Janicki (1977 :45) : “British English employs different intonation modifications with rises and falls within a sentence more frequent than American English.” This means that British English has more rises and falls in intonation whereas American English is more of a level intonation and does not have rises and falls.

5.8.2.3. Spelling

There are many spelling differences between the two varieties, American English seem to be faster in spelling than British English. Darragh (2000) divided the main differences between the two varieties into different word groups:

- **The Color/Colour Group:** Most of the words that end with “-or” in American English, they end with “-our” in British English.
- **The Center/Centre Group:** Most the words that with “-tre” in British English, they end with “-ter” in American English.
- **The Realize/Realise Group:** Words ending with “-ize” in American English are written by Britons in British English with the ending “-ise” even though they are written with “-ize” in most British dictionaries.

- **The Edema/Oedema Group:** In British English, most words have “-oe” where in American English same word have “e-“ only.
- **The Fulfill/Fulfil Group:** Most verbs stressed on the second syllable are written in British English with a single “L” whereas; in American English they are written with “LL” (double L).
- **One Letter Differences:** Some words in British English are spelled differently than American English because of some additional letters.

Conclusion

This chapter was a contribution to set the different features of English pronunciation and how the different sounds of this language are produced and articulated by humans. In addition, it discussed the different features of the mother tongue of EFL learners (Arabic) in terms of its interference and a comparison of its sounds with the sounds of English. Furthermore, this chapter tackled the differences between two of the most important varieties of English in the whole world “British and American English” and discovered the main differences between the two of them only in terms of pronunciation and spelling.

The next chapter will take into consideration these features and differences to discover the different factors that may influence EFL learners’ variations in choosing a specific accent/pronunciation from the ones mentioned in this chapter.

Chapter Two

Teaching Pronunciation and Factors Affecting Choice of English Accent

Chapter Two: Pronunciation Teaching and Factors Influencing Choice of English Accent

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Introduction

As stated before, English is a global language and is one of the most learned foreign/second languages in the whole world. Teaching and learning a native-like pronunciation was and is still one of the most difficult aspects of learning a foreign language especially English. It takes a lot of time and effort from both teachers and learners to try to achieve a suitable level of pronunciation.

Teaching pronunciation changed between the past and present. In the past, teachers emphasized on teaching rules of grammar and vocabulary and little attention was paid to teaching pronunciation and it was neglected for a long period of time because of the difficult challenges that pronunciation creates for both teachers and learners to tackle the different pronunciation rules and apply them. However, nowadays many methods and strategies emerged with time to develop EFL learners' levels of pronunciation and help them secure an understandable pronunciation.

Since EFL learners face many difficulties in learning pronunciation, this chapter is going to deal with the different approaches and strategies of teaching pronunciation that aims learners to acquire a native-like pronunciation. It will also discuss the most appropriate model of English to follow when teaching pronunciation at Mohamed Khider- Biskra University. In addition, it will shed light on the different problems that may hinder learners of learning a suitable pronunciation as well as the different factors that may influence students and their choices of learning a specific variety/accents of English.

1. History and Scope of Teaching Pronunciation

In comparison with the available data and material about the teaching of grammar and vocabulary, less has been written about the teaching of pronunciation. In the past much more attention was given to teaching meaning rather than teaching the process of producing sounds, Lockhart and Jones (1908) stated: “Even supposing one has a perfect grasp of the theory it is the production of the sound that matters.” (p.97) Teachers focused on teaching the theoretical part of a language and neglected the practical part. However, the importance of pronunciation changed through the years, these are the eras where pronunciation witnessed major changes.

1.1. Pre-Reform Movement Era

In this era, pronunciation was neglected and avoided by most language teachers or has been dealt with implicitly. Until the late 1800's, the Direct Method was designed which brought back the importance of pronunciation. The teacher back then was a native or a near-native speaker of the target language and he was the model. Students listened to him and tried to imitate his produced sounds. (Macdonald, 2002).

1.2. Post-Reform Movement Era

In the 1890's, many scholars like Henry Sweet, Wilhelm Viëtor, and Paul Passy made the biggest contributions to pronunciation teaching by developing the International Phonetic Alphabet (IPA). This advent led to the appearance of another approach of pronunciation teaching called: the Analytic-Linguistic Approach which emphasized on phonetic alphabet. (Celce-Murcia et al., 1996).

In the 1940's, 1950's and into the 1960's, the audio-lingual approach appeared which was established in both U.S and British systems of situational language. This approach emphasized phonetics and phonology and their application so they were included them into the curriculum. (Richards & Rodgers, 1986).

In the 1960's, there was the development of the cognitive approach and more emphasis was put on learning a native-like pronunciation along with correct grammar and it was the major goal of EFL learners. However, many questions were posed about the role of pronunciation in EFL curriculum and whether pronunciation should be taught explicitly. (Morley, 1991). Later on, much more attention was given to the sound system and focused more on the communicative interactions and language use. In this period, a lot of questions raised about the importance of teaching pronunciation (Why and How to teach pronunciation?) and whether it should be taught directly or not. This affected the importance of teaching pronunciation and it received less time and less attention and less material.

In the 1970's, the Silent Way and Community Language Learning methods appeared. The silent way focused on the correct production of sounds of the target language whereas the community language learning focused on correct pronunciation and its aspects. A lot of professionals started to raise issues; for example, W. Dickerson (1975), and Dickerson and Finney (1978) focused on the importance of spelling and pronunciation. Also, L. Dickerson (1975) and W. Dickerson (1976) tackled the aspects of variability in L2 pronunciation performance. (Celce-Murcia et al., 1996).

1.3. The Modern Era

From the beginning of the 1980's and to the 1990's there has been a growing interest back to pronunciation that led to developments in the areas of teaching pronunciation. Teachers' resource books focused more on improving learners' speaking skill. In addition, a lot of English pronunciation books were published during the 1980's and many programs were engaged in developing pronunciation teaching aspects.

Today, Pronunciation has been given much importance and has become one of the most important components of language learning. Furthermore, the decades of the 1970's and 1980's were important to give pronunciation the value it has today and help the emergence of

different views on pronunciation teaching and learning following the goal of empowering learners' communicative competence.

1.4.Current Perspectives of Teaching Pronunciation

In relation to the changes mentioned before, pronunciation learning has received more attention now than ever and more emphasis was put on helping learners to develop their communicative competencies. Morley (1991) noted that: "Intelligible pronunciation is an essential component of communication competence." (p.513). In modern-day these are the main directions and instructions of teaching pronunciation and including it into the curriculum:

- One of the main important aspects to teach to non-native speakers when dealing with pronunciation is to train their communicative competences in parallel in order to make them intelligible and can communicate effectively. Otlowski (1998)
- There should be an integration of both segmental and suprasegmental features can show an observable development in learners' communicate competence. Cohen (1977).
- In a pronunciation classroom the teacher should act as a supporter to help increase learners' autonomy. Morley (1991).
- More emphasis should be based on task-based practices. Bowen (1972) declared that the only way to improve learners' level of communicative competence is to find means of better integrating pronunciation instruction.
- Morley (1991) noted that teaching pronunciation to EFL learners should pay more attention to listening, and more listening instruction to train learners' ears. Moreover, Gilbert (1984) stated that: "If they cannot hear English well, they are cut off from the language." (p.57).

- When teaching pronunciation, the use of technology and Computer Assisted Pronunciation Teaching (CAPT) can help learners consult unlimited number of input, practice and also receive feedback. Hişmanoğlu (2006).

Years	Approach
The late 1800's and early 1900's	The Direct Method
The 1940's until the 1950's	The Audio-lingual method in USA Oral approach in Britain
The 1960's	The Cognitive Approach
The 1970's	The Silent Way
	The Community Language Approach
Mid-Late 1970's – 1980's	Communicative Approach
Twentieth Century	Grammar-Translation Approach
	Naturalistic Methods

Table.1. Pronunciation Teaching Approaches. (Su Tseng Lee, 2008)

2. Teaching Pronunciation Methods

2.1. Grammar Translation Method

In the past, Freeman (2000) stated that the Grammar Translation Method was called the Classical Method because it was used in teaching classical languages like Latin and Greek.

By 1840's until 1940's, the Grammar Translation Method appeared and was very popular and used widely in Europe, it mainly focused on teaching vocabulary and grammar rules.

At the 19th century, the method was generalized to teach modern languages and its name was changed to the Grammar Translation Method.

This method gave no importance to pronunciation because it mainly focused on reading and knowing the language rules. Therefore, it does not enhance learners' communicative competence nor their speaking skill.

2.2. The Direct Method

The Direct Method is not new, however it was revived because the grammar translation method did not focus on improving learners' communicative competence. Freeman (2000) claimed that: "The Direct Method has one very basic rule: No translation is allowed." (p.23)

Also, it is called the direct method because the meaning is transmitted directly from the target language without any access to the learners' native language. Diller (1978).

This method is used to teach pronunciation only through intuition and imitation; learners imitate different sounds from native models or the teacher. Moreover, the direct method is also known as the natural method. The researchers claimed that it is better to include comprehension methods and the main focus is on listening activities in order to give learners the opportunity understand the sound system of the target language.

Later on, when learners practice listening, their pronunciation will be quite good despite not having an explicit pronunciation instruction. Murcia et al(1996).

However, the Direct Method was criticized because it was weak in terms of syllabus design and classroom techniques.

2.3. The Audio-Lingual Method

The Audio-Lingual Method is an oral-based approach; it appeared because there was a need to become proficient in language. Freeman (2000) stated that: “The Audio-Lingual Method drills students in the use of grammatical sentence patterns. It also ... has a strong theoretical base in linguistics and psychology.” (p.35).

In this method, pronunciation is very important and it is taught explicitly from the start and the teacher uses information from phonetics and techniques like: the minimal pair drills that use words that differ by a sound in the same position. Murcia et al (1996).

The Audio-Lingual Method was used for many years, however; it started to fall because researchers discovered that it did not focus on teaching language through habit formation and over learning and avoidance of errors.

2.4. The Silent Way

The Audio-Lingual Method was and still used until now, however; when using this method learners could not use what they learned outside the classroom. Later on, Cattegno (1972-1976) developed this method called “The Silent Way” in order to help learners develop their autonomy, independence, and responsibility. Freeman (2000) stated that:” One of the basic principles of the Silent Way is that ‘Teaching should be subordinated to learning’”. (p.54). When it comes to teaching pronunciation, this method focused on teaching learners sounds and structures of the target language, how words are combined, stress, intonation, and everything related to the production of an utterance. Murcia et al (1996)

Richards and Rodgers (1986) claimed that the main principles of the Silent Way are that:

- ✓ The learner is supposed to discover and create rather than repeating and imitating.
- ✓ It is called the Silent Way because the teacher is silent (Indicates what he needs to say through gestures) while learners are the ones who do the talking in order for them to rely on themselves and improve their levels.
- ✓ The Silent Way teachers have to use several tools of the trade such as: the Fidel charts, word charts, sound-color chart, and colored rods.

However, the Silent way was later on criticized because it could not address improving learners' communicative competence because the teacher was silent and distant. Freeman (2000) also stated that: "Proponents of the Silent Way claim its principles are far-reaching, affecting not only education, but the way one perceives the living of life itself." (p.70).

2.5. Community Language Learning

Community Language Learning (CLL) is a learning method that was developed by Charles. A. Curran (1976) for the sake of teaching a foreign or a second language. Freeman (2000) pointed out in his book "Techniques and Principles in Language Teaching" that this method looks at learners as whole-persons which means that teachers should not only consider their learners' intellect but also to understand their feelings, physical reactions, and their desire to learn.

When using this method to teach pronunciation, learners get exposed to tape recordings. The teacher asks learners to say words in their native language and he says them in the target language and this process happens through repetition until the learners learn the new target language utterances. Murcia et al (1996)

As stated by Freeman (2000), this method has two (02) major principles:

- ✓ Whole-person learning of another language is based on trust, support, and cooperation between the teacher and the learner.
- ✓ Learning is dynamic and creative.

2.6. Communicative Language Learning

Researchers noted that learners know all the rules of the language they learning but they are unable to use it when communicating therefore, it was required that learners learn how to communicate and develop their linguistic skills as much as their communicative competence. Later on, the Communicative Language Learning appeared to make the communicative competence the main goal of language teaching. Freeman (2000).

In addition, the main goal of this method is not about making learners sound like native-speakers because this goal is not realistic. However, its main goal is to enable learners detract their pronunciation from their ability to communicate. The activities used when teaching are: listen and imitate, phonetic training, minimal pair's drills, and visual aids. Celce-Murcia et al (1996).

3. Pronunciation-Teaching Approaches

As stated before, the main focus of teachers was teaching aspects of grammar and meaning rather than teaching pronunciation. However, nowadays pronunciation teaching is given more attention and more importance. Approaches of pronunciation teaching were developed by Celce-Murcia, Brinton, & Goodwin (1996) as follows:

3.1. The Intuitive-Imitative Approach

This approach appeared before the late 19th century. This approach is supplemented by teachers or textbooks. This approach focuses on the ability of learners to listen and imitate the sounds of the target language with the intervention of the teacher. It also assumes the reliability of good models to listen to.

3.1.1. Intuitive Procedures

It is about imitation and learners' ability to imitate the sounds of the target language which is one of the most important aspects of teaching pronunciation and it includes the perception of speech and then its production using the direct method. Another method is "Mimicry" which about imitation, and it emphasized on training the ear and developing learners listening skill. Kelly (2000)

3.2. The Analytic-Linguistic Approach

This approach uses tools as charts and phonetic alphabet and other materials to complement listening and imitation skills. This approach emphasizes more on guiding learners with the sounds and rhythms of the target language. However, it was not designed to replace the Intuitive-Imitative approach but rather to supplement it. Kelly (2000)

3.2.1. Analytical Procedures

These procedures emerged in the sixteenth century and the late nineteenth and twentieth centuries. Teachers used these procedures to teach discrimination which is about helping learners to distinguish between the different units of the phonological aspects of the foreign language also to guide their imitation, to assess their reproduction and their spelling.

4. Including Pronunciation into the Classroom

The main goal of teaching pronunciation is to help learners to achieve a native-like pronunciation and incorporating pronunciation into the classroom is considered to be one of the major aspects to improve EFL learners' level of pronunciation and to help them improve their communicative competence to interact with their classmates. In addition, it helps them to train themselves and to improve their skills especially listening. In a pronunciation classroom, the teacher chooses from a variety of activities to help learners pronounce correctly and to correct their mistakes when needed.

4.1. The importance of teaching Pronunciation

Pronunciation is defined by Collins Dictionary as: “the supposedly correct manner of pronouncing sounds in a given language” (2015). Teaching pronunciation is very important, however many EFL teachers neglect it and they rather focus on teaching grammar and vocabulary. Harmer (2005) argued that learners who secure an understandable pronunciation can manage a successful communication with others even if they make grammatical mistakes and are better than learners who know all the rules of grammar but still do not know how to apply them in real life conversations.

In addition, the different activities that deals with teaching pronunciation rules help learners to learn how sounds are articulated which gives them confidence and helps them to improve their speaking skills as confirmed by Hariri (2012): “since sounds play an important role in communication, foreign language teachers must attribute proper importance to teaching pronunciation in their classes” (p. 461). Also, Gilakjani (2012) stated that teaching pronunciation should not only focus on teaching sounds in isolation but it should also be viewed as an important part of communication.

Therefore, teaching pronunciation must be given more importance in the classroom, because it does not only give students confidence to speak up but it also improves their communicative skills. The teacher must choose the appropriate activities and expose them to native speakers' productions and train their ears in order to help learners improve their pronunciation. As stated by Harmer (2005) the teacher must show learners the ways of how English is spoken in the world because the more they are exposed to original material the more their intelligibility gets improved.

4.2. When to Introduce Pronunciation

Pronunciation must be given more attention by teachers in their classes and make learners aware of the importance of improving their communicative competence. The teacher should encourage his learners to understand the different patterns of intonation and the use of the weak and strong forms of stress in words.

In order to help learners aware of all of the rules of pronunciation and its different sounds and the ways of articulation, the teacher must at least devote from 5 to 10 minutes of pronunciation practice in the classroom to correct learners' mistakes and errors when found.

Also, teachers must focus on reading as much as listening, to train learners' read the sounds of the target language and correct any errors made and this will not only improve their reading skill but also their pronunciation.

4.3. Teachers' Goals of Teaching Pronunciation

Teachers of pronunciation agree that their main goal of teaching pronunciation is to help their students to be able to speak English with a good pronunciation and achieve a native-like pronunciation. However, reaching a native-like pronunciation is a problem because of many reasons especially that there are many accents and varieties of English that it makes it difficult

for the teacher to choose only one. Also, learners like to choose for themselves and they try to follow and imitate their preferred model.

Therefore, teachers try to set a more realistic goal which is to try to help their students to reach intelligibility where they can be understood by everyone and can communicate easily with both native and non-native speakers without any problems of confusions. Celce-Murcia and Brinton and Goodwin (2010).

“The goal of teaching pronunciation ... learners is not to make them sound like native speakers of English. With the exception of a few highly gifted and motivated individuals, such a goal is unrealistic. A more modest and realistic goal is to enable learners to surpass the threshold level so that their pronunciation will not detract from their ability to communicate.” Celce-Murcia and Brinton and Goodwin (2010:9). Teachers must help their students to reach an accurate pronunciation so they can master accuracy and fluency. However, it is a difficult task to make learners have an accurate and fluent pronunciation. Therefore, the main goal of teachers is to try to include some activities that emphasize students’ fluency and accuracy and to make them know how to produce sounds correctly and to speak smoothly. Fluency and accuracy are important for EFL learners and all teachers must focus on improving them by varying activities and a lot of practice because they can help learners improve their speaking skill and their communicative competence.

4.4. Classroom Techniques and activities to teach Pronunciation

For many years, questions of how to teach pronunciation raised and whether teachers should focus on instruction or on improving learners’ pronunciation skills. Later on, two methods appeared, Bottom-up Method focused on individual sounds whereas the Top-down Method emphasized stress, intonation, and rhythm. (Pennington & Richards, 1986; Pennington, 1989).

Nowadays, teaching pronunciation and including it into the classroom is an important task especially the necessity to know that there some teachable and non-teachable aspects of English pronunciation. For example, phonemes, stress, and others seem to be easily taught. Therefore, teachers must think about the teachability and learnability of pronunciation aspects and choose the aspects that are more teachable and learnable which have a major development on learners' intelligibility. (Dalton and Seidlhofer , 1994)

Based on the appropriate approaches of teaching pronunciation, researchers like Morley (1991), Fraser (1999), and Scarcella and Oxford (1994) explained that these techniques and activities appear to be the most influential and useful on improving EFL learners' levels of pronunciation. These techniques and activities are:

- The use of known sounds of the target language in order to help the learner to compare them with sounds from his mother tongue and this will help him to produce correct sounds.
- Explanation of how to produce sounds of the target language through giving directions and explaining how the speech organs function.
- Make the design of some communication activities and strategies to EFL learners to help them practice the sounds they learned or discover new ones.
- Provide his EFL learners with feedback and individual correction in order help learners to stop making the same errors and mistakes.
- Using the read aloud technique can help the teacher to identify learners' weaknesses in pronunciation in order to help them correct their mistakes and improve their pronunciation.
- Computer Assisted language learning CALL is an important tool when it comes to teaching patterns of intonation, segmental and suprasegmental

aspects as well as helping teachers to monitor EFL learners development and progress in pronunciation learning. Neri et al (2002)

In addition, Celce-Murcia & Brinton & Goodwin (2010) mentioned in their book *Teaching Pronunciation: A Course Book and Reference Guide* a range of techniques and tools of technology related to aspects of teaching pronunciation that come from other fields such as: psychology, neurolinguistics and many more.

- Breathing and relaxation techniques: Teachers prepare some relaxing activities such as presenting images that can help students relax and speaking becomes more natural.
- Fluency/Accuracy Building Techniques: The teacher can give learners speaking activities so they can practice the different sounds they learned and produce different sentences.
- Multisensory Reinforcement Techniques: The teacher presents some visual and auditory activities that can help learners to train their ears and learn how these sounds are produced by native speakers.
- Imitation Techniques: In this technique, learners try to imitate and mimic some recordings or video clips of native speakers and try to speak the same way.

4.5. Kinds of Pronunciation to Teach

English has earned the title of a global language because it is the language used for business, science, and politics. However, there have been a number of discussions about the most appropriate English to teach to EFL learners.

Learners think that teachers must be teaching British or American English because that is what they need to learn when learning pronunciation. But in fact, there is no agreement on what EFL learners of English need to learn because there is no agreed-upon Standard English.

Therefore, teachers must follow a balanced approach of instruction that suits their students' needs. (Farrell and Martin, 2009).

4.5.1. Standard English

Standard English concept is usually perceived as Standard American English or Standard British English but what about the English used in different places in the world?. McArthur (2003) defines Standard English as: "The variety most widely accepted, understood, and perhaps valued within an English speaking country." (p.442) so the English used is the one agreed by the whole community.

As stated by Trudgill (2000), Standard English was the English used by the upper-class and the educated people of London. Nowadays, Standard English is still the English used by the educated people of newspaper and television. However, when it comes to teaching Standard English teachers confront many difficulties because there is no clear clarification about what is this Standard English. In addition, Tollefson (2002) clarified that teaching Standard English can have negative consequences on language learners because:

- Since Standard English is a native speaker model, it may be difficult for EFL learners to learn native-like English.
- Teaching Standard English can lead to the appearance of other varieties of English which are called non-standard English because there are many regional differences within Standard English.
- Choosing a specific kind or variety of English for example British or American or any other variety can be considered racist and can create discriminations between learners.

4.5.2. Received Pronunciation

Received Pronunciation is considered to be the pronunciation most connected with Standard English. Unlike the other English varieties, RP is not related to any geographical

location, it is an accent that has been created and developed by the educated people. Later on, it became the accent of the BBC announcements since it is not a dialect, and a language of prestige and it is understood by everyone. Over the years, RP was the accent of the upper-class and the highly educated people, the Queen's English and the world top stars and cultural heroes. Unfortunately, now RP is rarely used by BBC and most British people. Crystal (1995).

On the other hand, Farrell and Martin (2009) oppose that introducing only RP to EFL learners in the classroom will not have a positive effect because it will make learners confused when they hear the other varieties that exist in the whole world.

Therefore, even though Standard English has its consequences on EFL learners, The British Council (2011) states that including Standard English into the classroom will bring success as it was proved that it is the best way and has been successful for many years. Moreover, Trudgill (2010) noted that Standard English is the English that should be introduced in EFL language classrooms since it is the variety widely understood by all speakers of English and the easiest variety to be taught or learned.

5. Factors That Affect in Learning English Pronunciation

EFL learners always seek to learn a native-like or near-native English pronunciation, and they aim at speaking it fluently. However, this process can be interrupted by a wide range of affecting factors, Fraser (2006) stated, "At first glance, it looks as though learning foreign language pronunciation should be easy: a simple matter of imitating the pronunciation of native speakers. In practice, of course, the reality is quite different" (p.82). In addition, Wong (1987) stated that teaching pronunciation is a linguistic matter and that teachers must consider all the other factors that may affect learners' pronunciation and speaking skill. Therefore, there are several linguistic and psychological factors that affect EFL learners' pronunciation

and recognizing these features can help teachers to choose effective pronunciation activities and tasks that into the curriculum. (Kat Bradley-Bennett, 2007).

5.1. Internal Factors

There are some factors that are related to the learner and his language. These internal factors are categorized into biological, internal, and external factors.

5.1.1. Biological Factors

5.1.1.1. Age

Age is one of the most important factors in the field of SLA. Researchers believe that age plays a major role in learning a second language, the younger the better. Biologically, there is a period in human life where learning a language is more easy, this period is called “The Critical Period”. In 1967, Lenneberg proposed the Critical Period Hypothesis CPH that proved that the critical age of learning a language is around puberty. In addition, Nation and Newton (2009) stated that learners who start speaking the second language at the age of six (06) have no accent, learners who start to speak the second language between the age seven (07) and eleven (11) are likely to have an accent whereas, learners who start speaking it at the age of twelve (12) will definitely and always have an accent.

On the other hand, Snow & Marian (1978) and Johnson & Newport (1989) noted that children and adults go through different stages of second language acquisition and learning it depends more on the cognitive ability and other neurological factors. Also, Miller (2004) stated that: “the CPH was offered as an explanation for why many adults trying to learn a second language seem to have a hard time achieving native-like pronunciation. Indeed, some researchers indicated that as few as 5 percent, or fewer, adult learners could ever achieve anything like native-like fluency in a second language” (p.2).

Moreover, the effects of age on pronunciation learning have showed that there is a progressive decline rather than a drop-off after the age of puberty to learn the new sounds of

the target language. That is why pronunciation learning is different between adults and children. Yates (2002) noted that: “The neurological differences between adults and children seem to result from a change, rather than a deterioration, in the way the sounds in a new language are processed, and so training can help adults improve in their ability to discriminate new sounds and establish new phonetic boundaries” (p. 14). Therefore, as much as age plays a major role in pronunciation learning it is all a matter of practice and involvement, however; the relationship between EFL learners’ pronunciation and their age will always be controversial.

5.1.1.2. Brain

When it comes to learning a foreign language, children seem to be better than adults. The child’s brain starts to grow and matures and some functions of the brain become assigned to the left and the right hemisphere of the brain, and learning a native-like pronunciation becomes very difficult. Lenneberg (1967) claimed that there this strong relationship between language learning and lateralization which is a slow process that starts by the age of two (02) and done at puberty because the human mind at the age of two (02) is not developed as much as it is when the child reaches puberty. He described the brain as a plastic and when it is developed, the brain will lose its plasticity and the lateralization of the language learning will finish. When lateralization is finished, it is impossible for learners to achieve a native-like pronunciation.

5.1.1.3. Aptitude (Phonetic Ability)

Some learners have an aptitude for language learning and can acquire pronunciation better than the other learners. Carroll (1962) stated that there are four (04) traits for language aptitude.

- **Phonetic Coding Ability:** refers to the ability to discriminate the codes of the foreign language sounds and be able to recognize them and tell them apart from their native language.
- **Grammatical Sensitivity:** refers to the ability of analyzing language and knowing the rules of grammar of that foreign language.
- **Inductive Language Learning Ability:** The ability to learn language by the amount of exposure to that language.
- **Memory** is “the amount of rote learning activity needed to internalize something” (Celce-Murcia & Brinton & Goodwin, 1996 :17).

In addition, Celce-Murcia and Brinton and Goodwin (1996) noted that learners have a balanced amount of the four (04) traits mentioned above whereas others have strong patterns of strength or weakness of these traits and especially learners who are weak in “Phonic Coding” this will create difficulties for them to achieve intelligibility and a native-like pronunciation of the target language.

5.2. External Factors

5.2.1. Learners’ Native Language

Learners’ native language has a major role in the learning process of the foreign language pronunciation. Learners’ first language influences the pronunciation of the target language and leads to the start of a foreign accent. Also, Weil (2001: 64) stated, "Characteristics of a first language largely determine speech production in a second, non-native language,". Mother tongue interference results in problems in pronouncing the mother tongue and the foreign language sounds apart as well as problems in intonation and stress.

Rivers (1968) noted that all learners have difficulties in understanding what foreigners say and it is not because of the lack of knowledge and rules of that language but because of the sounds and their way of articulation which is different from their mother tongue.

Researchers attempted to know what makes pronunciation of the target language so difficult for learners and they conducted a study about the differences in the sound systems between learners' mother tongue and the target language. The results showed that the more there are differences in the sound systems of the two languages the more learners may face difficulties in learning a native-like pronunciation. Nevertheless, when the learners' native language has quite similar sounds as in the target language, it is easier for them to learn pronunciation.

5.2.2. Exposure to the Target Language

Exposure generally refers to the amount of time that learners spend living at the environment of the target language. It is not about the country or city where they live but about the amount of English that they use daily because the more they communicate, speak and listen in English the better their pronunciation will be. Krashen (1982) stated that learners acquire the target language mainly from the comprehensible input received.

In relation to age, if children are exposed to the many languages at a younger age and before puberty, they are able to learn all these languages equally.

On the other hand, there are learners who live in English speaking countries but spend more time in a non-native language environment and they still have good pronunciation. Senel (2006) noted that it is not exposure that really matters rather it is the amount of opportunities that the learner can have to practice the target language and his/her ability to expose himself/herself to it in order to improve his/her pronunciation.

5.2.3. Instruction

Instruction of pronunciation depends mostly on the teachers' abilities and skills and assessment of learners' learning development. Also, when teachers are trained in the field of phonetics they can deal with any mistakes and errors made by learners. Celce-Murcia et al.

(1996) stated, “If learners have had good pronunciation training before, this will help them. If they’ve had ineffective training or no training, they’re at a disadvantage” (p. 16)

5.3. Individual Differences

5.3.1. Personality

Learners’ personality as well plays a role in the process of learning a native-like pronunciation. Learners have different personalities and when it comes to language learning, extroversive learners seem to be better and more successful in language learning than introversive learners.

Sociable, courageous, talkative, and open-minded are all qualities of a learner who is more likely to go out, make friends and to take part in different activities to express himself/herself. Therefore, extrovert learners have more chances to use the target language and to improve their pronunciation while communicating with others. On the other hand, an introvert learner is someone who is very shy, quiet, and not talkative and prefer to be alone. Therefore, he has no chances to improve his pronunciation and to use the target language.

Differences in personality create differences in learning styles. Extrovert learners are confident and not afraid to speak up and take part in various activities and are not afraid of failure or making mistakes. However, introvert learners are afraid of making mistakes and fail and they feel uncomfortable talking in front of others.

In addition, learners’ personality is not only about being extroverts or introverts, but it is also related to other traits. Scientific researches about personality appeared in the late nineteenth century and were conducted by Allport, Odbert, and Cattell in the 1930’s and the 1940’s ;however, it was not used until Dörnyei (2005) summarized personality traits into five (05) characteristics and called it “The Big Five Personality Model”. It distinguishes five different dimensions of learners’ traits and their effects on their learning process.

Dimensions	High Scores	Low Scores
Openness to Experience	<ul style="list-style-type: none"> - Imaginative - Curious - Flexible - Creative 	<ul style="list-style-type: none"> - Conservative - Conventional - Down-to earth - Practical
Conscientiousness	<ul style="list-style-type: none"> - Systematic - Efficient - Organized - Reliable 	<ul style="list-style-type: none"> - Unreliable - Careless - Disorganized - Lazy
Extraversion/Introversion	<ul style="list-style-type: none"> - Sociable - Active - Passionate - Talkative 	<ul style="list-style-type: none"> - Passive - Quiet - Reserved - Restrained
Agreeableness	<ul style="list-style-type: none"> - Friendly - Likeable - Kind - Forgiving 	<ul style="list-style-type: none"> - Cold - Unpleasant - Rude - Critical
Emotional Stability	<ul style="list-style-type: none"> - Anxious - Insecure - Moody - Emotional 	<ul style="list-style-type: none"> - Calm - Relaxed - Comfortable - Content

Table.2. The Big Five Model (Dornyei, 2005:15)

These traits reflect learners' personality traits and their effects on learners' production and their feelings when getting high or low scores. Knowing learners' characters and personality can help teachers to understand learners and help them achieve better understanding.

5.3.2. Attitude

Achieving a native-like pronunciation is also affected by learners' attitudes. Some learners feel that there is no importance for learning a second or a foreign language and they bring with them that negative attitude while learning the target language which has a terrible influence on their process of learning. However, if the learner has a positive attitude towards learning the target language, it will promote his/her pronunciation learning. As mentioned by Elliot (1995) Learners who are concerned with their English pronunciation, had a better one than learners who are not concerned with it.

Moreover, Sparks and Glachow (1991) argued that learners with a positive attitude towards learning the target language are more successful in the language classroom than learners with a negative attitude.

Therefore, attitude plays a major role in learners' desire to learn the target language and to secure a good pronunciation.

5.3.3. Motivation

Motivation has been described as a feeling or a desire that moves someone to do or to act a particular action. Motivation can facilitate language learning, and if students are not motivated, it will difficult for them to learn. (Dornyei, 1998)

Aptitude, intelligence, and self-confidence are all factors that help improve learners' motivation and contribute to it. Gardner and Lambert (1972) stated that motivation can be divided into two basic types which are Instrumental and Integrative Motivation. The former refers to the utilitarian gains such as getting a better job whereas the latter includes the positive attitudes towards learning the target. Moreover, Gardner and Lambert (1972) noted that both types of motivation -instrumental motivation and integrative motivation- can promote language learning.

So, learning the target language is highly related to the learner's motivation, if the learner has higher motivation he/she will become eager to learn it and get involved in all the activities and tasks that may help him/her to learn it appropriately.

5.3.4. Cultural/Ethnic Identity

Strong feelings of cultural and ethnic identity play a major role in inhibiting the learners from any attempt to change their accent or variety of the target language which reflects their social identity and ethnicity. Diaz-Rico and Weed (2006) stated that the learners' accent is a part of who they are. The fact that all learners speak in different ways according to their ethnicity make them more comfortable with the idea that they can change their accent whenever they want.

However, Guiora et al (1972) introduced a new construct called "The Language Ego" which refers to self-representation and flexibility of learning pronunciation and it is about how learners should take a new identity in order to learn a new language. He also stated that learners' differences in pronouncing the target language reflects their individual differences.

5.4. Educational Factors

The educational system is an important factor for learning a foreign language. If the country provides good environment and educational conditions for language learning it will increase learners' level and motivation to study and will give them more opportunities to address the target language.

When the learner is living in non-English speaking country, this will affect his level on achieving a native-like pronunciation because he/she cannot use the target language or practice it in real life situations. Therefore, the school must provide learners with more space and opportunities to practice and speak the target language. Celce-Murcia, Brinton, and Goodwin (1996) pointed out that when there is no native input of the target language in EFL classroom, the teacher must provide the learners with models of the target language in order

to experience how native speakers interact and communicate with others. Moreover, the teacher must encourage his learners to try out of the classroom communications and use the target language with people around them in order to improve their level of pronunciation.

In addition, mostly it is the teachers' accent that influence learners' pronunciation and they follow it as a model and try to imitate it. Therefore, teachers must also consider their influence and try to improve their pronunciation first before dealing with teaching pronunciation.

5.5. Learners Efforts and Goal Setting

EFL learners think that the classroom is the only place where they can learn the target language. However, teaching never causes learning but it creates the appropriate conditions for learning to take place. Achieving a native-like pronunciation is not an easy task for most learners because it takes a lot of practice and a lot of time.

Most researches show that the main goal of EFL learners is to achieve and secure a native-like pronunciation. Nation and Newton (2009) pointed that there still a debate about whether the model of the target language should be a native or a non-native speaker and whether the model of English should be British or American or any other variety. Good pronunciation is not about talking American or British English but it is about to be intelligible and fluent.

The most important goal to set is to become intelligible and can take part in an effective communication. Levis (2005) suggested that learners must focus on learning intelligibility and set the goal of achieving a native-like pronunciation.

6. The Use of Multimedia Technology in Teaching Pronunciation

When improving learners' pronunciation, the teacher should work first on improving learners' language skills which are: listening, speaking, reading, and writing. Thus, each skill needs different tools that suit learners' needs. The use of a variety of different tools has a positive effect on learners in improving their skills. Sharma (2009).

English skills are classified into two (02) categories: Output skills (Speaking and Writing) and Input Skills (Reading and Reading), thus, the main skill that concern pronunciation and improving learners' communicative competence is the input skill: listening and that influence learners' output which is speaking.

Modern media provides so many means to the learner in order to improve his skills inside and outside the classroom. Every day, the learner gets exposed to many resources and materials in the learning system that help him learn what he needs. These resources are shown in the coming diagram.

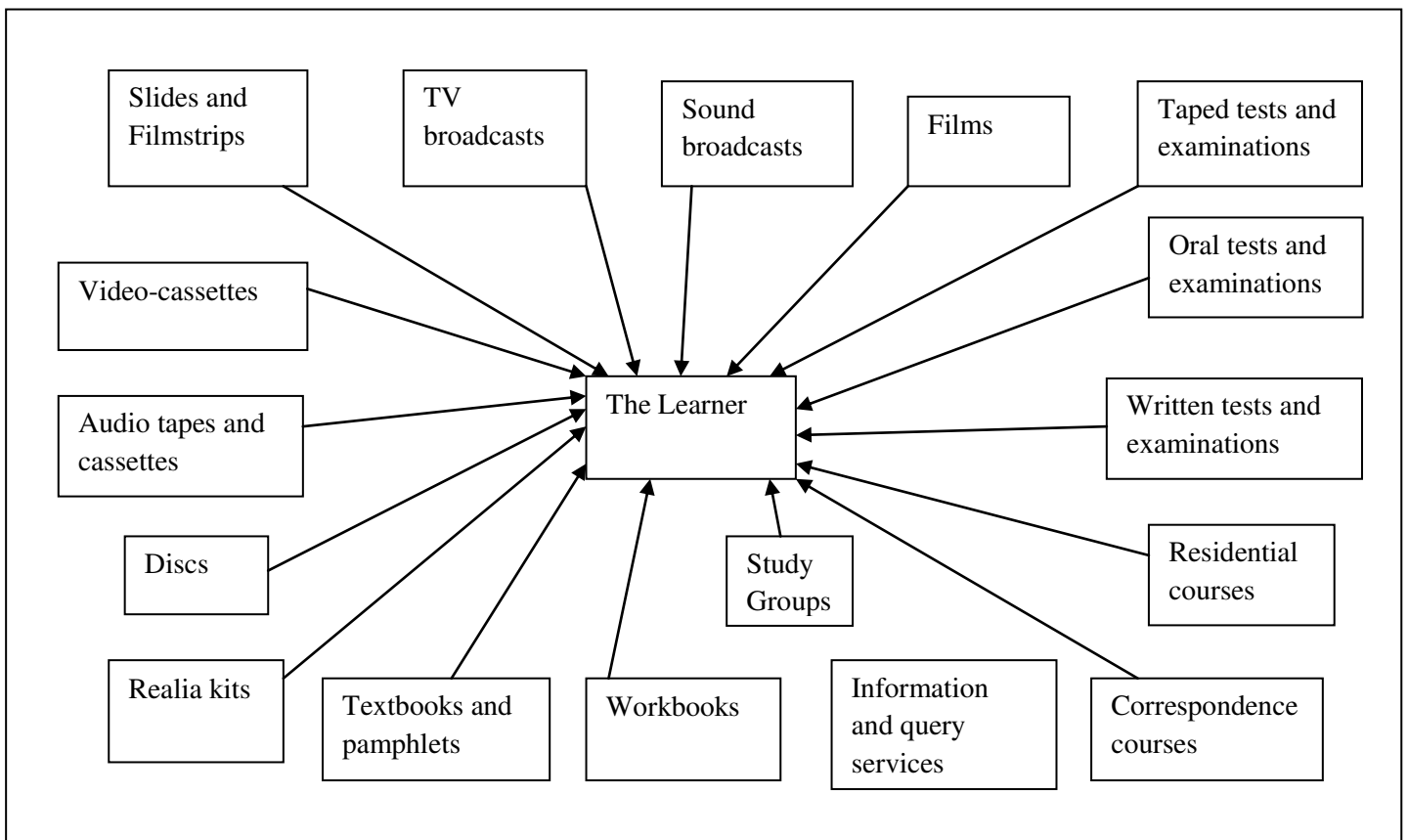


Figure.4. Material Resources. (The British Council, 1979:8)

From broadcasting to recordings and films, all of these material resources are included in the learning system. These resources changed with the development of technology, the blackboard and chalk got replaced by recordings and screens. These modern technical tools are used in language teaching to improve learners' language skill and expose them to a wide range of materials to facilitate the learning process.

The following section will tackle the different technology tools and techniques that teacher use when teaching pronunciation in the classroom.

6.1. Improving Learners' Pronunciation through Multimedia

Listening is the process of identifying and understanding the speakers' speech and what they are saying and also their pronunciation and accent. In addition, listening is a principal language skill because it allows learners to acquire a large portion of their education and knowledge. Saricoban (1999). In addition, Fucci et al. (1977) declared that there are some vowels and unlike consonants are best learned through listening and exposing learners to listening drills rather than other techniques. Therefore, listening is very important in foreign/second language learning and it plays a major role in learners' language development.

In addition to listening, human communication consists of both speakers and listeners and to have a good pronunciation learners must focus on improving both their speaking and listening skills. Bygate (2001) stated that speaking is the most important skill because it includes all other kinds of knowledge and information. It also includes the communicative ability that can help learners to chat and transmit and receive knowledge. When it comes to language teaching, many multimedia technologies have been used in order to develop learners' speaking and listening skills as well as their communicative competence.

6.1.1. Use of Computers

Using computers in listening tasks can help learners develop their ideas and information as well as their listening skill. Computer-based listening tasks have great benefits on learners' especially in developing their understanding others and even native speakers.

In addition, listening to short films and movies on CD-ROM are considered as modern methods of language teaching because they have advantages on learners' listening skills and in training their ears to understand what they are listening to. Hoven (1999).

Another important and modern tool of language teaching known as is Computer-Assisted Language Learning (CALL) this tool provides learners direct instruction and immediate feedback. Nagata (1993) Also, with the development of technology, Computer-

aided pronunciation (CAP) appeared to help learners have access to others' pronunciation performance through visual displays. Hardison (2004).

6.1.2. Social Media

With the development of technology and the wide use of Internet, learners nowadays learn may learn English pronunciation through this modern thing known as "Social Media". Websites have become more and more developed and easy to use and learners from all over the world use it to communicate with each other which made it one of the major resources of language learning.

There are many websites that influence learners' language learning process as it may also influence their pronunciation

- Face book: it is a social networking service that learners use it on a daily basis. This site allows them to maintain relationships and create friendships with people from all around the world. Face book have many advantages on language learners when they use chat with others especially native speakers of English, this can help them learn from them and learn about their culture. Furthermore, nowadays, teachers use Face book as a mean of communication between them and their students. They can create groups and post course content for learners to download it and prepare it at home and this have a major influence on learners' proficiency and achievement since it is easier now to reach teachers than how it was in the past. (Dhanya, 2016).
- You Tube: One of the most popular websites in the world is You tube not only because of the huge amount of videos posted every single day but because it is a vast resource to educational content that is ready whenever learners need it. Millions of educational and instructional videos are posted every day mostly by teachers that can address their learners by creating channels and give their learners further information while they are at home.

Also, people who post videos daily about what they do in their days are called “Vloggers” learners like these types of videos and when they watch them especially when they are posted by native speakers of English, this can help learners improve their skills and try to imitate and learn their way of pronouncing words and even copy their accents of English. (Dhanya, 2016)

- Skype: Skype is a voice-over-internet protocol service that allows people to voice chat online with each other and even learners can chat with their teachers. Courses and lectures of English are given every day on Skype. Learners from all over the world create chat groups and talk through voice or video together to exchange knowledge and information and this can also influence learners’ pronunciation and choice of accent. (Dhanya, 2016).

6.1.3. Broadcasting

Broadcasting is now one of the most important features of the multi-media tools of teaching language. It is linked with the audio and video (TV and radio) of published and recorded media. Educational programs are another technique that can help learners develop their understanding ability. Thus, the programs used should be authentic and suitable for students needs and also the TV channels must be appropriate for example: BBC which is very useful for learners to practice audio and video. The British Council (1979).

6.1.4. CD-players

Another modern tool and technique is using CD-players to improve learners’ listening skills. CD-players are electronic devices used to play audio and videos. The use of videos is considered more powerful and more comprehensible than other media in developing EFL learners and second language learners as well. Brinton and Gaskill (1978). Furthermore, the teacher can present his lectures in CD-ROM and also examinations so it will be easier for learners’ comprehension.

6.1.5. Use of Tape-Recordings

Tape-recorders are considered as an old technique for teaching listening comprehension and nowadays its use is decreasing. However, they are still used in language teaching in order to train learners' ears to hearing native-speakers recordings and learning to talk like them. Teachers should expose their learners to authentic conversations and dialogues that are audio-recorded and this can enrich their communication skill.

6.1.6. Use of Internet Voice Chatting

The use of chatting has beneficial on learners' linguistic development. The learner and another speaker may communicate with each other and chat online and learners can even chat with native speakers which has more benefits on improving their speaking skill. (Crystal, 2001).

6.1.7. Use of Speech Synthesis Programs

With the development of technology, nowadays computers can generate voice signals and decode the human sound and voice. It is also known as Artificial Intelligence, and computers are so developed since they can be very useful in improving learners' speaking ability. These programs can be used to strength and enhance learners' vocabulary as well as their pronunciation abilities and their communicative competence.

Conclusion

This chapter was an overview about the history of teaching pronunciation and the old methods and strategies used for teaching it in the past and how it changed in the present time. Teachers should know when to include pronunciation into the classroom and what kind of activities and tools to use in order to improve learners' pronunciation and help them choose the appropriate variety or accent of English. In addition, this chapter tackled the different reasons and factors that may hinder learners from achieving their target pronunciation or may improve their level of pronunciation. Learners must set realistic goals and consider their needs and abilities in order to secure an understandable pronunciation and reach intelligibility. Finally, technology plays a major role in language teaching. Thus, teachers must know how to use the appropriate technology tools and techniques in order to improve learners' skills and help them develop their communicative competence so they can communicate easily.

Practical Part

Chapter Three

Data Analysis and Findings

Chapter Three: Data Analysis and Findings

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Introduction

This chapter is dedicated to the analysis of results obtained from the data gathered through the research tools that have been used in this study. The aim of this study was to investigate some different factors that may influence Mohamed Kheider University EFL learners' variations in pronunciation. In other words, since English as a global language has many various variations and accents around the world, EFL learners may choose any of these accents and use it while communicating inside and outside the classroom. Therefore, this study aimed at identifying and recognizing the factors that may lead learners to choose and to possess that specific accent.

This chapter exhibits the different research tools used to gain further information about the current study as well as the population, the sample, and the content of the analysis of the data collected. The research questions will be answered through the results obtained from the analysis.

1. Research Methodology

1.1. Research Method

The method adopted throughout this study is the exploratory method which is the most appropriate in combining the two variables of the research which are the factors influencing EFL learners and their choices of variations of English. The exploratory method had been chosen since this study deals with a new area that has not been studied before, many studies has been conducted on the factors that may influence EFL learners' pronunciation problems but not their choices of particular varieties and accents of English.

1.2. Population and Sample

1.2.1. Learners' Profile

The sample selected for this study was students of second year LMD at Mohamed Kheider University of Biskra. After a classroom observation, 20 students were chosen from 10 groups of second year in order to participate in the interview. Indeed, 2 students were chosen from each group based on their kind of pronunciation (American English/British English).

1.2.2. Teachers' Profile

Four teachers were requested to answer a questionnaire for the sake of the study. Two teachers specialized in teaching Phonetics were chosen as well as two teachers experts of Oral Expression from the division of English at Biskra University. Teachers of Phonetics are the ones responsible for teaching students phonetic rules and the different sounds of English pronunciation as well as the different ways of pronouncing words. On the other hand, teachers of Oral Expression are the ones who witness learners' accents. In oral expression courses, learners are asked to perform different types of activities as well as getting exposed to original and authentic materials to train their oral performance. Therefore, a questionnaire was distributed in order to get their sincere opinions about what they encounter during their courses.

1.3. Data Collection Tools

The tools chosen for this case study were a classroom observation, interview for second year LMD learners and a questionnaire distributed to teachers. These data collection tools were used in order to explore the different factors that influence EFL learners choices of different variations of English pronunciation and obtain students' attitudes and teachers' experiences and points of view about the study.

1.3.1. Pilot Classroom Observation

A classroom observation gives the opportunity to investigate and collect the exact relevant data that the researcher is looking for. It also provides the observer with further insights on students' attitudes and their different accents and variations of English used inside the classroom. The aim of this classroom observation was to observe teachers' pronunciation and the variations used by teachers of Oral Expression as well as students' variations and accents of English.

The classroom observation was a piloting tool for the sake of choosing students with different accents of English. It was undertaken at the end of the first semester of the academic year 2017, and it took place with 10 groups of second year LMD at the Department of English at Mohamed Khider University- Biskra. The researcher attended Oral Expression sessions after taking permission of the teachers; furthermore, the teachers were asked before if there are any noticeable accents and variations of English among their students.

The researcher attended almost 12 sessions of Oral Expression which took almost two weeks because each group of second year were split into half and each half group participated in a session, therefore, the researcher must attend two times a week with the same group to observe the majority of students. After that, out of 10 groups of second year LMD at the division of English only two students were chosen from each group (20 in total) who have a unique and a remarkable accent. Teachers of oral expression themselves helped in this selection. The researcher selected the students after their participation in different Oral Expression. These interviewees were chosen based on their participation in each session; each chosen student has an American or a British accent of English.

Later, students were then asked if they wanted to take part in the interview and they were given no clue or information about the aim of the interview and they all accepted

without any hesitation. Their phone numbers were collected later on to check their free time to undertake the interview.

1.3.2. Learners' Interview

The interview is considered to be one of the most significant research tools that help obtaining valuable data. It was used to obtain students experiences about how they acquired and reached that accent of English that they master now as well as the things and activities that helped them most to achieve it and the kind of external or external factors that could have possibly affected their choice of that accent or variety of English they use while speaking.

1.3.3. Teachers' Questionnaire

A questionnaire was distributed to teachers of oral expression and teachers of phonetics to obtain relevant data about the kinds of pronunciation and variations that they encounter during their lectures and the activities that they use in order to enhance learners' pronunciation and hinder them from making mistakes as well as their suggestions and recommendations about the overall topic.

2. Analysis and Discussion of Results

2.1. Students' Interview

2.1.1. Aims of the Students' Interview

The main aim behind interviewing students is to collect their ideas and thoughts about the different factors that affected their pronunciation learning process and that led them to choose specific kinds of accents and variations of English as well as the activities and practices that they perform outside the classroom in order to improve their pronunciation of English.

2.1.2. Description of the Students' Interview

The students' interview consisted of 15 open-ended questions. This kind of questions were chosen because they give students the opportunity to express their ideas and opinions in a free and flowing manner in order to obtain their true insights about their experiences with the process of learning English pronunciation and the phase of choosing a specific accents or variety of English and the main reasons and factors behind their choices.

2.1.3. Administration of the Students' Interview

In order to obtain learners' thoughts and ideas about the case study, individual interviews were done with a sample of second year LMD students. In fact, these students were not chosen randomly. A classroom observation had been undertaken to choose students based on their pronunciation and the accents they possess.

The interviews have been conducted at the beginning of the second semester of 2017. After the classroom observation, we contacted the chosen students after their session to agree on the time and place where they would be free to take part in the interview.

Each student was interviewed alone and answered to 15 direct questions that he/she had no idea about before. The interview was the most appropriate research tool to gather students' answers. The interview was recorded; we used a small talk and an introduction to the topic to set a nice atmosphere and help learners talk freely and honestly. In addition, students were encouraged to ask any questions or get further clarification or explanation about the questions being asked.

After answering the 15 questions, students were asked to read a poem called "The Chaos". This poem is a classic English poem written by Gerard Nolst Trenité (1870-1946) in 1922. It contains more than 800 words of the worst irregularities in English spelling and pronunciation. This poem was chosen on purpose because it can easily show readers' accent and variety of English. It is considered to be the only poem that helps differentiate between a

person with a British accent and a person with an American accent. Moreover, this poem was read by many people when doing challenges on You Tube because of its difficulty. It was also used by many teachers of phonetics to help learners learn how similar words can have different pronunciations. In addition, different phoneticians gave its IPA transcription for people to correct themselves and to know how to read the words. Therefore, this poem was chosen because of the data available online that makes it easier to compare what is published online with the results taken from the students.

Since the poem consisted of 800 words, it would have taken a long time for students to read. Therefore, only some verses were chosen. At first glance, students thought that the poem was very difficult because it conveyed all of the irregularities of English pronunciation, so the recording was paused. Students were then given time to read it slowly and alone to try to pronounce all the words without any breaks while recording. After that, students read it great without any mistakes or fear. Each interview took at least 10 minutes.

2.1.4. Students' Interview Results

Each question of the interview has a specific purpose; all in the aim of gathering students' reactions towards having a unique pronunciation among all their classmates as well as giving them the chance to express their efforts on how they achieved: their kind of accent or variation. In addition, they were asked to mention the tricks or activities that helped them achieve such an accent and if they can tell their classmates the secret behind their success.

1. Students' Gender Distribution

Learners Gender	Total	Female	Male
Participants	20	16	4

Table.3. Students' Gender Distribution

The results demonstrated above show that female students who participated in the interview are 16 students whereas male students are only 4 students. One of the reasons is that because during the classroom observation, it was observed that females possess better pronunciation and different accents than males. Over the years, many studies showed that when it comes to foreign/second language learning, female students have better pronunciation than male students and that is the reason why there are more girls in language classrooms than boys.

2. Students' Age Distribution

Response	Participants
Total	20
19 Years old	4
20 Years old	10
21 Years old	1
22 Years old	3
23 Years old	2

Table.4. Students' Age Distribution

The second table represent students' age which ranges from 19 to 23 years old. Four students whose age is 19 years old, 10 students whose age is 20 years old, 1 student whose age is 21 years old, 3 students whose age is 22 years old, and 2 students whose age is 23 years old. Thus, it is noticed that the majority of students of second year aged between 19 and 20 years old. We suppose that these students went to school at an early age and never failed.

However, the other age differences can be justified by either a failure at baccalaureate exam or a change in the field of the study.

It has been mentioned in previous studies that age is one of the factors that affect students' pronunciation learning and it was assumed that adult learners are more capable of achieving a native-like pronunciation.

Question 3: Do you like English? Why?

Response	Total	Yes	No
Participants	20	20	0

Table.5. Students' Tendency towards English

The results show that all learners of the sample like English and like to study it. However, the reasons behind their like actually varies from one student to another. The majority of students (14 students) said that they like English because it is a global, universal, and a vivid language that they can use anywhere and at anytime. On the other hand, some of them (04 students) stated that they like English because they are good at it and they cannot express themselves in any other language but English. 02 students, however, answered that they were motivated to learn it at a younger age because of many reasons and they used it ever since.

It is a fact that English is one of the most learned second/foreign languages all over the world. Therefore, EFL learners aim at learning it and using it in real life situations.

Question 4: Do you use English outside the classroom? With whom?

All of the participants reported that when they do use English when they are out of class. However, their answers differed about the persons they use it with. Their answers are demonstrated in the table below.

Response	Total	Friends	Family Members	Chatting Online
Participants	20	12	6	2

Table.6. Students’ Use of English outside the Classroom

The results show that 12 students like to use English when communicating with their close friends and especially when they meet with their classmates outside the classroom. They stated that this helps them practice their pronunciation and they speak English whenever they know that their friends understand it, too. The other 6 students stated that they use English with their family members. Some of them said that they use it with their brothers and sisters at home and even with their younger siblings since they start studying English at middle school, so they use English with them to help them learn it and at the same time to practice their pronunciation. Other students revealed that they use English with their parents. These students have one parent that speaks English very well, so they use it at home. Some female respondents confessed to use English with their mothers at home to tell them secrets so that the other members of the family would not understand what they are saying. However, two students said that they use it to communicate with people on the internet either through chatting, or voice calls, and other social-media related tools in order to develop their oral skill.

All students expressed that practicing speaking in English at home with their family members or people on the internet really helps them improve their level of pronunciation and

make them get to know and explore different accents and variations of English and even help them to learn it and speak it.

Question 5: What specific skill do you want to improve?

Response	Participants
Total	20
Writing	6
Reading	2
Speaking	10
Listening	2

Table.7. Students’ Need of Skill Improvement

This question was asked to know what specific skills students want to improve more. The table above shows students’ answers. It reveals that half of the sample (10 students) wants to improve their speaking skill in terms of how to communicate with others and the need to develop their debating skills. In addition, 6 students think that the writing skill is the most important skill among the others. However, 2 students from the sample claimed that they want to improve their reading skill. Also, the other 2 students believe that listening skill is the most important skill when it comes to language learning especially listening to songs which helps them improve their level.

The interviewees’ responses revealed their thoughts and expectations about language skills that they aim at improving the most. Although the majority agreed that they need to

improve their speaking skill the most but their answers were different from one to another and this shows how they have different needs about what language skill that has to be improved. It also demonstrates that although students share the same academic settings and teachers, they do not share the same language difficulties when it comes to learning English as well as how they perceive the importance of language skills.

Question 6: Do you think that you can communicate in English with native speakers?

Have you ever done it?

Response	Total	Yes	No
Participants	20	14	6

Table.8. Students’ Ability to Communicate with Native Speakers

This question was planned to know whether students were able to communicate in English with native speakers to see their level because they can never know their level of English until they use it with native speakers. Some students (6) announced that they do not believe that their level allows them to communicate with native speakers, and that for them it is a difficult task but they hope that they can achieve it later on. On the other hand, 14 students claimed that they are able to communicate with native speakers and they do it every day. They added that it is the most helpful activity to practice their English and to learn new words, new cultures and develop their knowledge. Others (6) revealed that they use social media websites through voice/video calls, Skype, Facebook, and other devices to communicate with native speakers from all over the world. Some students (2) stated that they even had the chance to speak with native speakers in real life.

These results reveal that the majority of students are self-confident about their level of English as (according to them) they see themselves able to hold a conversation with native speakers. In addition, they confessed to have some contact with them mainly through social media. A minority of students, however, seem to doubt on their capacities in communication.

In order that students can develop their communicative competence and be able to express themselves in English and maintain their accent, they need to be given opportunities to practice and get involved in real life conversations whether with people online (through chat) or with their classmates at first and then expand their communication with others. Also, teachers must give their students the opportunity to speak fluently inside the classroom so that they can get more confident and discover their level of pronunciation and get rid of talking with others anxiety which may prevent students from talking inside the classroom unless they are asked to. In addition, students can practice some activities at home that can help them overcome the fear of talking with others in English and also to develop their accent or variety of English is to talk to themselves alone or in front of a mirror.

Question 7: How would you evaluate your level of pronunciation?

Response	Participants
Total	20
Average	6
Good	11
Very Good	3

Table.9. Students' Self Evaluation of their Pronunciation Level

The results above show how students evaluated their pronunciation level. Six (6) students think that they have an average level in English pronunciation whereas the majority of the sample (11 students) evaluated their level to be good. However, only 3 students believe that they have a very good pronunciation.

In fact, this question was not a reliable because students cannot really evaluate themselves. This should be done by an expert (teacher). These results only confirm how much they are confident when it comes to speaking and communicating with others because pronunciation is one of the main aspects of communication that allows students to understand others and to be understood as well.

Question 8: In your opinion, what is the module that helps you most improve your pronunciation?

Response	Total	Oral Expression	Phonetics	Other
Participants	20	13	4	3

Table.10. Module that helps Learners Improve their Pronunciation

This question aimed at discovering students’ opinion about the modules that can help them improve their level of pronunciation. Students’ answers were different: 13 students explained that Oral Expression is the module that helps them most improve their pronunciation because during the sessions of oral expression, they are given the chance to talk and to practice through different types of activities like debates, role plays, and presentations. Moreover, they get exposed to native speakers’ recordings through tapes and videos presented by their teacher to help them train their pronunciation. Nevertheless, 4 students think that

Phonetics is the only module that helps them most improve their pronunciation because it makes them learn all the rules of phonetics and pronunciation. The rest of students (3) had a different answer. They stated that the modules that help them improve their level of pronunciation vary between linguistics, literature, or written expression. They added that these modules help them a lot because they do a lot of reading during the sessions, so reading out loud really helps them develop their pronunciation.

Students' responses revealed the modules that help them most improve their pronunciation and according to their answers, they believe the module that helps them improve it is the one where they are allowed to talk more and express themselves freely. Their answers were different because they are taught by different teachers and each student based his answer on the teacher that they like his accent and try to learn it and the teacher that gives them the opportunity to talk during the session.

Most students claimed that Oral Expression is the module that enables them most train their pronunciation and express themselves more because of the variety of activities that they practice during the session. During the classroom observation, it was observed that teachers follow different sets of activities and try to vary what students do every single day which students confirmed. It is a fact, that role plays help students get into new characters where they can express themselves without fears, their characters change according to the theme and subject of the role play. Also debates allow them to improve their pronunciation because they are given the chance to argue with their classmates about different topics. Therefore, Oral Expression session is considered to be one of the most effective sessions that can help learners develop their pronunciation as well as their communicative competence.

When it comes to teachers, they can play a major role in improving their students' level of pronunciation during their lectures. Teachers must set realistic objectives and goals with taking into consideration their students' needs and what they need to develop concerning their pronunciation. Teachers can help students to:

- Develop their speaking ability during their lectures by giving them the chance to speak. Nowadays, teachers are not the only ones who do the talking but students need to be involved to.
- Teachers must design a set of activities that encourage students to express themselves not only freely but also fluently with a correct grammar, vocabulary, and pronunciation.
- Teachers need to give chances to students to take part in different communication settings and situations in order to organize their ideas and learn more words.
- Teachers must help students to develop their academic skills in terms of oral presentations, debates, and role plays.

Question 9: Are you aware that English pronunciation has different varieties according to different regions?

Response	Total	Yes	No
Participants	20	20	0

Table.11. Varieties of English Awareness

All students (20) responded that they are aware about the existence of different accents and varieties in English all around the world. This reveals that students have been introduced to several accents and are able to differentiate between them. Moreover, they could have known them in class because of their teachers' use of different accents or when being exposed to authentic materials and ICTs inside the class. They could even have discovered them through media (TV, radio), listening to songs, You Tube videos and recordings, using social network, etc. All these factors and the amount of exposure to them may influence students' preference towards choosing and using one specific accent.

Question 10: Can you name some of the varieties/accents of English that you know?

This question intended to know the varieties/accents of English that learners know. Surprisingly, students know many different accents of English. Moreover, they claimed that they can even recognize them on TV shows and movies. Also, each student named from 4 to 6 different accents. One of the most mentioned accents were American English (20 students named it), British English (17) , Irish accent (9), Australian accent (7), Scottish accent (11). In addition, Cockney, which is one of the varieties spoken in different regions of Great Britain, has been mentioned 4 times by students.

These findings show that students are really aware of many of the existent accents of English in the world, and their answers showed how much knowledge they have about these varieties if they ever wanted to choose one as their favorite variety to use when speaking English. As stated before, this knowledge could be the result of students’ exposure to these different variations through TV (movies, reality shows,...) social media, and so on as they are the preferred tools/programs used by young university learners.

Question 11: What variety/accent do you possess or prefer to use?

Response	Participants
Total	20
British English	10
American English	10

Table.12. Variety Spoken by Students

This question was planned to know which accent or variety students of second year prefer to use. 10 students reported that use a British accent and find it the most appropriate variety to use at the university. Furthermore, they stated that they try to improve it every day. Some of them even called it Received Pronunciation as being the variety used by the upper society in Great Britain. However, 10 students prefer to speak with an American accent. Indeed, they said that this variety is much easier to use: They just have to talk very fast. However, they revealed that they aim to learn the British accent, too; but for them, it is a bit complicated.

Although there are many accents of English among the regions of the world, students suggested that the most spoken ones here at the Department of English at Mohamed Khider University-Biskra are only British and American English. This reveals that students are only exposed to these two main varieties of English. However, their preferences changed from one to another it can be assumed that these preferences changed because of students' exposure to either the American media or culture or because of the exposure to the British culture and media influence.

Question 12: What variety of English do you teachers use?

Response	Total	Received Pronunciation	General American	Both
Participants	20	5	5	10

Table.13. Variety Spoken by Teachers

The results of this question showed the varieties used by teachers in class. Students gave different answers as they are from different groups, and thus, taught by different teachers. Half of the sample (10) stated that their teachers use both accents Received Pronunciation and American accent. However, 5 students answered that the variety used by their teachers in

class is the British accent or also known as Received Pronunciation. And 5 students said that their teachers use General American inside the classroom.

It is a fact that the accent (s) used by teachers in class really influence students' choices of what variety to use themselves, and a mixture of both varieties gives students the chance to learn the differences between them.

Question 13: Do you have a specific model (a Teacher/ a Singer/ an Actor) that you try to imitate or follow his/her accent?

Response	Participants
Total	20
Family Members	1
Teachers	3
American Actors	2
British Actors	2
American You tubers	2
British You tubers	3
Singers	3
Other	4

Table.14. Students' Model of Pronunciation

When students were asked this question, there were different tendencies towards whose model of pronunciation they like, learn and try to imitate their pronunciation from. Their answers were different, and they are stated in the coming table.

Participants	Response
Student 1	I aim at having an American accent and I practice a lot of listening at home and I use mostly You tube. An American You tuber called Alex Aiono inspires me a lot and I try to obtain an accent similar to his accent.
Student 2	I personally do not try to imitate anyone. When it comes to English I try be me, I am my own model and I always try to develop my accent on my own.
Student 3	I try to possess an American accent and I try to practice different activities in order to reach it. I get influenced by the famous singer Eminem as well as the American actor Michael Bubl� and I try to imitate them.
Student 4	I do not have any particular role model that I try to follow or imitate but I only follow phonetic rules and I try to apply them when I speak.
Student 5	When it comes to English pronunciation, I have one model and he is my teacher of Oral Expression at the department of English in Biskra University. My teacher has an American accent and I try to imitate him and I wish I could speak like him someday.
Student 6 , Student 7	I do not have any role model or someone that I try to imitate or follow.
Student 8	I would love to have an American accent and my role models are the famous American actor Johnny Depp and the famous American singer Adam Levine.

Student 9	I have an American accent and one of my favorite American singers is the Rap singer Eminem. I love his songs and the way he speaks and I aim at having an American accent just like his.
Student 10	I watch a lot of You tube videos because they are one of the best tools that can help acquire the accent you want. For me, I watch a lot of British You tubers and I aim at achieving a British accent.
Student 11	I try to imitate the famous American actor Peter Dinklage. I prefer the accent he used while playing a role in a TV series and I watch it a lot and try to imitate that accent.
Student 12	Since I was very young, I used to watch a lot of British You tubers. These You tubers do not only post normal videos but they also post Vlogs, this type of videos shows how these You tubes spend their daily life and they capture every moment of it. One of my favorite British You tubers is Zoelle aka. Zoe Sugg who is a You tube phenomenon that has more than 10 million followers from all over the world.
Student 13	My role model is my father. He is a teacher at Mohamed Khider University- Biskra at the English Department. My father is my only influence and he inspires me in everything and especially my English pronunciation because I try to imitate his way of speaking and accent.
Student 14	I have a British accent and one of the main things that helped me to achieve it is watching a lot of British You tubers. I like to listen to British songs so I can understand the lyrics, learn how to pronounce words, and imitate the accent.
Student 15	I have one role model and it must be the famous American actor Danel Washington. I like his accent a lot and I watch a lot of his

	movies so I can try to imitate him and copy his accent and way of speaking. He is a legend, you should check him.
Student 16	I do have a role model, her name is Dina Tokio and she is a British You tuber I watch her videos daily and I like her accent very much that is why I try to imitate her.
Student 17	My only model is my teacher of Oral Expression here at the university. She has an American accent and I would like to have an accent like hers someday, I always imitate her, she inspires me a lot.
Student 18	My idol is totally my teacher of Oral Expression, she has the most perfect British accent and she really motivates me to acquire an accent just like hers.
Student 19	Yes I do have a role model not only one but many because I watch a lot of American You tube videos. For example, RomanAtWood he is an American vlogger and I watch his videos daily and I think this influenced my accent.
Student 20	For me personally, my one and only idol must be the British singer Adele. I like her accent a lot and I try to imitate her.

Table.15. Students' Role Models of Pronunciation

Learners' pronunciation highly depends on the kind of pronunciation that they hear on a daily basis and from the answers demonstrated above, it is clear that students have different models that greatly inspire and influence their choices of a specific accent or variety of English because they are mainly exposed to these models every single day.

Question 14: Do you think the kind of movies, TV shows, Songs, or other programs influence your English pronunciation?

This question aimed at knowing whether students' daily exposure to TV, media and so on influence their pronunciation. In fact, all students said that these programs have a great influence on their way of speaking and it is one of the most important factors that help them learn how to pronounce. In addition, every student mentioned a particular program h/she likes and benefits from. These are showed in the table below.

Some students stated different kinds of TV shows, programs, and series as well as movies and songs. It is a fact that media has a positive influence on students' pronunciation because of their amount of exposure. If students get used to listening to American input they certainly will possess an American accent. Thus, when they get used to British input whether by the media or the teacher, they will automatically have a British accent.

Many studies showed that the amount of exposure of media has a major influence on students' preference of accent or variety of English. Nowadays, almost all students own technology whether a mobile phone, Television, and have access to the internet all of these features allow learners to consult different kinds of accents and varieties of English and even practice them with a click while they are at home.

Participant	Response
Student 01	British and American TV series (Teen wolf, Game of Thrones).
Student 02	British Songs.
Student 03	American TV series and movies.
Student 04	BBC channel for learning British accent.
Student 05	American TV series and movies.

Student 06	American songs with lyrics display.
Student 07	American media.
Student 08	You tube and British movies and TV series.
Student 09	Documentary shows (Eg. National Geo)
Student 10	Historical movies and documentaries.
Student 11	British TV series. (Eg. Game of Thrones)
Student 12	American movies with subtitles display.
Student 13	American movies.
Student 14	British songs.
Student 15	American movies and TV series (Eg. George) and country music with lyrics.
Student 16	You tube, British movies and songs.
Student 17	American TV shows (Eg. Days of our lives).
Student 18	American TV shows (Eg. House, Modern Family) and American movies (Eg. the curse, Room).
Student 19	American movies (Eg. Split, Passengers).
Student 20	British movies (Eg. Harry potter)

Table.16. Students' Preferred English TV Shows and Programs

Students' answers were all different and their choices of the types of TV shows, movies, and songs varied from one to another. All of them stated that they watch different kinds of British and American TV series, documentaries as well as songs. These answers can be seen in students (1, 3, 5, 6, 7, 12, 13, 15, 17, 18, 19) who all stated that their pronunciation is influenced by the American TV shows and movies that they watch. They even mentioned the names of the shows they follow and which helped them a lot in improving their pronunciation. On the other hand, students (2, 8, 10, 11, 14, 16, 20) stated that British movies

and songs have a greater influence on their pronunciation since they all prefer to learn a native-like British accent. Indeed, watching these TV series and movies and listening to these songs really helped them improve their English pronunciation. Thus, they stated that they look at subtitles when they watch movies and TV series and they read lyrics when they listen to songs because this tends to help them understand the words and their meaning and how they are articulated. However, students (4, 9, 10) had different answers. Student 9 and student 10 stated that the major influence of their pronunciation resulted from watching documentaries in English whereas student 4 aims at learning a more appropriate British accent; therefore, she spends a lot of her time watching BBC channel.

Question 15: Do you think that Arabic and French influence your English pronunciation?

Response	Participants
Total	20
Sometimes	9
Never	11

Table.17. Arabic and French Influence on Students Pronunciation

The results show that students' mother tongue (Arabic) and first language (French) sometimes influence students' English pronunciation (for 9 students). Indeed, it is about the fact that sometimes they mispronounce some words in English because they mix English sounds with Arabic and French sounds. However, 11 participants stated that Arabic and French never influence their English pronunciation and that they know exactly how to differentiate the sound systems of both languages.

It is known that the mother tongue is the language that students acquire since birth whereas, the first language is the language learned in schools in addition to students mother tongue. Many studies showed that these two languages influence learners' English pronunciation because of the many similarities between the sound systems of each language, students can mispronounce words in English when the sounds are similar to their mother tongue or first language sounds and that is what some students approved that sometimes these language can have a bad influence and transfer on their English pronunciation.

2.1.5. Poem Analysis

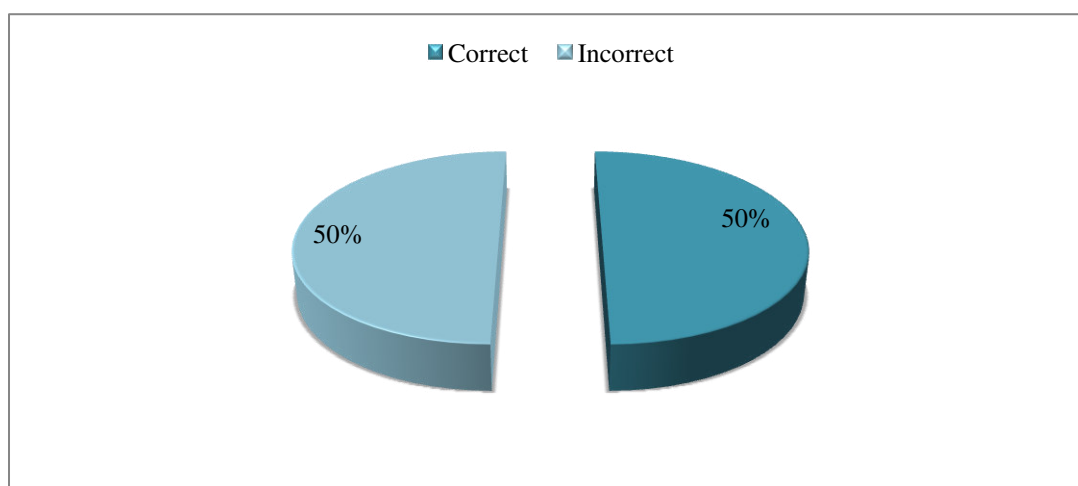
After answering the questions, students were asked to read some selected verses of the famous poem "The Chaos" written by Gerard Nolst Trenité in order to know whether they have a British or an American accent/variety as they have stated it before. Students read the poem out loud while they were recorded. The analysis of their readings considers the words that have different pronunciations in British and American English. Each word has been analyzed based on how students pronounced them. That way, we could check whether students who said they have a British or an American accent really have it and whether they pronounced the words correctly or not.

First, we started to analyze the readings of those 10 students (out of 20) who claimed (in question number 11 of interview) to possess a British accent. In order to confirm their answers, some words were chosen on purpose from the poem in order to check whether these 10 students obtained the accent they said they do and if they pronounced the words correctly or incorrectly. The analysis of these words have been organized in tables and graphs then interpreted in the discussions below.

1. Pronunciation of the word “Creature”

Response	Total	Correct British Pronunciation	Incorrect British Pronunciation
Participants	10	5	5
Percentage	100%	50%	50%

Table.18. Pronunciation of the word “Creature”



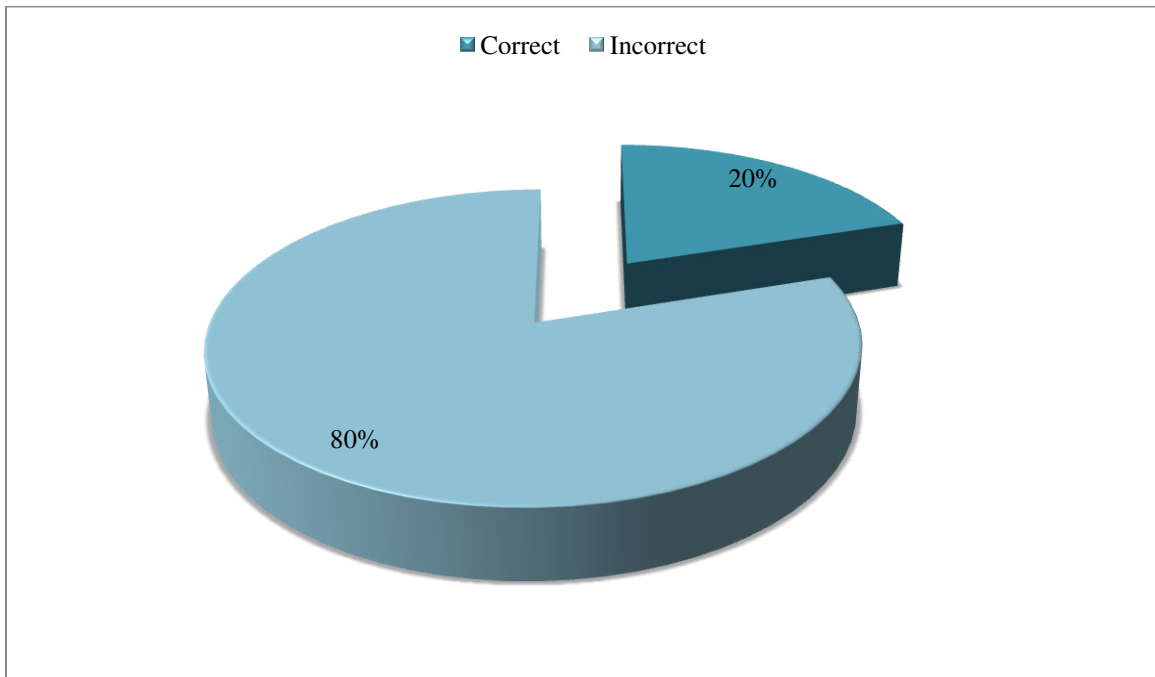
Graph.1. Pronunciation of the word “Creature”

The results above show how students read the word “creature”. Out of 10 students who said that they possess a British accent, only 5 students (50%) could read it with a correct British accent /'kri:tʃə/ since this variety is Rhotic. The other 5 students (50%) did pronounce the letter ‘r’ at the end of the word which makes their reading Incorrect.

2. Pronunciation of the word “Verse”

Response	Total	Correct British Pronunciation	Incorrect British Pronunciation
Participants	10	8	2
Percentage	100%	80%	20%

Table.19. Pronunciation of the word “Verse”



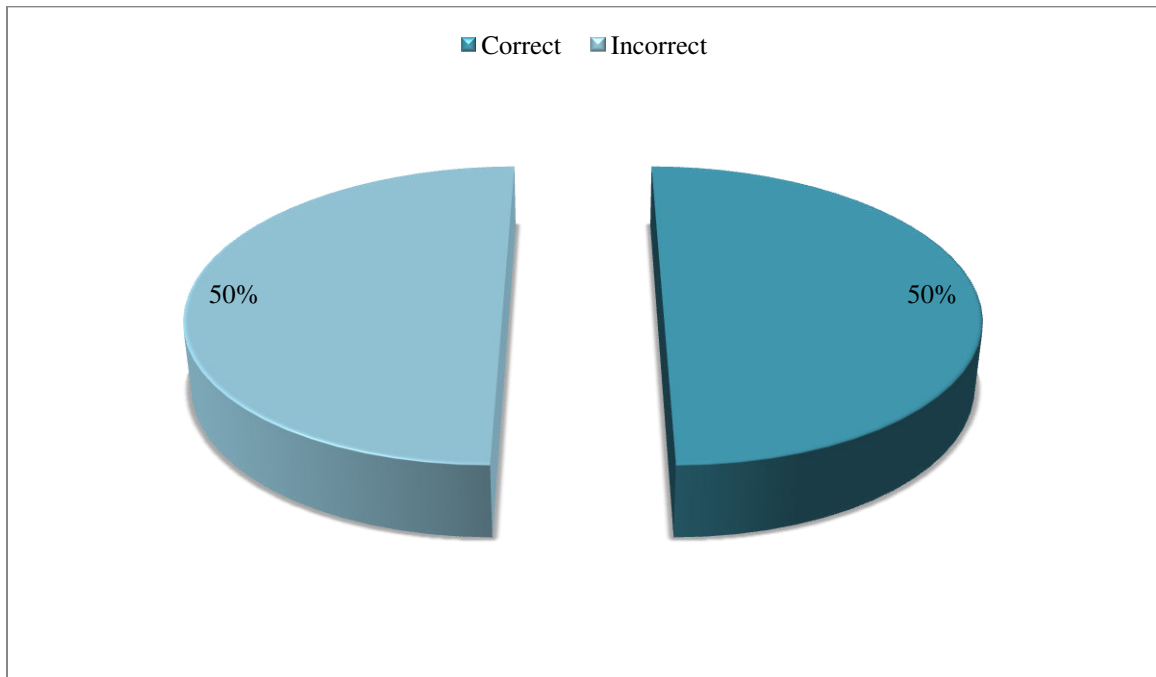
Graph.2. Pronunciation of the word “Verse”

The word “verse” was chosen because the letter ‘r’ is not normally pronounced /vɜ:s/ even when it is in the middle of the word. As a result, the majority of 8 students (80%) achieved the correct pronunciation of this word and this shows their level of British pronunciation whereas 2 students (20%) had an incorrect pronunciation.

3. Pronunciation of the word “Tear”

Response	Total	Correct British Pronunciation	Incorrect British Pronunciation
Participants	10	5	5
Percentage	100%	50%	50%

Table.20. Pronunciation of the word “Tear”



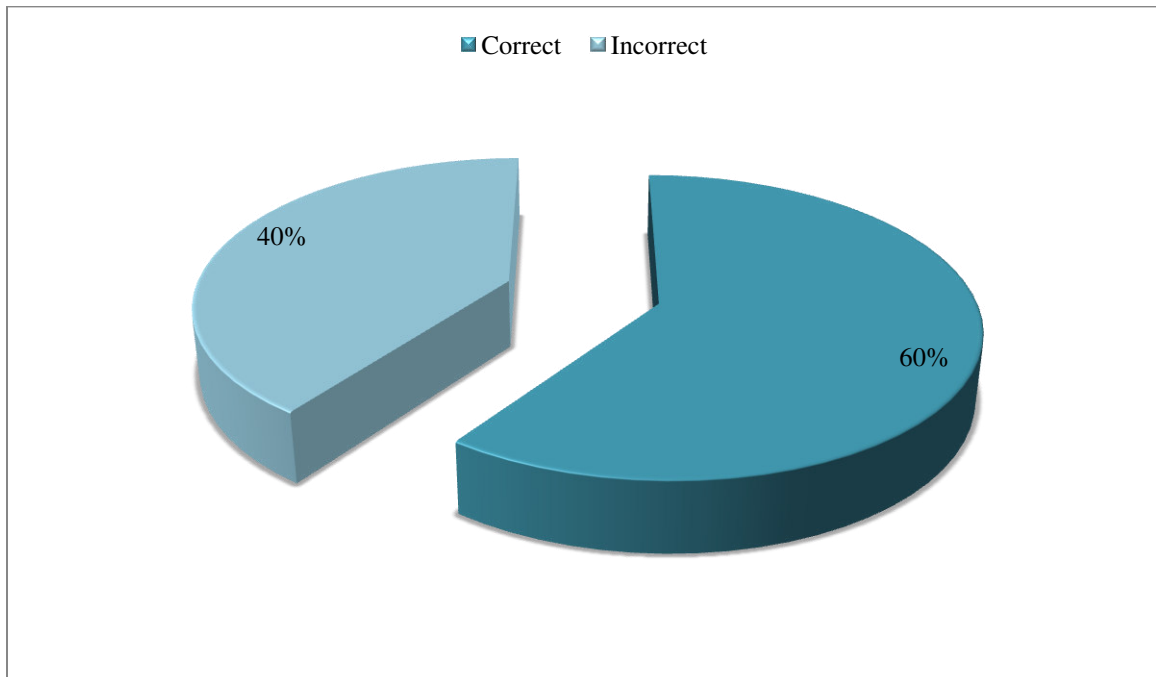
Graph.3. Pronunciation of the word "Tear"

The term "tear" here is a noun and it has been pronounced with a correct British accent by 5 students (50%) from all of the 10 students who prefer to use British English. However, the other 5 students (50%) did not achieve the correct pronunciation of the word "tear" which is transcribed as /tɪə/ and their pronunciation was incorrect.

4. Pronunciation of the word "Lord"

Response	Total	Correct British Pronunciation	Incorrect British Pronunciation
Participants	10	6	4
Percentage	100%	60%	40%

Table.21. Pronunciation of the word "Lord"



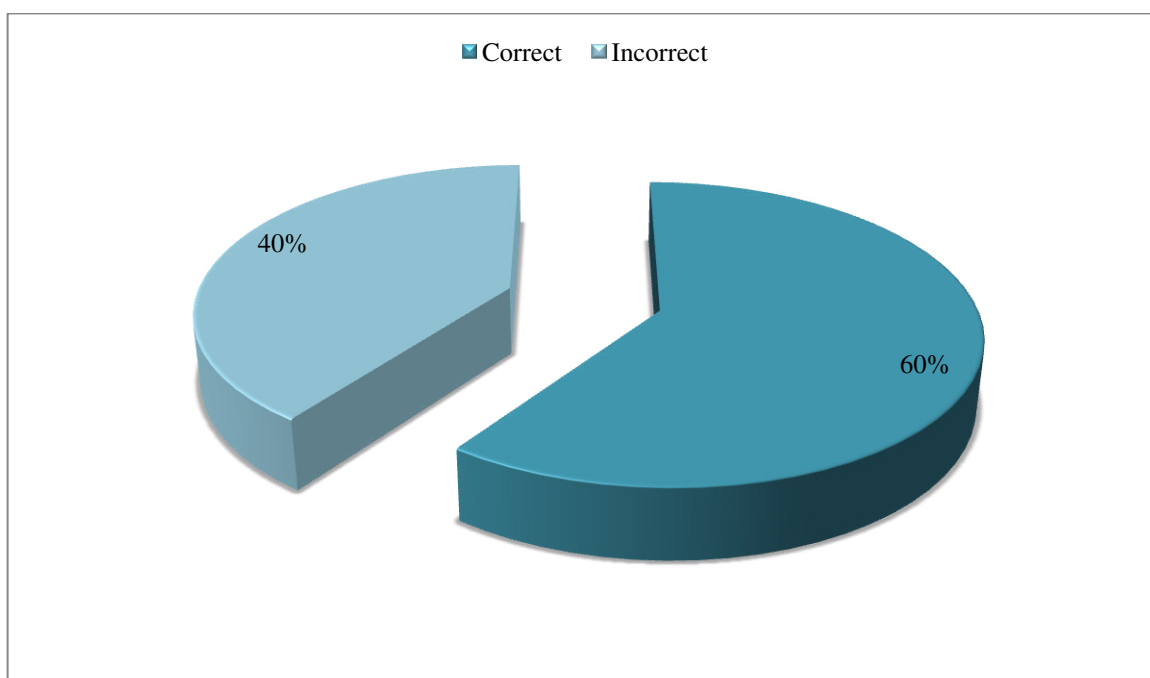
Graph.4. Pronunciation of the word “Lord”

Students who prefer to speak with a British accent impact on the word “Lord” was demonstrated in the results above which show how they pronounced it. 6 students (60%) found the correct British pronunciation of the word “Lord” where the letter “r” is not pronounced. Meanwhile, the other 4 students (40%) failed in obtaining the correct British pronunciation of the word /lɔ:d/.

5. Pronunciation of the word “Daughter”

Response	Total	Correct British Pronunciation	Incorrect British Pronunciation
Participants	10	6	4
Percentage	100%	60%	40%

Table.22. Pronunciation of the word “Daughter”



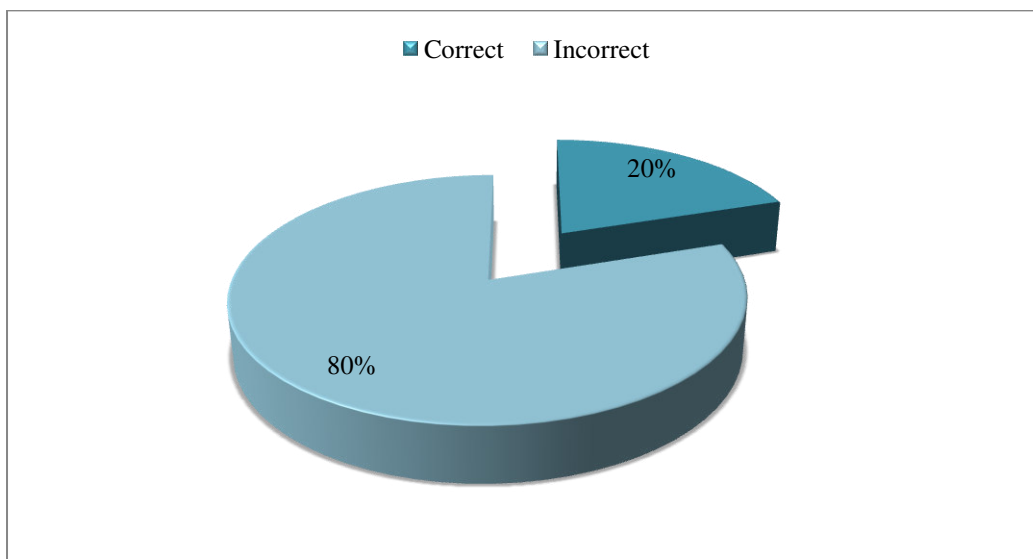
Graph.5. Pronunciation of the word "Daughter"

When students claimed that they possess a British accent, they tried their best to read the poem with a British accent. However, some succeeded and some did not because as shown in the results above, 6 students (60%) pronounced the word "Daughter" with a correct British pronunciation /'dɔ:tə/ whereas 4 students (40%) pronounced it with an incorrect British pronunciation and their pronunciation was rather American English.

6. Pronunciation of the word "Clangour"

Response	Total	Correct British Pronunciation	Incorrect British Pronunciation
Participants	10	8	2
Percentage	100%	80%	20%

Table.23. Pronunciation of the word "Clangour"



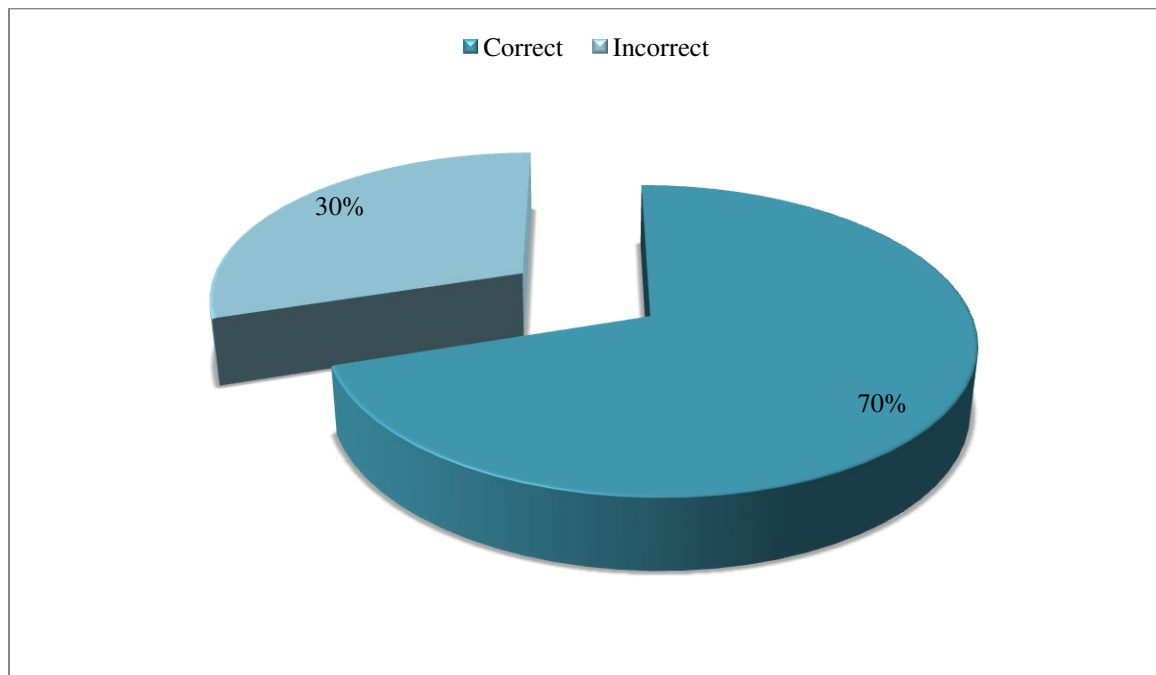
Graph.6. Pronunciation of the word “Clangour”

The word “Clangour” is spelled and pronounced differently in British and American English. Here it is spelled with the letters ‘ou’ rather than only the letter ‘o’. When students had to read the word “Clangour”, the majority of them (80%) achieved the correct British pronunciation of this word /'klæŋgə/, but the 2 other students (20%) did not.

7. Pronunciation of the words “Valour” and “Vapour”

Response	Total	Correct British Pronunciation	Incorrect British Pronunciation
Participants	10	7	3
Percentage	100%	70%	30%

Table.24. Pronunciation of the words “Valour” and “Vapour”



Graph.7. Pronunciation of the words “Valour” and “Vapour”

These two words are British words. The main difference between American and British English is the color/colour group where words written with the letter ‘o’ are spelled with an ‘ou’ in British English. 7 students (70%) pronounced the words “Valour” and “Vapour” with a correct British pronunciation /'vælə/ and /'veɪpə/ whereas, 3 students (30%) did not achieve the correct British pronunciation.

All in all, the results showed that although students said that they have a British accent, some of their pronunciations were not correct. This reveals that students are not totally aware of the rules of British pronunciation. Therefore, they have to refer to dictionaries and practice their listening and speaking to master these rules.

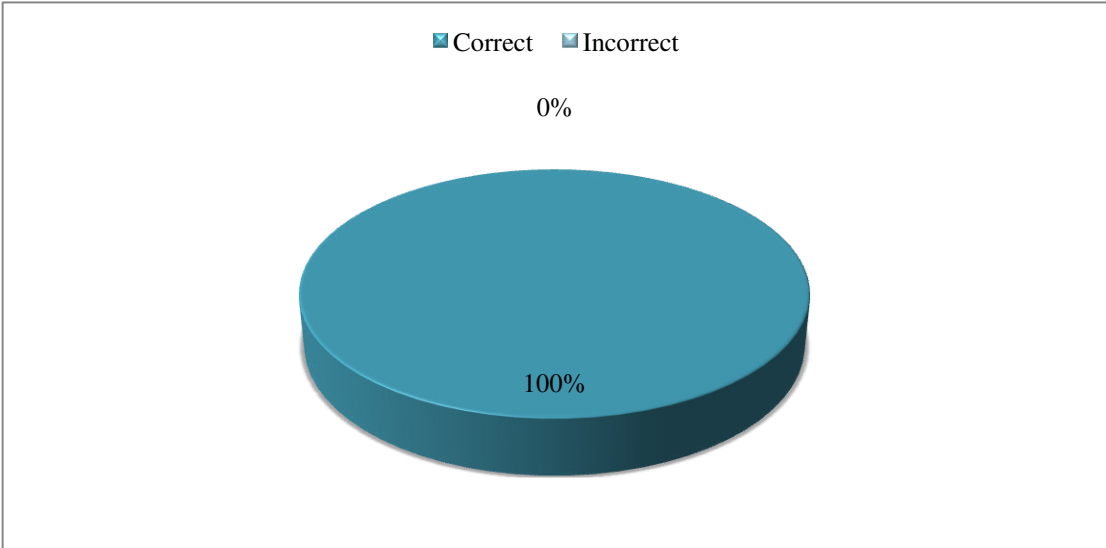
On the other hand, 10 students (out of 20 students) asserted to have an American accent. In order to confirm their certainty, they had to read the same poem their classmates (those claiming to possess a British accent) did. They were tested on the pronunciation of some

words that were chosen purposefully to see if they really have an American accent and whether their pronunciations are correct or incorrect.

1. Pronunciation of the word “Creature”

Response	Total	Correct American Pronunciation	Incorrect American Pronunciation
Participants	10	10	0
Percentage	100%	100%	0%

Table.25. Pronunciation of the word “Creature”



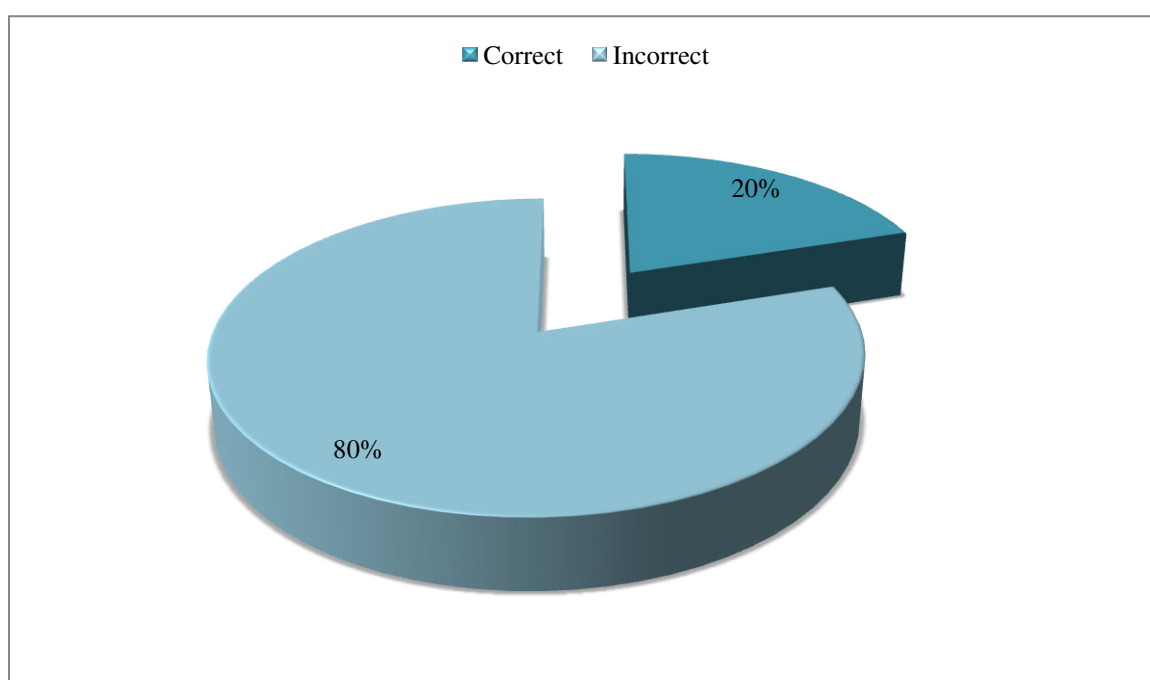
Graph.8. Pronunciation of the word “Creature”

The results show that all the 10 students (100%) who stated that they possess an American accent achieved the correct pronunciation of the word “Creature” /'kri:tʃər/.

2. Pronunciation of the word “Tear”

Response	Total	Correct American Pronunciation	Incorrect American Pronunciation
Participants	10	2	8
Percentage	100%	20%	80%

Table.26. Pronunciation of the word “Tear”



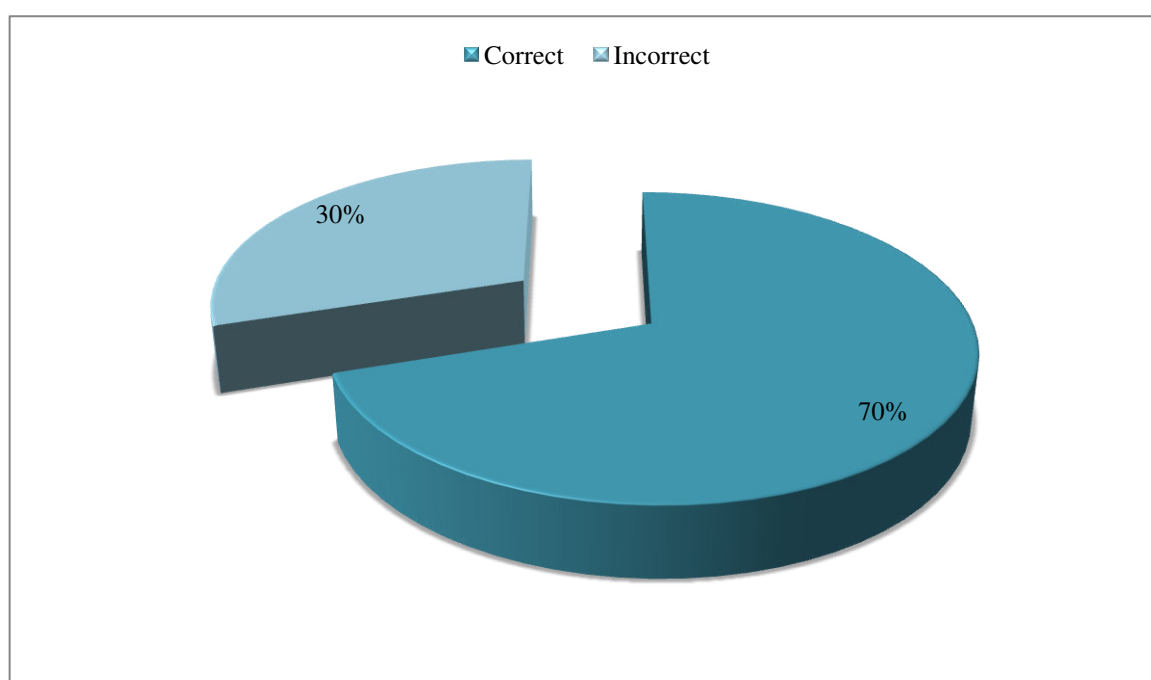
Graph.9. Pronunciation of the word “Tear”

Here, the word “Tear” was in a sentence “Your dress, you will tear” which means that this word is a verb and the verb tear is pronounced /**ter**/. However, 8 students (80%) mispronounced this verb and did not achieve the correct American pronunciation. Only 2 students (20%) obtained the correct American pronunciation of this word.

3. Pronunciation of the word “Heat”

Response	Total	Correct American Pronunciation	Incorrect American Pronunciation
Participants	10	7	3
Percentage	100%	70%	30%

Table.27. Pronunciation of the word “Heat”



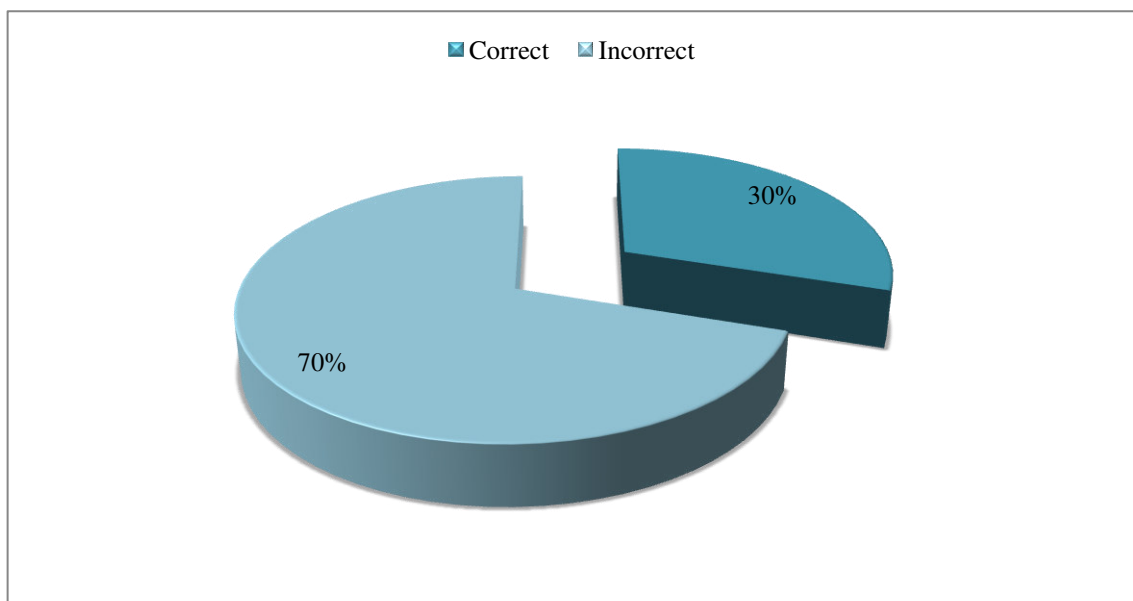
Graph.10. Pronunciation of the word “Heat”

The results above show that 7 students (70%) out of the 10 students who prefer American English, pronounced the word “Heat” with a correct American accent **/hit/**, while 3 students (30%) failed in obtaining the correct pronunciation of the word.

4. Pronunciation of the word “Plover”

Response	Total	Correct American Pronunciation	Incorrect American Pronunciation
Participants	10	3	7
Percentage	100%	30%	70%

Table.28. Pronunciation of the word “Plover”



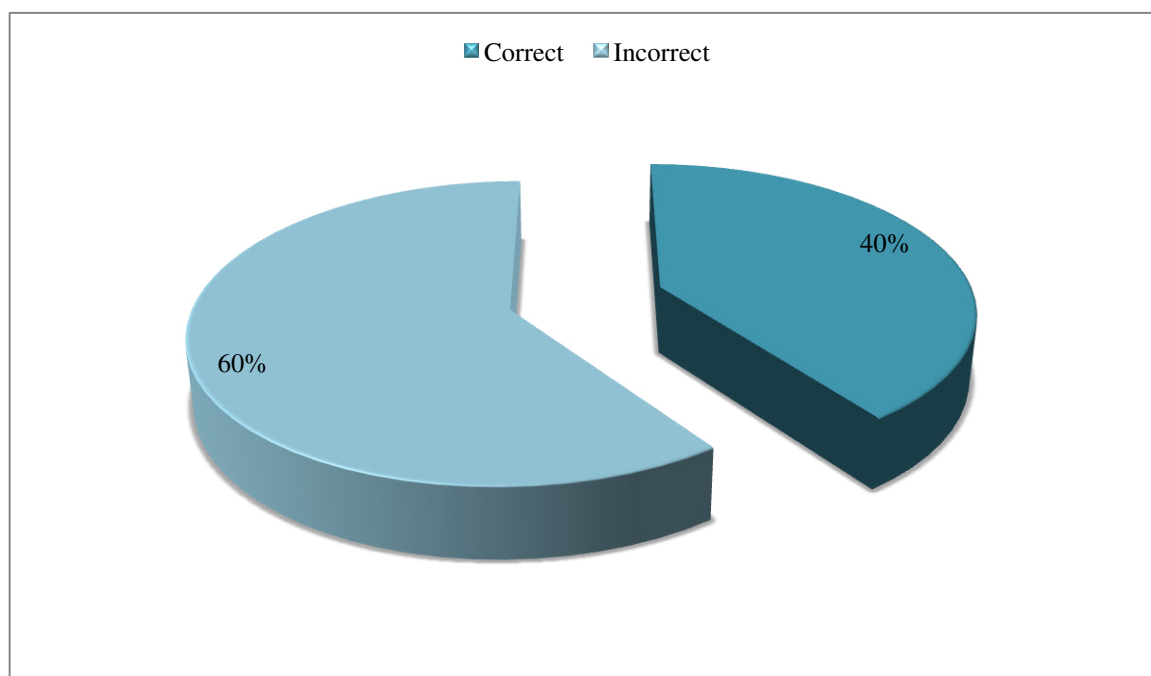
Graph.11. Pronunciation of the word “Plover”

The word “Plover” has been pronounced correctly by only 3 students (30%). All of the other 7 students (70%) pronounced it with the letter ‘o’ while it is normally pronounced /'plʌvər/.

5. Pronunciation of the word “Laughter”

Response	Total	Correct American Pronunciation	Incorrect American Pronunciation
Participants	10	4	6
Percentage	100%	40%	60%

Table.29. Pronunciation of the word “Laughter”



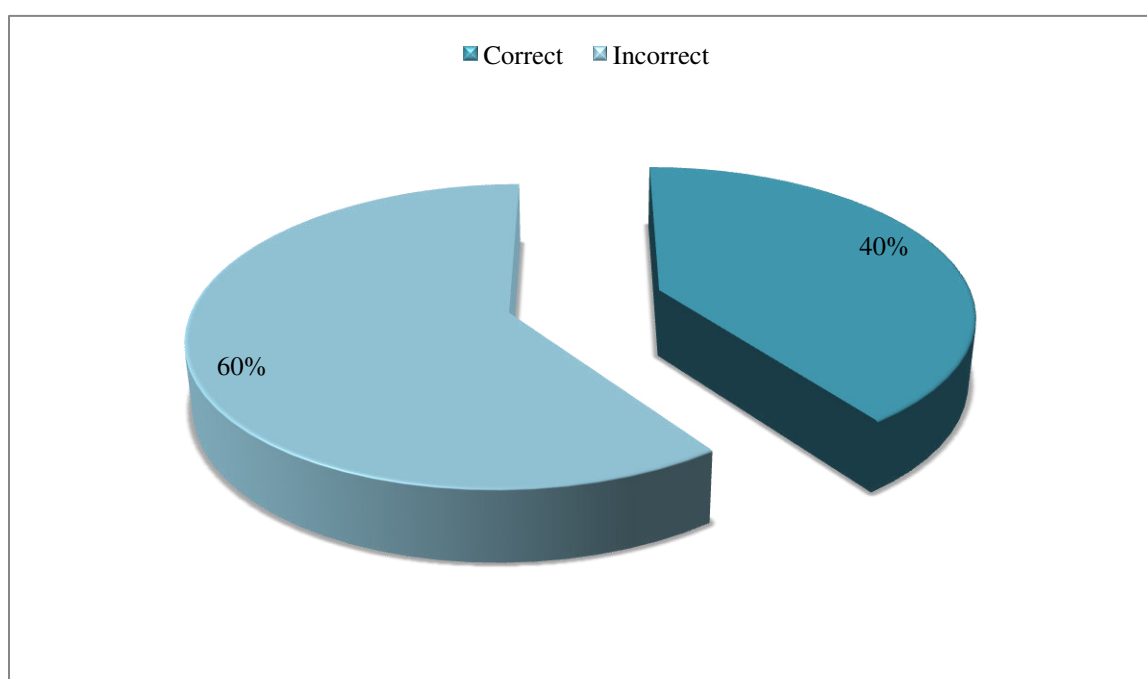
Graph.12. Pronunciation of the word “Laughter”

When students were asked to read the poem, some students who prefer American English did not manage to pronounce the word “Laughter” correctly because here the letter ‘gh’ are pronounced ‘f’ but only 4 students (40%) obtained the correct pronunciation of the word /'læftər/ while the other 6 students (60%) uttered it incorrectly.

6. Pronunciation of the word “Though”

Response	Total	Correct American Pronunciation	Incorrect American Pronunciation
Participants	10	4	6
Percentage	100%	40%	60%

Table.30. Pronunciation of the word “Though”



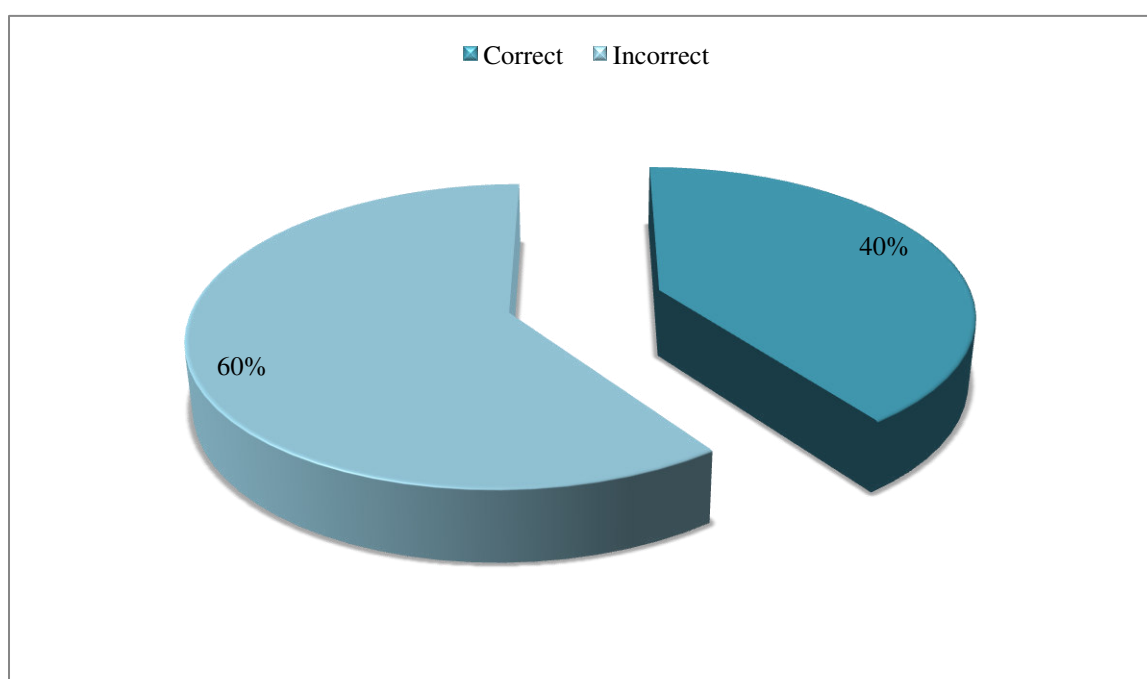
Graph.13. Pronunciation of the word “Though”

As the results above show that a mistake in pronunciation has been committed when students were asked to read the word “Though” which is pronounced /ðəʊ/. Only 4 students (40%) obtained the correct American pronunciation of the word while the other 6 students (60%) pronounced it incorrectly.

7. Pronunciation of the word “Hiccough”

Response	Total	Correct American Pronunciation	Incorrect American Pronunciation
Participants	10	4	6
Percentage	100%	40%	60%

Table.31. Pronunciation of the word “Hiccough”



Graph.14. Pronunciation of the word “Hiccough”

The word “Hiccough” is transcribed by the IPA International Phonetic Alphabet as /'hɪkʌp/. 6 students (60%) out of the 10 students who prefer the American accent were not familiar with this term, and they seemed hesitant and nervous while they were trying to pronounce it. Consequently, they failed at pronouncing it correctly. Some of them pronounced the letter “p” as “f” just as when they pronounced the word “Though”. Hence, 4 students

(40%) succeeded at pronouncing this word without hesitation. Maybe one of the reasons is because they were familiar with the word and they know it before.

This analysis of the students' interview summarized how students corresponded to the different questions they have been asked. The results showed how EFL students at the division of English are aware of the different varieties and accents of English and how they have the desire to acquire more and to improve their pronunciation. Findings also showed how fluent they were when it comes to the reading of the poem although the poem was one of the most difficult poems of the English language. However, students read it fluently and easily. In addition, this analysis shed the light on the different sources that help learners acquire their English and added more data on the factors that influence their choices of specific kinds of accents and varieties of English.

2.2. Teachers' Questionnaire

2.2.1. Aim of Teachers' Questionnaire

In addition to the students' interview, a questionnaire has been used as another research tool to obtain more relevant data from teachers about the present study. Moreover, this questionnaire aimed to gather the opinions and experience of teachers of phonetics and oral expression about students' different accents of English. In addition, they are the most experienced and aware of the factors that influence these differences in accent and pronunciation.

2.2.2. Administration of the Questionnaire

The questionnaire was distributed to 4 teachers in the division of English at Mohamed Kheider University of Biskra. The choice of selecting a sample of teachers was not at random.

Indeed, we opted for teachers who have a background about teaching Phonetics as well as teachers who have an experience in teaching Oral Expression.

Therefore, the questionnaire intended to collect information from teachers of Phonetics because of their experience in teaching the module and their awareness of the different activities, strategies, and methods of teaching the phonological rules as well as the difficulties that they may encounter during the teaching process and the time allocated to teach Phonetics. Moreover, teachers of Oral Expression were also requested to answer the questionnaire because they teach one of the main modules where students have opportunities to talk and to express themselves orally. Therefore, teachers of Oral expression are the ones who meet and know the different varieties and accents that their students use during their courses.

The questionnaire was administered to teachers at the beginning of the second semester of the academic year 2016- 2017. The questionnaire was distributed to 4 teachers who requested at least a day or two to give back their answers.

2.2.3. Description of the Questionnaire

The questionnaire consisted of 18 different questions and was divided into 3 main parts. The first part is about teachers' background information. It contains 3 different questions that sought for teachers' gender, qualification, and experience in teaching English at university. The second part entitled "Teaching Pronunciation" was made specifically for teachers of Phonetics. It contains 7 questions about the teaching experience of Phonetics and the kinds of difficulties that both teachers and learners face during phonetics teaching as well as the time allocated to teach it. Finally, the third part encompasses 8 different questions and it represents the main idea of the study which is about the varieties and accents of English. It aims at discovering teachers' attitudes towards teaching the different varieties of English and the varieties used by teachers to teach English as well as the used activities and materials.

The last question was an open question to allow teachers to provide their suggestions and recommendations about teaching pronunciation.

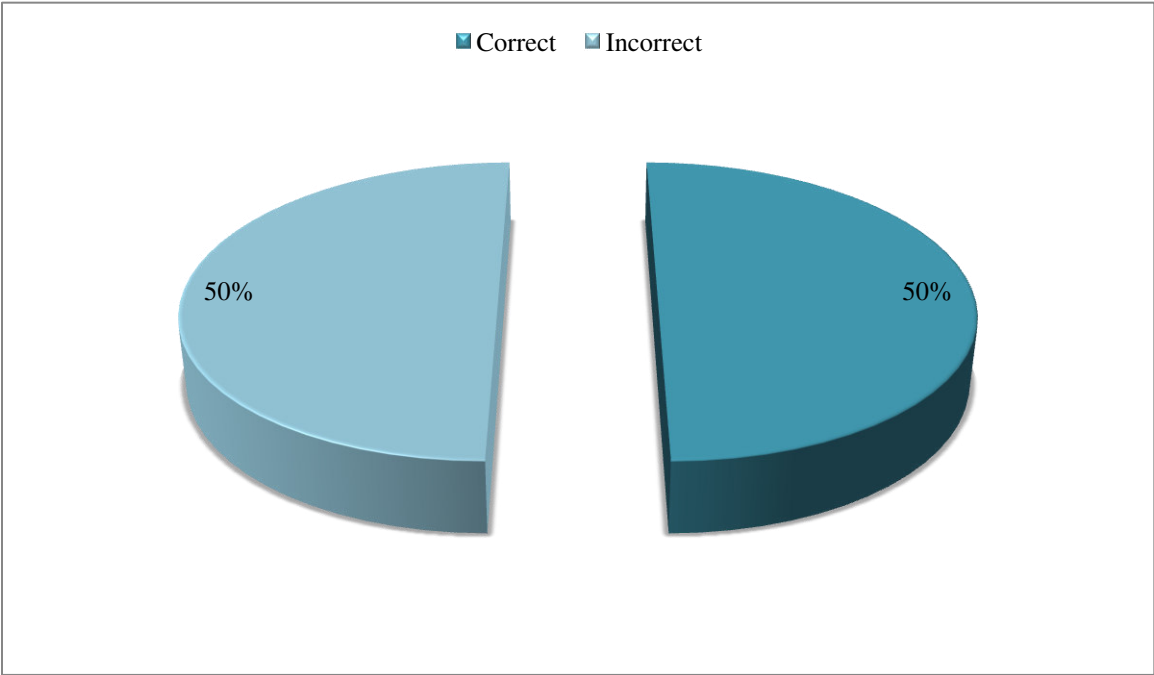
2.2.4. Analysis of Results

Part One: Background Information

Item 1: Teachers’ Gender Distribution

Response	Male	Female	Total
Participants	2	2	4
Percentage	50%	50%	100%

Table.32. Teachers’ Gender Distribution



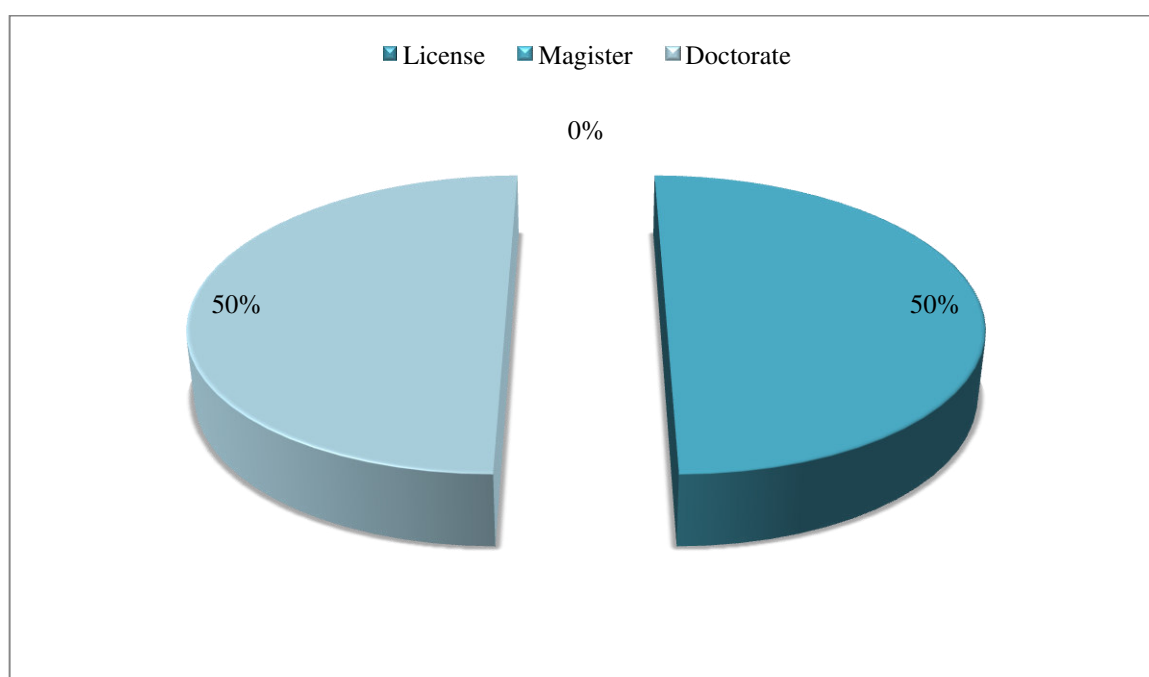
Graph.15. Teachers’ Gender Distribution

The results show that out of 4 teachers, 2 teachers (50%) are males and the 2 other teachers (50%) are Females. This balance in the results of teachers’ gender is obtained from a random distribution.

Item 2: Teachers' Qualifications

Response	License	Magister/Master	Doctorate	Total
Participants	0	2	2	4
Percentage	0%	50%	50%	100%

Table.33. Teachers' Qualifications



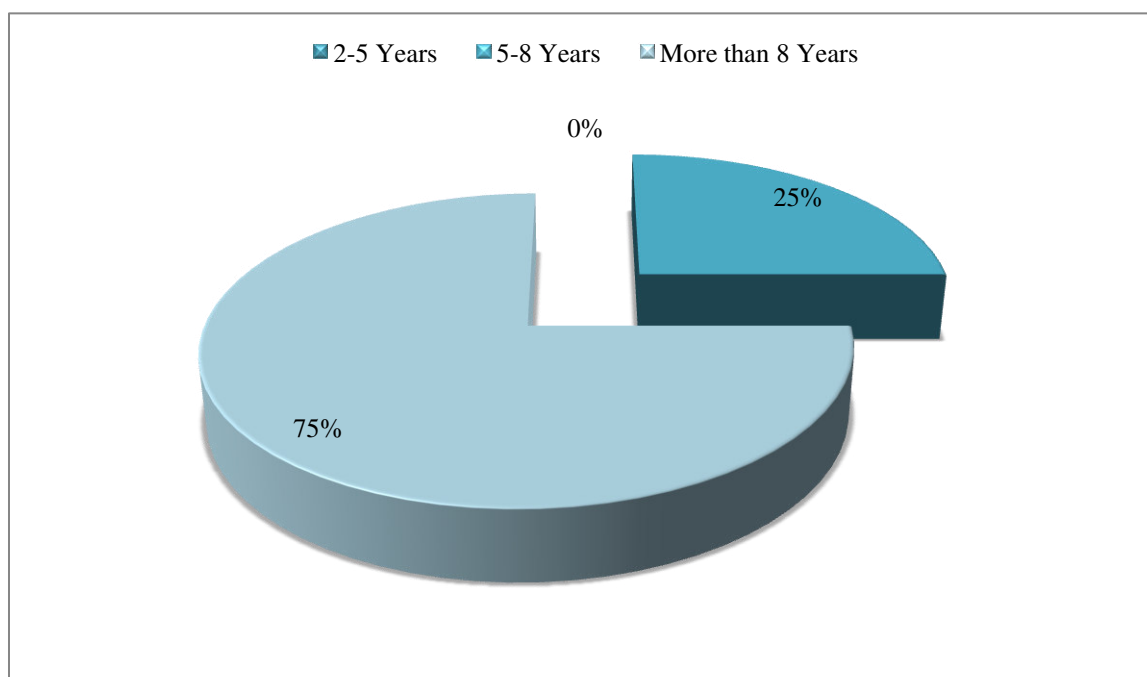
Graph.16. Teachers' Qualifications

The results presented above show what degrees and diplomas teachers at the division of English hold. 2 teachers (50%) have a magister degree in English whereas the other 2 teachers (50%) hold a doctorate degree. This reveals that our sample consists of expert and well qualified teachers. Moreover, this diversity in teachers' qualifications provides the study with more relevant data and more attitudes and thoughts about the topic.

Item 3: Teachers' Teaching Experience

Response	2-5 Years	5-8 Years	More than 8 Years	Total
Participants	0	1	3	4
Percentage	0%	25%	75%	100%

Table.34. Teachers' Teaching Experience



Graph.17. Teachers' Teaching Experience

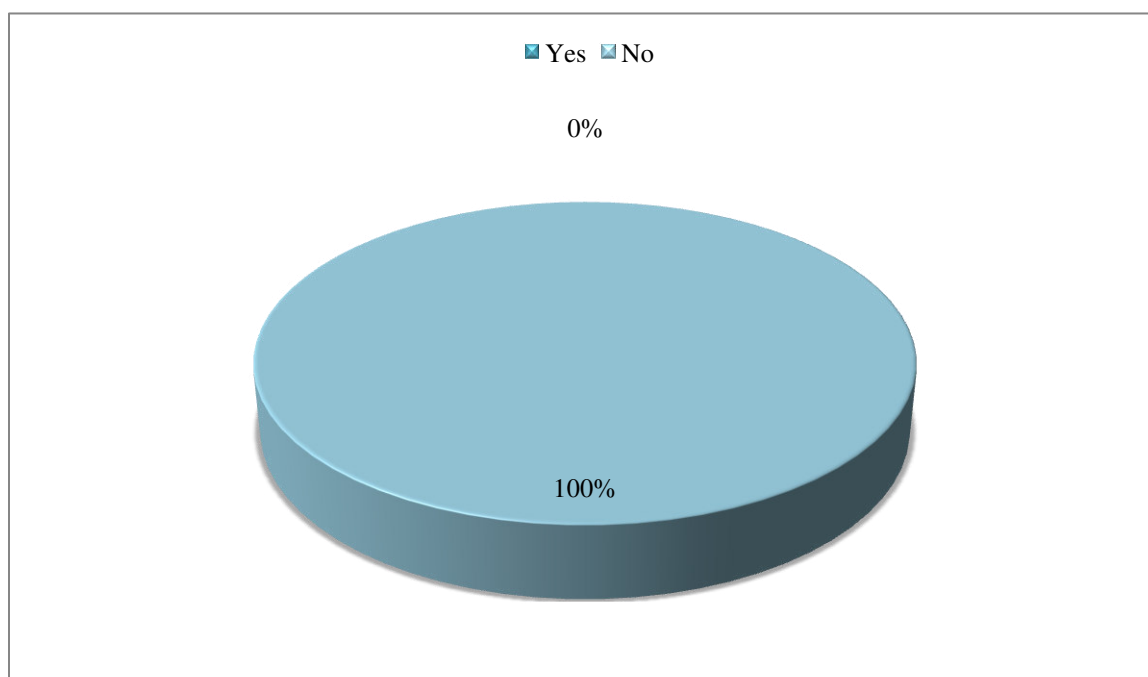
This question aimed at knowing teachers' experience through asking them about the number of years they have been teaching English. One teacher (25%) out stated that he has been teaching from 2 to 5 years whereas 3the other teachers (75%) reported that they have been teaching for more than 8 years which is a long time experience that can contribute more to the current study.

Part Two: Teaching Pronunciation

Item 1: Teaching Phonetics Experience

Response	Yes	No	Total
Participants	0	4	4
Percentage	0%	100%	100%

Table.35. Teaching Phonetics Experience



Graph.18. Teaching Phonetics Experience

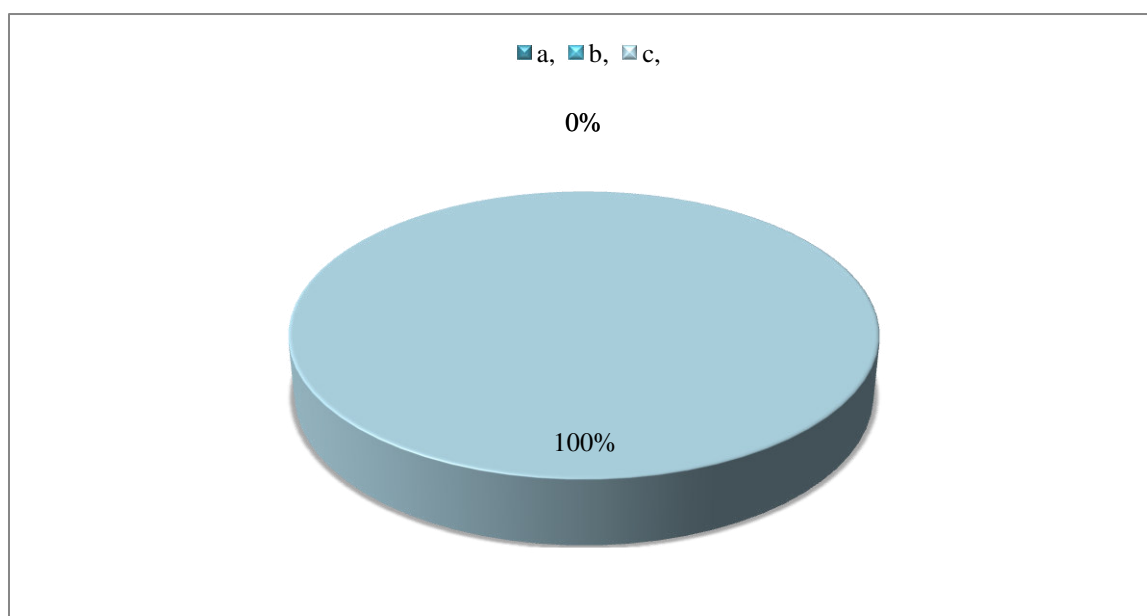
The results gained for the above question show that the 4 teachers (100%) denied to having received any training in teaching phonetics. This question was asked because Phonetics is a very difficult aspect of language teaching, and training would give teachers an idea about what and how to teach phonetics. Therefore, this question aimed at knowing if teachers have a previous experience about teaching phonetics and whether it was a personal choice or not.

Item 2: Teachers' Preferred Phonological Aspects to Teach

- a. Teaching of the theoretical aspect of phonology
- b. The practice of the phonological rules
- c. Both

Response	a.	b.	c.	Total
Participants	0	0	4	4
Percentage	0%	0%	100%	100%

Table.36. Teachers' Preferred Phonological Aspects to Teach



Graph.19. Teachers' preferred phonological aspects to teach

The results show that all teachers (100%) confirmed that all of the suggested aspects of phonetics teaching are important and must be taught. Furthermore, all the whole sample agreed that teaching the theoretical aspect of phonology cannot stand alone and that teachers

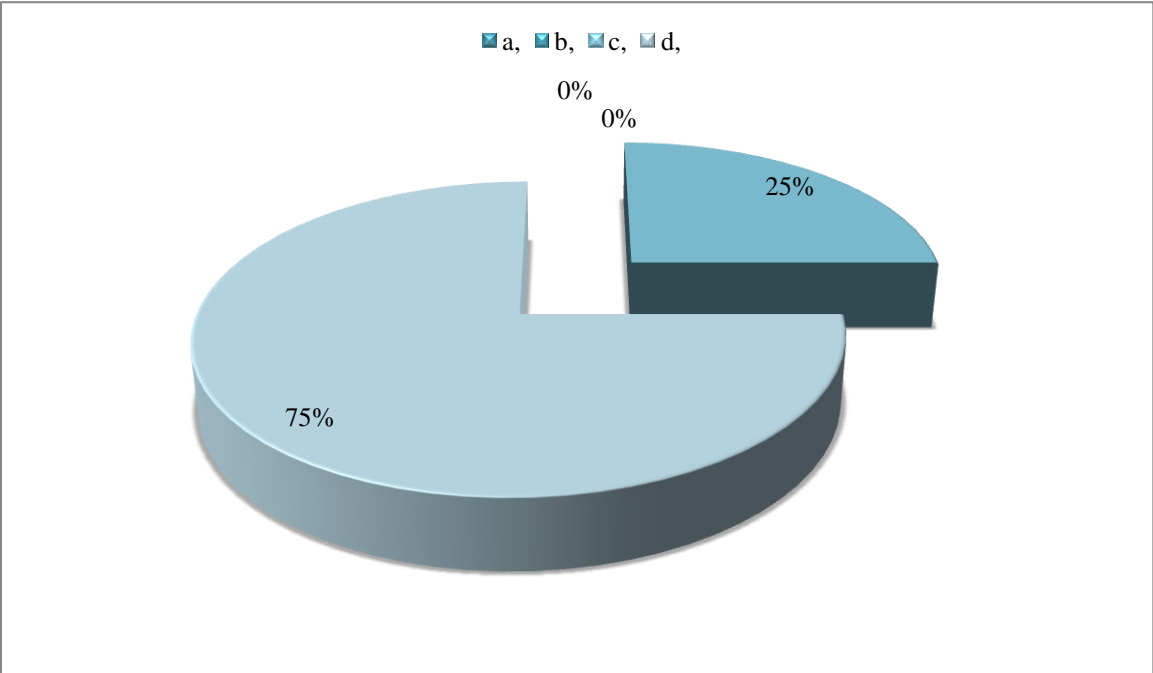
must practice these rules in order to help learners put what they have learned into practice and develop their pronunciation.

Item 3: Reasons behind Learners’ Pronunciation Difficulties

- a. The influence of the mother tongue.
- b. Lack of Knowledge.
- c. Lack of exposure.
- d. All of the above.

Response	a.	b.	c.	d.	Total
Participants	0	0	1	3	4
Percentage	0%	0%	25%	75%	100%

Table.37. Reasons behind Learners’ Pronunciation Difficulties



Graph.20. Reasons behind Learners’ Pronunciation Difficulties

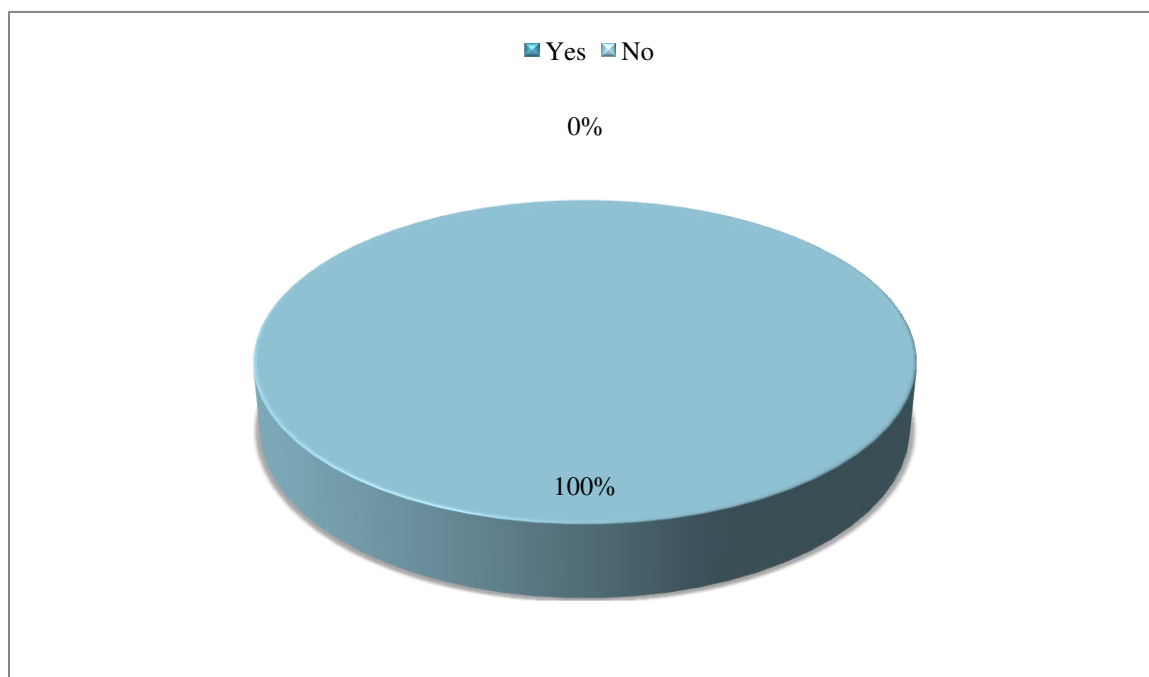
The results for this question demonstrate teachers’ opinions and views about the reasons that create pronunciation difficulties for EFL learners. Out of 4 teachers, 3 teachers (75%)

believe that the pronunciation difficulties that EFL learners face are due to the mother tongue interference, lack of knowledge, and lack of exposure. However, one teacher (25%) opted for the “Lack of exposure”. According to this teacher, learners encounter difficulties in English pronunciation because they are not exposed enough to the target language. This lack of exposure refers to students not being aware of the target language culture as well as because they are not given opportunities to be exposed to native speakers and communicate with them.

Item 4: Teachers’ Opinion about Phonetics Sessions’ time Allocation

Response	Yes	No	Total
Participants	0	4	4
Percentage	0%	100%	100%

Table.38. Teachers’ Opinion about Phonetics Sessions’ time allocation



Graph.21. Teachers’ Opinion about Phonetics Sessions’ time allocation

This question aimed at collecting teachers’ opinions about whether the time allocated and the number of sessions designed to teach Phonetics are enough and can help learners to

improve their level of English pronunciation. All teachers (100%) answered negatively and emphasized that one session per week was not enough because of the following reasons:

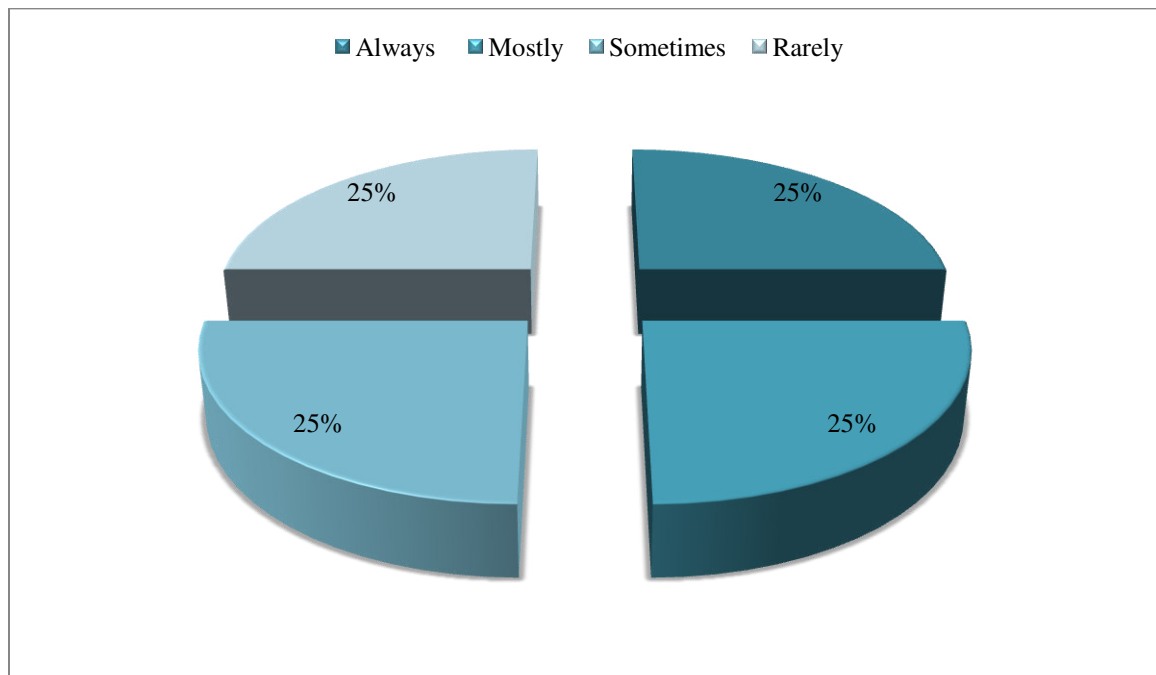
- Phonetic sessions should be made in a form of courses, TD sessions, and laboratory work. At the division of English, Phonetics is taught once a week and in a form of courses. Therefore, this teacher argued that it should be taught 3 times per week in addition to TD sessions for practice.
- Students need more exposure to the target language in order to practice what they have learned in that Phonetic session, but the time allocated to the session is not enough to tackle both theoretical part and practical part.
- There many important points to teach in Phonetic courses. Hence, teachers need more time to deal with all of the different rules of phonetics, and to make students practice them.
- Phonetic should not only be taught as a course but students need a practical session so that they can apply the rules they learned in the language lab.

It is clear from the teachers' answers that they all agree about the necessity for additional sessions to teach the phonetic rules and to make students practice them.

Item 5: Showing Learners Differences between L1 and TL

Response	Always	Mostly	Sometimes	Rarely	Total
Participants	1	1	1	1	4
Percentage	25%	25%	25%	25%	100%

Table.39. Showing Learners differences between L1 and TL



Graph.22. Showing learners differences between L1 and TL

Results demonstrated above show how teachers' responses about how often they do show the differences between learners' mother tongue (Arabic) and the target language (English) as well as the differences between their first language which is French and English in order to make learners aware of these differences so they do not commit mistakes in distinguishing the sound system of these languages. Each teacher picked an answer on a scale from "always" to "rarely" to demonstrate how often they do instruct their students.

These findings reveal that not all teachers give the same amount of importance to showing students the differences in language phonological systems. However, doing so proved to be very effective in making students aware that their L1, L2 and FL have different properties. This will make them pay attention to the use of each language system in order to avoid mixing rules, making confusions which lead to mispronunciations and errors.

Item 6: Teachers' Perception of native language effect on EFL students' pronunciation

When teachers were asked this question, they showed similar tendencies towards the effects of the native language (Arabic) on learners' pronunciation of English. All of the teachers stated that the mother tongue does influence negatively learners' pronunciation of English and it leads them to making mistakes in terms of pronouncing sounds of English. They suggested that this effect is due to the differences between the two language structures and the sound systems and learners tend to use similar sounds in their mother tongue to pronounce sounds in English. Hence, they claimed that learners can overcome making mistakes if they get more practice and awareness about the differences between Arabic and English in terms of sounds.

Item 7: Teachers' Perception of Students' Transition from producing sounds in L1 to producing TL sounds

This question aimed at knowing whether students struggle with the transition from the sounds of their native language to the sounds of English. However, teachers claimed that the transition is not anymore problematic for learners, but the thing that imposes problems and lead students to making mistakes in pronunciation is the articulation of sounds of English (Vowels and Consonants) and how they face difficulties in articulating sounds in English especially the ones similar to their native language. Moreover, teachers even provided examples of sounds that impose problems. They stated sounds like /p/ , /b/ , /f/ , /v/ , /sh/ , /ch/ , /u:/ , /au/ and claimed that these sounds are the ones that students find difficult to articulate.

Part Three: Varieties/Accents of English

Item 1: Teachers' Awareness of the differences between British and American English

The main aim of this question was to know if teachers are aware of the main differences between British and American English. All of the four teachers confirmed that they are aware of all of the differences between British and American English in terms of grammar, vocabulary, and pronunciation.

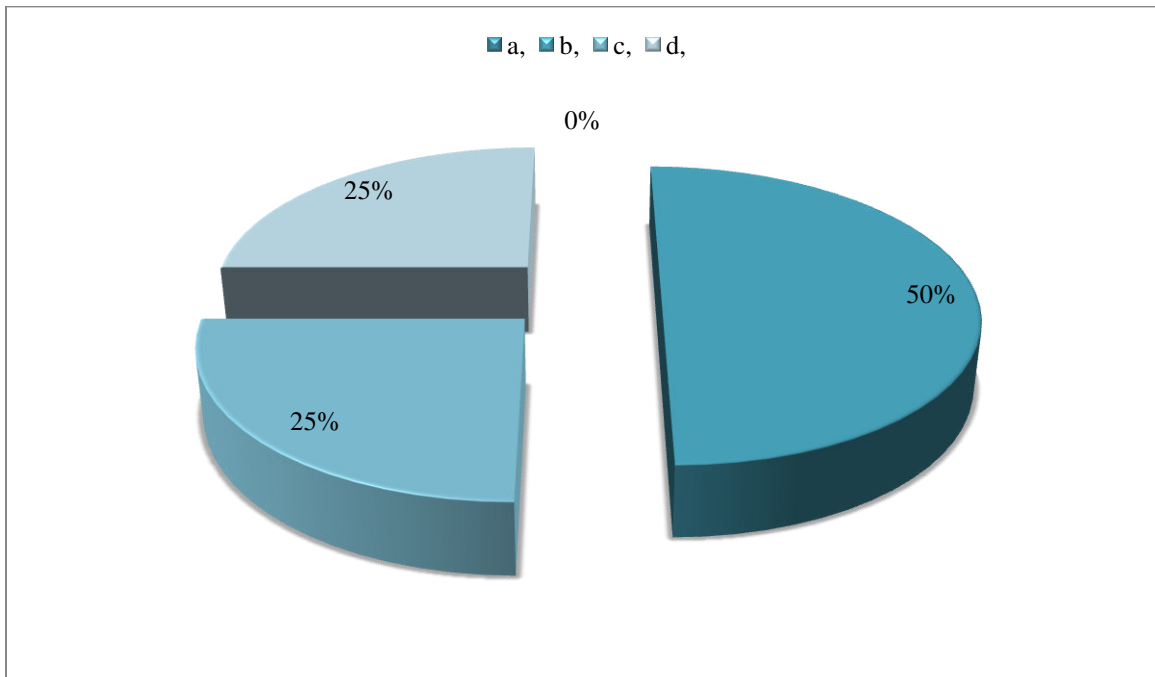
This confirmation suggests that teachers are quite able to differentiate and to determine their students' varieties and accents inside the classroom.

Item 2: English Variety/Accent Used by Teachers

- a. American English
- b. British English
- c. A mixture of both
- d. Other.

Response	a.	b.	c.	d.	Total
Participants	0	2	1	1	4
Percentage	0%	50%	25%	25%	100%

Table.40. English Variety Used by Teachers



Graph.23. English Variety Used by Teachers

The above results show teachers use different varieties of English inside the classroom. Indeed, 2 teachers (50%) answered that they prefer to use British English variety while 1 teacher (25%) stated that she prefers to use a mixture of both American and British English which is based on different situations inside the classroom. However, one teacher (25%) added another option which is “Received Pronunciation”. This accent is a variety that is widely used by the upper classes and education people in Great Britain.

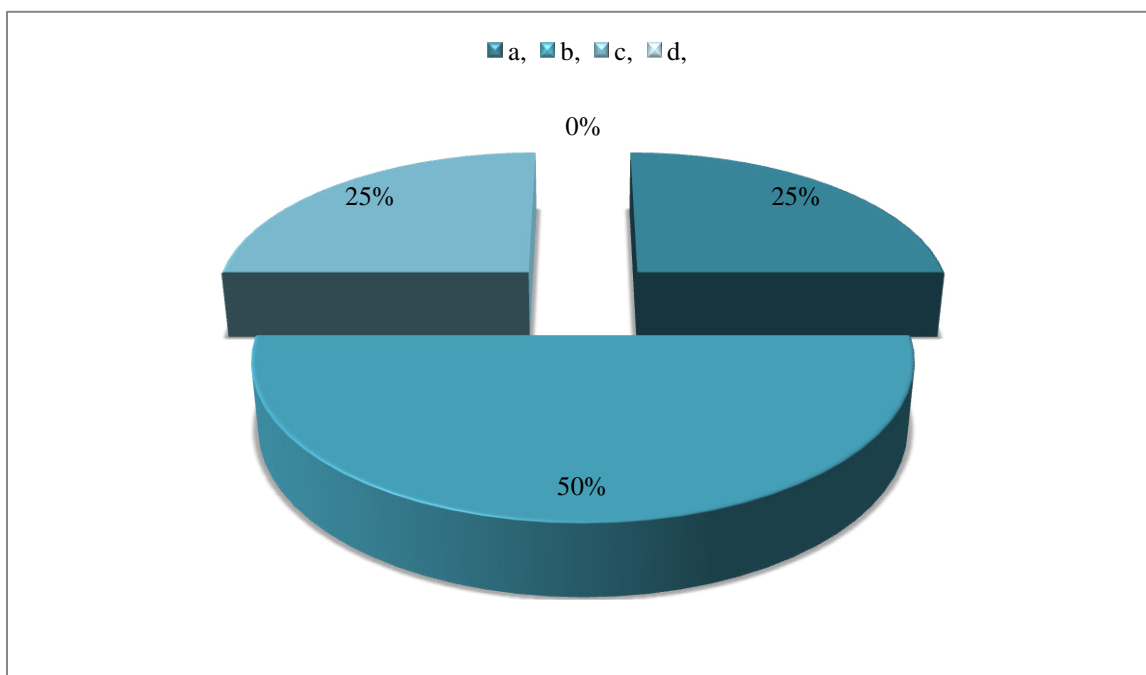
In fact, teachers’ choice of accent in English may influence students’ own choice because most learners see their teacher as a model or a reference and want to follow his/her path to develop their skills and ensure success.

Item 3: English Variety that Students find easier to Learn

- a. British English
- b. American English
- c. Both
- d. Other.

Response	a.	b.	c.	d.	Total
Participants	1	2	1	0	4
Percentage	25%	50%	25%	0%	100%

Table.41. English Variety that Students find easier to Learn



Graph.24. English Variety that Students find easier to Learn

This question inquired about the variety/accent of English that students tend to find easier to learn. 2 teachers (50%) reported that their students seem to find American English as the easiest variety to learn. They argued that American English has more influence on EFL learners than any other variety because of its widespread use in the mass media (American movies, TV shows, You tube). However, 1 teacher (25%) answered that EFL learners find British English easier than all of the other varieties because it represents the standard language that can be understood by everyone, and especially that they use the Oxford dictionary all the time. Another teacher (25%) claimed that the choice of variety is different from one student to another: some students find British English easier than American English

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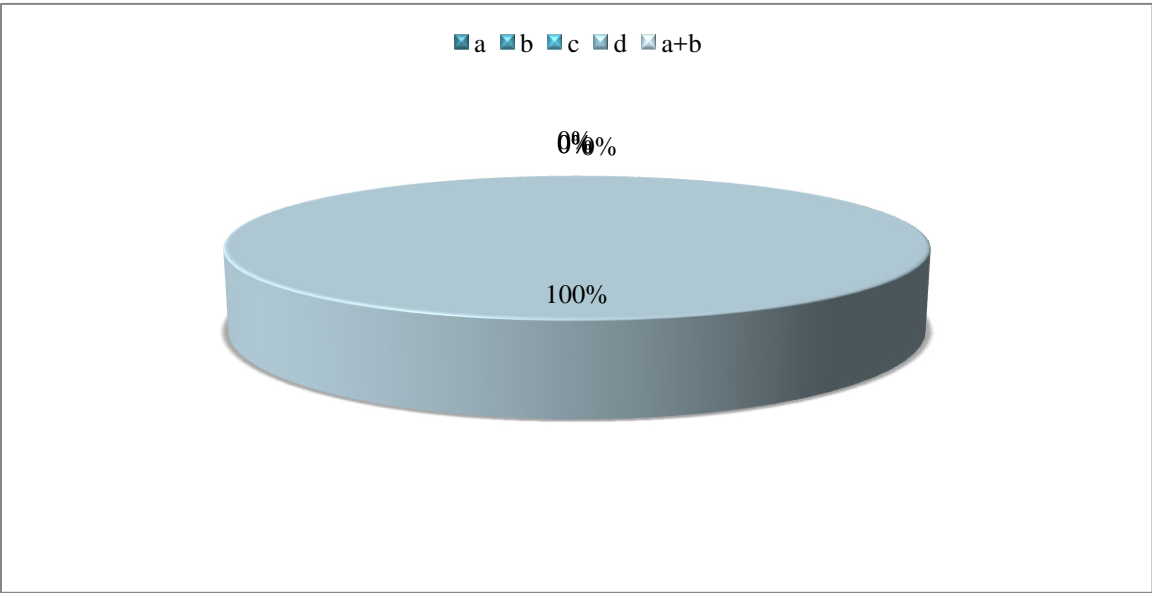
and vice versa. She said that each student feels comfortable with learning the variety that he is most exposed to.

Item 4: Skills Improved when Teaching Pronunciation

- a. Speaking Skill
- b. Listening Skill
- c. Reading Skill
- d. Writing Skill

Response	a.	b.	c.	d.	a+b	Total
Participants	0	0	0	0	4	4
Percentage	0%	0%	0%	0%	100%	100%

Table.42. Skills Improved when Teaching Pronunciation



Graph.25. Skills Improved when Teaching Pronunciation

This question aimed at knowing what skill of all the four language skills gets improved when students are taught pronunciation. All of the 4 teachers agreed on two main specific language skills. The first skill is speaking (100%) as they believe it is the skill that gets

improved when students are introduced to learning pronunciation. The second skill that has been picked by all of the 4 teachers (100%) is Listening skill. Teachers believe that when students are exposed to the target language pronunciation, they can also improve their listening skill.

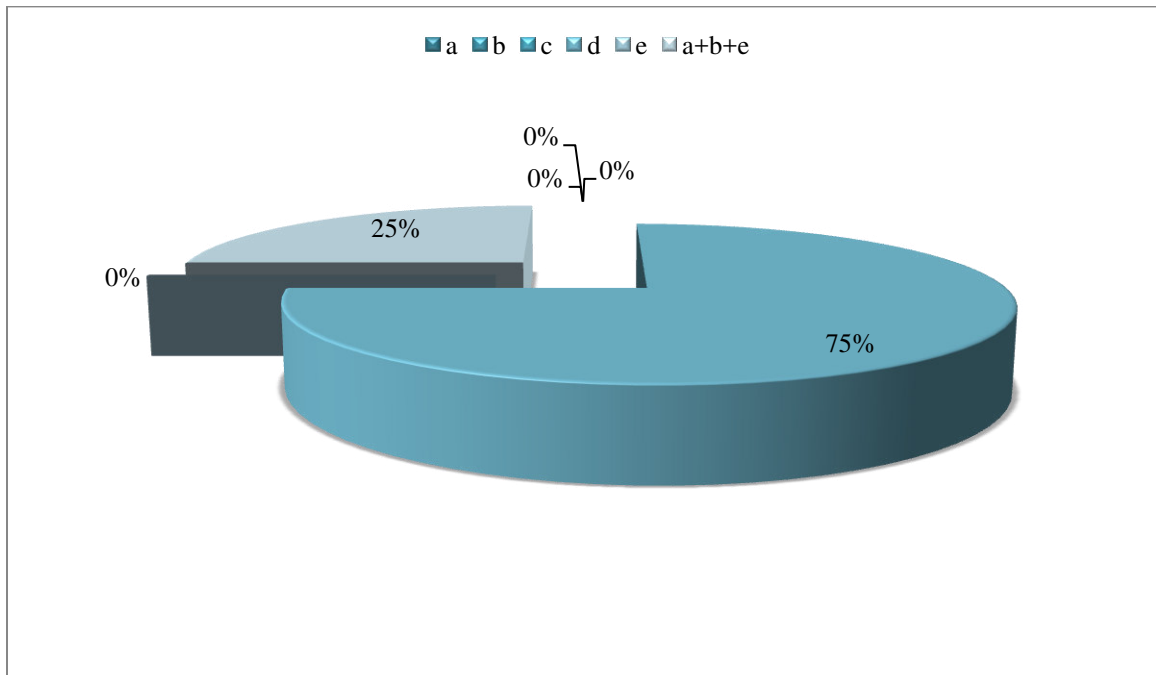
Many studies showed that when students work on improving their listening skill this can have a great influence on their pronunciation. Before learning to speak, it is really important to practice listening first because when students are able to listen and understand words and their pronunciation this can help them learn how to speak and produce sounds of the target language correctly.

Item 5: Activities Used to Teach English Varieties

- a. Using Authentic Videos
- b. Using Tape Recordings
- c. Advising Learners to Websites
- d. All of the above
- e. Other.

Response	a.	b.	c.	d.	e.	a+b+e
Participants	0	0	0	3	0	1
Percentage	0%	0%	0%	75%	0%	25%

Table.43. Activities used to teach English Varieties



Graph.26. Activities used to teach English Varieties

The results above reveal how the type of activities that teachers use in the classroom when they introduce learners to English different varieties and accents. Some answers have been picked more than once by all teachers. 2 teachers reported to use Authentic Videos to introduce their students to English varieties and accents. The second choice which is the Use of Tape Recordings has been chosen by 1 teacher. Moreover, 2 teachers revealed that they use different activities like authentic videos, Tape Recordings, and advice learners to Websites in order to teach them the varieties and accent of English. However, one teacher added one choice when he was asked this question. He mentioned that he uses other activities such as songs and introduces learners to BBC learning English materials in order to arouse their awareness about the different varieties of English.

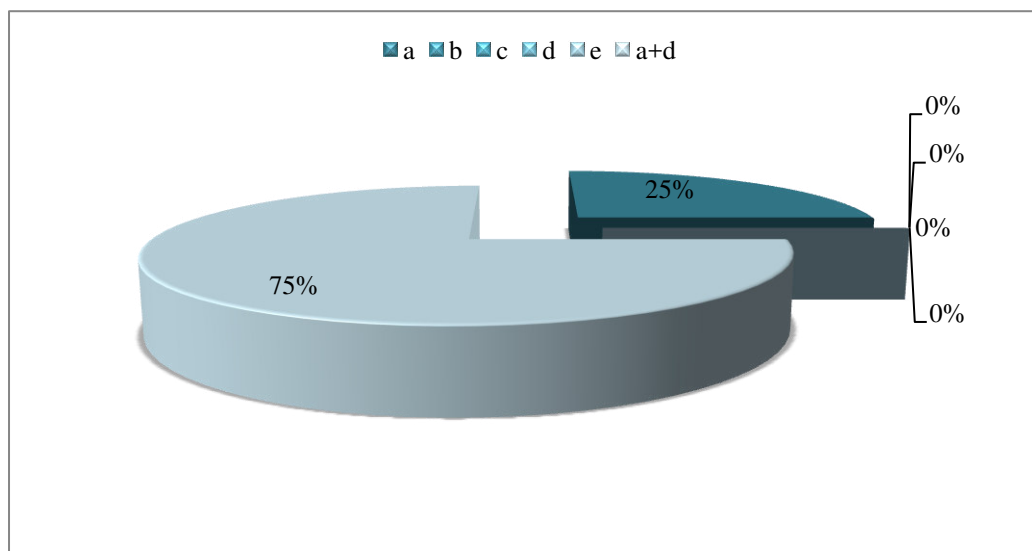
These answers show how it is important for teachers to make their students aware of all of the varieties and accents of English that exist by using different activities that fit the lesson's objectives as well as the learners' needs, interests and takes into consideration their difficulties.

Item 6: Reasons behind Students' Accents

- a. Their Teachers
- b. Classmates/Friends
- c. Chat with Native Speakers
- d. Media (Songs, TV)
- e. Other.

Response	a.	b.	c.	d.	a+d	e.
Participants	1	0	0	0	3	0
Percentage	25%	0%	0%	0%	75%	0%

Table.44. Reasons behind Students Accent



Graph.27. Reasons behind Students Accent

This question aimed at collecting teachers' opinions about where do students acquire their accent or variety of English from. The totality of the sample indicated that mass media like movies, songs, and TV shows and teachers are the main sources for students' variety and accent of English. Moreover, one teacher selected that students acquire their English accent/variety from their teachers.

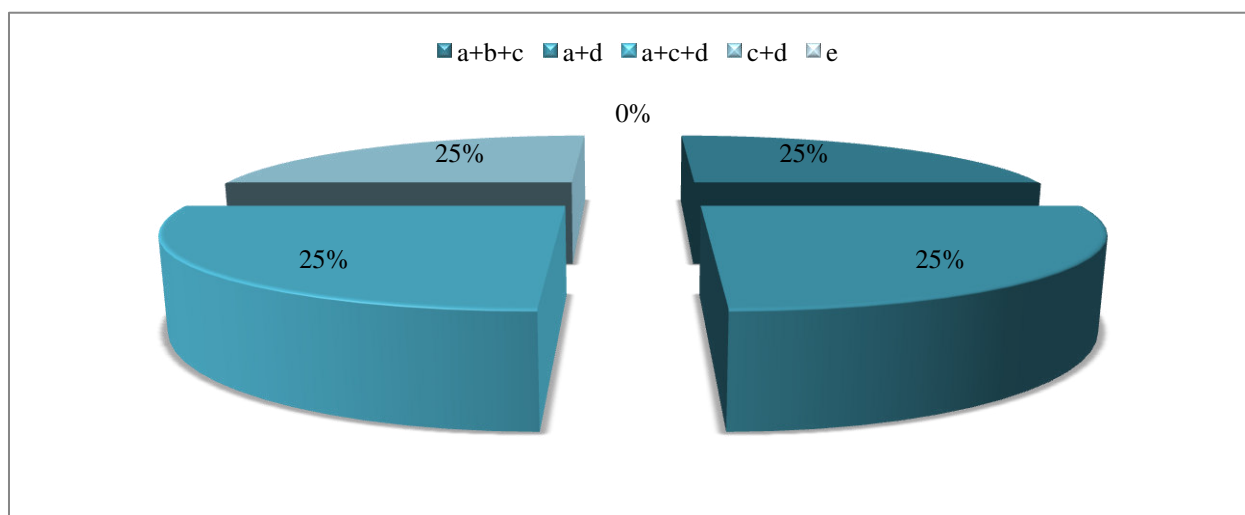
It cannot be denied that nowadays, learners (especially teenagers and young adults) spend most of their free time watching TV and listening to their favorite stars' songs. These certainly have a great impact on their pronunciation and the choice of their accent in English.

Item 7: Factors Influencing Learners' English Accent

- a. Mother tongue (Arabic)
- b. First language (French)
- c. Family Background
- d. Media
- e. Other.

Response	a+b+c	a+d	a+c+d	c+d	e.
Participants	1	1	1	1	0
Percentage	25%	25%	25%	25%	0%

Table.45. Factors Influencing Learners' English Accent



Graph.28. Factors Influencing Learners' English Accent

This question aimed at gathering teachers' opinions about the factors that may influence students' accent. Teachers picked more than one answer. Some believe that students' mother tongue (Arabic) influences their accent of English. This influence can be guessed in terms of [130]

the sound systems. In addition, one teacher believes that French has an influence on students' English accent as well. One teacher believes that family background (family members) can have also the power to influence students' accent of English. However, 4 teachers opted for the influence of media as a major influence on students and it is one of the main factors that may hinder or help students choose and acquire the appropriate English accent.

When learning a foreign language, many factors may affect the learning process and especially when it comes to pronunciation. All over the years, many studies have been conducted in order to discover the factors that may influence EFL students' pronunciation. Mother tongue can influence learners' English pronunciation because of the sound systems similarities and differences that students might sometimes confuse and it can lead them to mispronouncing some sounds the same in both languages. Moreover, studies showed that also the first language may influence learners' English pronunciation since it is the language that students learn since primary school. Other factors emerged later on with the development of technology like Mass media influence, researchers believe that media has a major influence on students' English pronunciation because of the amount of exposure.

Although little have been said about the influence of family members on students' English pronunciation, this present study was a contribution to discover that parents who have a background in English and speak English at home can influence their children English pronunciation and even their choices in learning a specific kind of variety or accent of English.

Item 8: Teachers' Suggestions and Recommendations

Out of 4 teachers, only 3 teachers provided some suggestions and recommendations about ways to improve students' English pronunciation. Their answers are set in the following chart.

Participants	Suggestions and Recommendations
Teacher 1	Students should go through constant practice and exposure to native speakers through using authentic materials, follow teachers' advices, read pronunciation books, and master transcription.
Teacher 2	Students must practice their English pronunciation not only inside the classroom but also outside through listening to You tube channels about different accents and variations of English.
Teacher 3	Students must get exposed to the target language more through the use of authentic materials and specify more time for practice inside the classroom as well as getting advised to use the Internet to improve their English pronunciation.

Table.46. Teachers' Comments and Suggestions

Conclusion

This chapter was a contribution to describe the process of the study and the analysis of the data gathered from the learners' interview and the teachers' questionnaire. The aim behind these research tools was to see whether there are factors that may lead students to choose specific kinds of accents or variations of English to use inside the classroom or while communicating with people around them and the different methods, tools, and activities that they follow or practice in order to achieve that chosen accent of English.

The analysis of learners' interview revealed their desire to improve their language skills and especially pronunciation of English and speaking fluently and their abilities and capacities to use English as a mean of communication with friends, classmates, family members, and even native speakers through online chatting without any difficulties. In addition, EFL learners talked about their choices when it comes to learning an accent of English, they shared their knowledge about the different varieties and dialects of English in different regions of the world which led them to stating their opinions and thoughts about the accent of English that they find it suitable for them, easier to learn, and that they use to express themselves freely and fluently without mistakes or difficulties. Moreover, they stated the different programs (TV shows, movies, songs) that help them improve their pronunciation and help them learn their preferred accent of English (British/American accent) as well as their idols and role models whom they try to imitate and follow to achieve an accent or variety of English and sound just like them. After the analysis of questions, there comes the poem which is one of the most difficult poems in English language. Based on students' answers about the accent of English that they master and prefer the most, their answers were a mixture of both American and British accent. It has been noticed that students read the poem fluently and easily after they were given time to practice it. Almost all students nailed the pronunciation of the words whether in British or American and this proves their levels of

pronunciation and also confirms that the activities that they practice, mass media (TV shows, songs, movies), and the models (Actors, Singers, Podcasters) that they try to follow or imitate really do help them learn the accent they said they like which makes all of these factors and reasons reliable for students who would like to acquire a specific kind of accent or variety of English.

Furthermore, the analysis of teachers' questionnaire revealed their preferred accent of English to use inside the classroom as well as their awareness of the different varieties of English and the differences between the two stated varieties British and American English which confirms students' answers about the varieties that their teachers use inside the classroom and how their teachers influence them to choose an accent and how they try to imitate and follow them. Moreover, teachers demonstrated the different activities that they use to help their students improve their pronunciation and the materials and techniques that they use as a contribution to make students aware of the different sounds of L1 and TL to prevent them from making mistakes while producing English sound patterns. In addition, teachers expressed their thoughts about the different reasons and factors that can influence students' choices of a particular kind of accent of English.

The analysis of both research tools demonstrated how students' and teachers' were almost identical when it comes to the reasons that may influence EFL learners' to choose an accent of English and what really motivates them to choose it and use it while communicating with people around them. To sum up, there are actually factors that influence EFL learners to choose a kind of English accent and there are many techniques, materials, and persons behind it that makes this process of achieving that specific accent easier.

General Conclusion

General Conclusion

In Algeria, students are introduced to English language as a foreign language and study it since school; however, teaching English to EFL learners tend to emphasize on the importance of grammar and vocabulary only since these are easy to teach to large classes and easy to test by written exams. This way may make the other language skills neglected especially the practical skills when students are allowed to use the foreign language in real life communications. Sometimes, good students are often considered to be tongue-tied because they have knowledge of the written language but they lack the ability and confidence to use English as a mean of communication.

This exploratory study was conducted in order to investigate some of the factors that may influence EFL learners' choices of different variations and accents of English language. Students at the department of English at the University of Biskra are introduced to English rules of phonetics at their first year LMD at the university and study it during two years. Hence, their pronunciation abilities are different from one student to another. When it comes to teaching English pronunciation, most of teachers neglect two main points. First, the fact that English is a language of varieties where many dialects of it exist in different regions in the world and it has different accents so the new generations will have a choice in which accent to learn, British or American accents or other varieties. Second, learning English pronunciation may be also affected by EFL students' native or first language because of the many similarities between the sound systems of each language which leads students to mispronounce some words when they take part in real life communications.

As stated before, this is an exploratory study which aims at discovering an area that has not been studied before which concerns students' choices of different variations and accents of English. The theoretical section tackled two main aspects of English pronunciation. The first part

emphasized the different features of English pronunciation including its sound system components. The different sounds of English were then compared to students' mother tongue (Arabic) sounds and its interference and then a comparison between the sound aspects of British English and American English were made. The second part covered the different methods and strategies of teaching English pronunciation as well as the affecting factors that influence EFL learners' choices of different variations of English.

The practical part was conducted through the use of two different research tools. The sample of this study was non-random, 20 students were chosen from 10 groups of the second year LMD at the department of English of Mohamed Khider University of Biskra based on one specific criteria which is their accent of English (British/American accent) Each students has been interviewed alone and was asked few questions about the possible different reasons and factors that might of influenced their particular choice of an accent or dialect of English. After the questions, students were requested to read some verses of a famous poem called "The Chaos" which is considered to be one of the most difficult poems of English. The aim behind this interview was to know the different accents that students possess and the things that helped them achieve it; then the poem was chosen to confirm students' answers about the accents they declared they possess. Although students had good levels of pronunciation and their accents are some of the main noticeable accents among their classmates, they still lack some language skills abilities like speaking skill and using English to communicate with people around them and from all over the world. A questionnaire was also distributed to teachers of phonetics and oral expression to get their further opinions and thoughts about their students' different accents and variations of English and how they are aware of these differences and how they deal with them.

The study results confirmed the hypothesis, and that there are actually some factors that influence EFL learners and lead them to choose the accent or variety of English that they prefer or feel comfortable learning it and using it while communicating with people around them. Students confirmed that having a British or American accent is based on their personal choice and that there are many factors that help them to acquire the accent they want and they sometimes feel the need to learn it because of the trends and what they see online and because of the people that inspire them whether they are their teachers or singers or actors. Moreover, teachers revealed that they introduce their students to the accents and varieties of English and they help their students to acquire the variety they want through the use of different classroom materials that help them make the learning process easier. Hence, teachers suggested different things that can be used in order to help their students learn the accent they want and to improve their level of pronunciation and communicative competence.

**Suggestions
And
Recommendations**

Suggestions and Recommendations

This part is devoted to discuss the different methods and techniques that can help EFL learners to develop and improve their English pronunciation. It also includes some suggestions about different activities and tools that can provide learners with the help they need if they want to choose only one variety or accent of English to learn and to use while communicating.

1. Recommendations for teaching English pronunciation inside the classroom

In language teaching, teachers should consider specific methods of foreign language teaching in order to ease the learning process for learners. Prablu (1990) defines a language teaching method as “a set of activities to be carried out in the classroom” (p.162). Therefore, teachers should design a set of activities to teach English varieties and accents.

- **Curriculum Design:** Teachers and students should set realistic goals and aims when it comes to foreign language teaching and learning. Many scholars and researchers argued that teachers should establish a range of oral communication goals and objectives in order to help identify learners’ pronunciation needs in terms of making themselves easily understood and able to meet communication situations that they may face as well as supporting their choices of a specific variety or accent of English.
- **Classroom Materials Development:** In order to help learners’ improve their English pronunciation, teachers need to be provided with course materials that can help them develop the effectiveness of teaching pronunciation. These classroom materials need to be high quality effective can be also used computer-based materials with demonstrations of audio and video especially when the teacher needs support in explaining a difficult pronunciation aspect. Moreover, teachers need to take into consideration the pronunciation difficulties that EFL learners may face during the

process of learning all the phonological features and aspects of English language and the pronunciation need to address not only the rules of pronunciation but also the difficulties and problems that learners encounter.

- A suggested tool for classroom pronunciation teaching is Computer-Assisted Construction for pronunciation teaching which is considered to be an effective tool since it provides learners with electronic visual feedback that asks learners to produce some sounds of English. The program then draws attention to the mistakes learners made and gives them advice about the changes they need to make in order to do their pronunciation clear and good.

2. Methods of Learning American/British English

EFL learners can work autonomously to acquire and choose a preferred accent. To do so, they can use the following strategies.

Watching Movies/TV shows

English has many varieties and accents all around the world, starting from the Queen's English to the different dialects of the American culture. Since learning an accent is a matter of listening, students can secure a specific accent whether American or British through watching a lot of American or British television. It is really beneficial since:

- Movies and TV shows use natural language. Therefore, students can improve their level of vocabulary by learning English idioms and American English slangs.
- Watching American and British movies are considered to be a funnier way to learn English rather than reading a book.
- Movies and TV shows will also give students a cultural insight on the different American and British regions' cultures. Students will not only know about them,

but if they also travel to these regions, they will be better aware of their culture and history.

- Students also practice listening when watching movies and TV shows, and improving the listening skill can serve in helping students achieve a perfect pronunciation.
- In order for students to develop their accent when watching movies, students can follow these tips:
 - Choose short, simple story movies.
 - Use subtitles, if students have an advanced level it is preferable to use English subtitles and follow them especially when the actors are speaking fast.
 - Listen and repeat. When the movie is recorded online or on a DVD, they can pause and rewind the parts that were not understood or missed and students can repeat them out loud or read the subtitles in order to improve their listening since learning an accent is a matter of imitation.
 - If students chose what specific accent they want, they should only focus on movies from that one particular country. Students tend to choose American movies because accents are easier to understand.

(Retrieved from: <http://www.fluentu.com>)

Self Instruction

Another method on how students can develop their English pronunciation and secure a specific accent is self-instruction.

- Students can buy books about English pronunciation and its different accents and varieties and apply the rules stated in the books to improve their pronunciation.

Moreover, some of these books come Audio CD where learners can train their listening by reading and imitating the sounds heard on the CD.

We recommend the following books for learning a British or an American accent:

American Accent	British Accent
American Accent Training by Ann Cook.	Learn the British Accent Fast by Michael E. Andrews.
Mastering the American Accent by Lisa Mojsin.	Access Accents: Received Pronunciation by Penny Dyer.
Speak English like an American by Amy Gillett.	Accent Your Character: Standard British English by Paul Meier.
Pronouncing American English by Gertrude f. Orion.	Get Rid of your Accent: British English by Linda James.

- Online Training:** It is one of the best ways of learning an accent or a variety of English and securing a perfect pronunciation. Students can consult online tutors that can be even native speakers of English to take online classes of pronunciation. Moreover, students can participate in endless chat groups on Skype. The thing about these chatting groups is that they include people from all over the world and it is also for free. One of the advantages of online training is that students can choose the time that suits them the most.

3. How to Sound like a Native Speaker

Furthermore, comments about a speaker's language level is always based on his/her English pronunciation despite his/her level of grammar, and no matter how expressive his vocabulary is. If his/her pronunciation is poor, people get a negative impression on his/her overall language level. Therefore, good pronunciation does not always mean a native-like

pronunciation because achieving a native-like pronunciation is neither a realistic nor a necessary goal for EFL learners. Hence, if learners aim at acquiring a native-like accent, they can follow the following steps:

- **Speak slower than usual:** Learners has to slow down their English speaking and give themselves a little more time between words. This will help them sound much clearer.
- **Practice English with native speakers:** the only way to learn an American or British Accent is to practice English continuously with American or British speakers. More conversations mean more opportunities for student to fine-tune their accent.
- **Absorb Accents like a child, not like an adult:** it is a fact that children absorb Accents faster than adults because they do not over-analyze and over think the learning process. Learners should forget about memorizing rules and just speak English more. They have to learn intuitively and not by memorizing.
- **Record voice speaking English naturally:** Learners can record themselves then compare how they speak with native speakers. They can compare things like the rhythm, the tempo, and how they pause between sentences, and where you stress sounds. If learners want to change their accent to a native-like accent, they have to practice that deliberately. It is not impossible but a lot of repetition is needed.

(Retrieved from: <http://www.spokenenglishpractice.com>)

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Appendices

Appendix A

Learners' Interview

Student n°:

Gender :

Questions:

1. How old are you?
2. Do you like English? Why?
3. Do you use English outside the classroom?
4. What specific skill do you want to improve more?
5. Do you think that you can communicate in English with others? Or native speakers?
6. How would you evaluate your level of pronunciation?
7. What do you think the module that helps you most to improve your pronunciation?
8. Are you aware that English pronunciation has different varieties (accents) according to different regions?
9. Do you know any kinds of these varieties of English?
10. What variety/accents do you possess/prefer to use?
11. What kind of pronunciation do your teachers use: British or American pronunciation?
12. What model do you follow/ imitate? (A teacher – A singer – An actor) ?
13. Do you think the kind of (movies – TV shows – Songs – or other programs) influence your English pronunciation?
14. What do you think about the influence of Arabic, French on your pronunciation?

15. Can you read this following poem:

Dearest creature in creation
Studying English pronunciation,
I will teach you in my verse.
Sounds like corpse, corps, horse and worse.
Tear in eye, your dress you'll tear;
hear my prayer.
Make your head with heat grow dizzy.
Dies and diet, lord and word,
Sword and sward, retain and Britain.
(Mind the latter, how it's written.)
Hear me say, devoid of trickery,
Daughter, laughter
Stranger does not rhyme with anger,
neither does devour with clangour.
Mark the difference, moreover,
Between mover, plover, Dover.
Ear, but earn; and ere and tear
Do not rhyme with here but heir.
Mind the o of off and often
Which may be pronounced as orphan,
A of valour, vapid vapour,
S of news (compare newspaper),
Finally, which rhymes with enough --
Though, through, plough, or dough, or cough?
Hiccough has the sound of cup.
My advice is to give up!

Appendix B

Teachers' Questionnaire

Questionnaire for Teachers of Phonetics and Oral Expression

Dear Teachers,

This questionnaire is made to obtain teachers of Phonetics and Oral Expression feedback and remarks about EFL learners' accents and varieties of pronunciation at Mohamed Khider University of Biskra. We are investigating the different factors that may affect EFL learners' choices of different variations and accents of English pronunciation. We will be very grateful for your precious time and help to provide our research with important and relevant data. Thank you.

Part One: Teachers Background Information

1. Gender: a. Male
b. Female
2. Your qualifications?
 - a. Master
 - b. Magister
 - c. Doctorate
3. For how long have you been teaching?
 - a. Two (02) – Five (05) Years
 - b. Five (05) – Eight (08) Years
 - c. More than Eight (08) Years

Part Two: Teaching Pronunciation

1. Have you ever received any training in teaching phonetics?
 - a. Yes
 - b. No

2. Do you face difficulties when teaching English pronunciation?

a. Yes

b. No

3. According to you, pronunciation difficulties that learners face are due to:

a. The influence of the mother tongue/First language

b. Lack of Knowledge

c. Lack of Exposure

d. All of the above

e. Other,

4. Is the time allocated to teach phonetics enough to improve learners' pronunciation?

a. Yes

b. No

If no, say why

5. How often do you show the differences between English and your learners' mother tongue (Arabic) or first language (French) in order to avoid making mistakes?

Always

Mostly

Sometimes

Rarely

6. How do you perceive the native language effect on your students' pronunciation of English?

.....
.....

7. How do you perceive the transition of your students from producing sounds in their native language/first language to producing English-specific sounds?

.....
.....

Part Three: Varieties/Accents of English

1. Are you familiar with the differences between British and American English?

.....
.....

2. What kind of variety/accent do you use to teach your students?

- a. American English
 - b. British English
 - c. A mix of both
 - d. Other accent (Canadian/Australian ...)
-

3. According to you, which variety do your students find easier to learn?

- a. British English
- b. American English
- c. Other

Why?

.....

4. When teaching pronunciation to your learners, what is the main skill that you forward to improve?

- a. Their Speaking
- b. Their Listening
- c. Their Reading
- d. Their Writing

5. What kind of activities do you use when teaching accents and varieties?

- a. Using Authentic Videos
 - b. Using Tape Recordings
 - c. Advising learners to Websites
 - d. All of them
 - e. Other activities:
-

6. In your opinion, from where do you think learners acquire English pronunciation?

a. Their Teachers

b. Classmates (Friends)

c. Chat with native speakers

d. Media (Songs, TV ...)

e. Other.....

.....

7. What factors influence learners' pronunciation?

a. MotherTongue (Arabic)

b. French

c. Family Background

d. Media

e. Other

.....

8. Do you think that teaching Phonetics is enough to improve learners' pronunciation?

a. Yes

b. No

9. Besides Phonetics, what are the other modules that may improve learners' pronunciation?

a. Oral Expression

b. Written Expression

c. Other,

10. Any other suggestions?

.....

.....

.....

*** Thank You Very Much For your Collaboration ***

Appendix C

Poem Transcription

British Transcription (IPA Transcription) of the poem “The Chaos” written by [Will Snellen](#)

Dearest creature in creation	/ˈdiərəst ˈkri:tʃə ɪn kri:ˈeɪʃən/
Studying English pronunciation	/ˈstʌdɪŋ ˈɪŋɡlɪʃ prəʊnʌnsi:ˈeɪʃən/
I will teach you in my verse	/aɪ wɪl ti:tʃ ju: ɪn maɪ vɜ:s/
Sounds like corpse, corps, horse and worse.	/saʊndz laɪk kɔ:ps kɔ:s hɔ:s ənd wɜ:s/
Tear in eye, your dress you'll tear	/tɪərɪn aɪ jɔ: drɛs ju:l tɪər/
So shall I! Oh hear my prayer.	/ˈsəʊ ʃəl ˈaɪ hɪə maɪ preə/
Make your head with heat grow dizzy	/ˈmeɪk jər ˈhed wɪθ ˈhi:t ˈɡrəʊ ˈdɪzi/
Dies and diet, lord and word,	/daɪz ənd ˈdaɪt lɔ:d ənd wɜ:d/
Sword and sward, retain and Britain	/sɔ:d ənd swɔ:d riˈteɪn ənd ˈbrɪtɪn/
(Mind the latter how it's written)	/maɪnd ðə ˈlætə haʊ ɪts ˈrɪtɪn/
Hear me say, devoid of trickery	/ˈhɪr ˈmi: ˈseɪ, dɪˌvɔɪd əv ˈtrɪkəri,/
Daughter, laughter	/ˈdɔ:tə ˈlɑ:ftə/
Stranger does not rhyme with anger	/ˈstreɪndʒə dəz ˈnɔ:t ˈraɪm wɪθ ˈæŋɡə /
Neither does devour with clangour	/ˈni:ðə dəz dɪˈvaʊə wɪθ ˈklæŋɡə/
Mark the difference, moreover	/mɑ:k ðə ˈdɪfərəns məˈrəʊvə/
Between mover, plover, Dover.	/bɪˈtwi:n ˈmu:və ˈplʌvə ˈdəʊvə/
Ear, but earn; and ere and tear	/iə bət ɜ:n ənd ɛə ənd tɪər/
Do not rhyme with here but heir.	/du: nɒt raɪm wɪð hɪə bət ɛər/
Mind the O of off and often	/maɪnd ðə əʊ ɒv ɒf ənd ˈɔ:fən/
Which may be pronounced as orphan,	/wɪtʃ bi: prəʊˈnɑʊnst əz ˈɔ:fən/
A of valour, vapid vapour,	/eɪ ɒv ˈvælə ˈvæpɪd ˈveɪpə/

S of news (compare newspaper)	/ɛs ɒv nju:z kəm'peɪə 'nju:spɛɪpə/
Finally, which rhymes with enough	/ 'faɪnəli wɪtʃ raɪnz wɪð ɪ'naʃ/
Though, through, bough, cough, though,	/ðəʊ θru: baʊ kɒf hɒk /
Hiccough has the sound of cup.	/ 'hɪkʌp həz ðə saʊnd əv ɔp/
My advice is: give up!	/maɪ əd'vaɪs ɪz gɪv ʌp/

American Transcription (GA) of the poem “The Chaos” Retrieved from:
<http://lingualeo.com>

Dearest creature in creation	/ 'dɪrɛst 'kriʃər ɪn kri'eɪʃən/
Studying English pronunciation	/ 'stʌdɪŋ 'ɪŋɡlɪʃ prə'nʌnsi'eɪʃən /
I will teach you in my verse	/ aɪ wɪl ti:tʃ ju ɪn maɪ vɜ:rs /
Sounds like corpse, corps, horse and worse.	/saʊndz laɪk kɔ:ps kɔ:rs hɔ:rs ænd wɜ:rs /
Tear in eye, your dress you'll tear	/tɪr ɪn aɪ, jʊər drɛs ju:l tɪr /
So shall I! Oh hear my prayer.	/ 'soʊ ʃæl aɪ! oʊ hɪr maɪ prɛr/
Make your head with heat grow dizzy	/meɪk jʊər hɛd wɪð hit grəʊ 'dɪzi /
Dies and diet, lord and word,	/daɪz ænd 'daɪət, lɔ:rd ænd wɜ:rd/
Sword and sward, retain and Britain	/sɔ:rd ænd swɔ:rd, rɪ'teɪn ænd 'brɪtən/
(Mind the latter how it's written)	/maɪnd ðə 'lætər haʊ ɪts 'rɪtən /
Hear me say, devoid of trickery	/hɪr mi seɪ, dɪ'vɔɪd əv 'trɪkəri/
Daughter, laughter	/ 'dɔ:tər, 'læftər/
Stranger does not rhyme with anger	/ 'streɪndʒər dɔ:z nɒt raɪm wɪð 'æŋɡər /
Neither does devour with clangour	'ni:ðər dɔ:z dɪ'vaʊər wɪð 'klæŋɡər /
Mark the difference, moreover	/mɑ:k ðə 'dɪfərəns, mɔ:'ru:ʊər /
Between mover, plover, Dover.	/brɪ'twɪn 'mu:vər, 'plɒvər, 'dɒvər/
Ear, but earn; and ere and tear	/ɪr, bʌt ɜ:n; ænd ɛr ænd tɪr /

Do not rhyme with here but heir.	/du nat raɪm wɪð hɪr bʌt eɪr/
Mind the O of off and often	/maɪnd ði ɒʊ əv ænd 'ɔftən /
Which may be pronounced as orphan,	/wɪtʃ meɪ bi prə'naʊnst æz 'ɔrfən/
A of valour, vapid vapour,	/ə əv 'vælər, 'væpɪd 'veɪpər/
S of news (compare newspaper)	/ɛs əv nuːz kəm'peɪ 'nuːz,peɪpər/
Finally, which rhymes with enough	/ 'faɪnəli, wɪtʃ raɪmz wɪð ɪ'naʊf /
Though, through, bough, cough, though,	/ðəʊ, θru, baʊ, kaʊ, ðəʊ, /
Hiccough has the sound of cup.	/ 'hɪkəp hæz ðə saʊnd əv ɪkʌp/
My advice is: give up!	/maɪ əd'vaɪs ɪz: gɪv əp/

Résumé

Les études des langues étrangères étant une filière dont les étudiants accordent un grand intérêt vu l'importance et l'impact qu'elles ont, sachant que l'anglais est la langue la plus parlée dans le monde, c'est une spécialité qui a pris une dimension internationale. Cette influence linguistique a conduit à ce que les étudiants de la même promotion (département Anglais) ayant reçu les mêmes modules durant le cursus universitaire, enseignés par les mêmes professeurs, on distingue que ces étudiants ont acquis différentes prononciations, les uns un accent Britannique les autres un accent Américain, d'où la problématique posée Pourquoi cette différence de prononciation? Une hypothèse proposée avec des réponses anticipées à cette problématique. Après une procédure effectuée dans cette recherche basée sur des séances d'observation pour avoir plus de détails sur les étudiants ciblés sont en 2ème année licence anglais durant cette recherche une sélection faite, deux étudiants de chaque groupe (10 groupes). Une interview est réalisée aux prises de ces étudiants qui ont révélés leur tendances aux choix des accents (Britannique/Américain) vu les résultats obtenus, certains des étudiants s'aperçoivent qu'ils ont une affinité à un accent par rapport à l'autre. En conséquence des facteurs influençant : Étudiants amateurs de films chansons, d'autres ont le plaisir de reproduire et imiter un des professeurs, et l'entourage, avoir un parent qui maîtrise la langue (Anglais)

Au terme de cette recherche et après élaboration des résultats obtenus, l'hypothèse proposée étant confirmée.