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**THE CONTRIBUTION OF PHONETICS COURSES IN DEVELOPING STUDENTS'
PRONUNCIATION**

Case Study: Second Year Students at the Department of English, Biskra University

A Dissertation Submitted in Partial Fulfillment for the Requirements of the Master Degree in
Science of Language

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Abstract

The present study deals with the contribution of phonetics courses in developing students' pronunciation in the Department of English at the University of Biskra. In fact, Students learn English, but they face problems in pronouncing English correctly. This study tackles the issue of teaching pronunciation and its status among students and teachers. This study aims at determining the extent to which phonetics courses can contribute in developing students' pronunciation correctly. The objective of this study is to help teachers of phonetics to diagnose the problems faced by students in learning pronunciation and to suggest solutions in order to improve the teaching of pronunciation in the Department of English at Biskra University, and to make students aware of all pronunciation difficulties that hinder their learning of English as FL. To achieve the above objective, questionnaires for both students and teachers of phonetics were designed. We administrated the questionnaires to ninety-eight students of second year and to six teachers of phonetics. The questionnaires aim at collecting different opinions and ideas of students and experiences of teachers of phonetics. The analysis of data collected showed that phonetics courses contribute highly in developing students' pronunciation. However both teachers of phonetics and students argued that the time devoted to teaching phonetics is not enough. They are aware of the importance of teaching pronunciation, but they lack many pedagogical tools such as language laboratories. We also found out that the students need more practice rather than take theoretical courses, and teachers need more training in teaching pronunciation and using the suitable pedagogical aids to evaluate their students' pronunciation.

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General Introduction

In learning a foreign language, foreign language teachers attach a high priority to the linguistic aspects of the language which is the first step to learn the target language. In our research, we focus on the phonological aspect of the target language because we believe that it is at that level where most foreign language learners find difficulties. Those FL learners have difficulties not only at understanding speech but at pronouncing the language correctly as well. Most learners think that taking phonetics lessons is a matter of recording lessons and passing exams rather than practicing the language in order to improve their pronunciation. In this research, we try to show the contribution of phonetics courses in developing students' pronunciation. The population of this study is second year language students at the department of English at Biskra University. In order to prove the effectiveness of those courses, we will rely much on the feedback provided by students and the teachers of phonetics module. Data gathered through questionnaire for students, and questionnaire for teachers of phonetics. The results of the present study try to show the extent to which the phonetics courses can contribute in developing students' pronunciation.

1. Statement of the Problem

Learning a foreign language requires not only the mastery of grammar and vocabulary, but also the ability to decode spoken messages, in other words, the ability to recognize and understand the sounds of the target language. In fact, what we notice is that foreign language learners' pronunciation is very low. Learners face different difficulties and make many pronunciation mistakes, for that reason, we will conduct this research to shed light on these difficulties and to demonstrate the effects of teaching phonetics in improving students' pronunciation. In other words, how can we develop courses in phonetics that really contribute in the improvement of pronunciation? Therefore, the goal of our study will to investigate students' pronunciation problems and try to diagnose these

phonological aspects of target language and accordingly we will try to find appropriate remedies to this situation and propose solution.

2. Research Questions

To achieve our objectives in conducting this work, there are some questions to be answered.

1) Does teaching phonetics have a positive effect on students' pronunciation?

2) To what extent do phonetics courses have a significant impact on improving students' listening and speaking skill?

3) What should be included in the syllabus of phonetics to be more effective?

4) How can we bring the rules of pronunciation from theory to practice?

3. Aim of the Study

We would like to reach a number of objectives by investigating the issue of teaching phonetics and its contribution in developing students' pronunciation. We classified them as follows:

1) To demonstrate that students' level of pronunciation could improve as a result of effective instruction by the teacher of phonetics.

2) To show that students' oral performance can develop.

3) To show that listening abilities will improve.

4) To suggest some recommendations concerning teaching phonetics at the university level and integrate both the listening and the speaking skills.

4. Hypothesis

Through our study we hypothesize that if students apply the rules that they learn in phonetics courses, their pronunciation will develop. In other words, the extent to which phonetics courses can contribute in developing students' pronunciation?

5. Research Methodology

5.1 The choice of the method

The present work is a study that investigates the role of teaching phonetics and its effectiveness for improving students' pronunciation. As a matter of fact, students face difficulties in pronouncing target language, for that reason, we think that a descriptive study is the most appropriate one to such research as L.Turney and P.Robb (1971) state: "Many research problems in education lend themselves well to descriptive method, because school problems directly involve people and, therefore, the situation precipitating these problems are constantly in a state of change" (p.62).

5.2 Population and sampling

The population of our study is second year LMD students at the department of English of Biskra University during the academic year 2011-2012, and the teachers of phonetics. Working with the whole population is a difficult task. It needs more efforts, time, resources and materials therefore; it is preferable to choose a sample of this population. We choose at random 100 students, and 6 teachers of phonetics.

5.3 Data Gathering Tools

Questionnaire for students is indeed the only instrument that can serve as means of collecting a considerable amount of data; hence we use such tool to obtain about the students' attitudes, and beliefs about learning phonetics and the problems they face. Questionnaire for teachers of phonetics module provides us general data about their

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opinions, experiences, the actual way in dealing with phonetics courses in the classroom and teaching difficulties.

6. Structure of the study

The present dissertation consists of four chapters; the first one presents the English phonology and phonetics; it deals with the description of segmental and suprasegmental features of English sounds. The second chapter is about teaching pronunciation; it deals with different methods and factors involved in teaching pronunciation. The third chapter presents the analysis of the findings provided by the questionnaires administered to both students and teachers of phonetics. The last chapter concerns the general conclusion and some pedagogical recommendations.

Chapter One: The English Phonology and   Phonetics

Introduction

In this chapter, a definition of phonology and phonetics will be presented by making the difference between them. The development of English phonology throughout history will be demonstrated. Branches of phonetics will be presented in details. This chapter will also include the production of speech and includes how speech is produced by describing the speech organs and explaining the mechanism of speech. A description of the segmental and suprasegmental features of speech will be differentiated. The segmental includes a definition of phonemes, and allophones with a detailed description of English vowels and consonants. The suprasegmental features include a definition of syllable, stress, pitch, intonation and rhythm.

In the end of this chapter, we will present some aspects of the connected speech by defining what assimilation, elision, and linking are. It is very important for the students of second year English to be familiar with these sound systems, therefore they will be easier for them to understand and make the best use of them.

1. The English Phonology

1.1 Definition

Generally, phonology is the study of the sound system of the language and the rules that operate within it. It analyses the features of the language which extend to more than one segment. Kelly (2000) defines phonology as being: "primarily concerned with how we interpret and systematize sounds. Phonology deals with the system and pattern of the sounds which exist in particular language" (p.9). Phonology is the matter of organizing

sounds according to their functions; according to k.C.Macmahon (cited in Aarts and McMahon, 2006) , he said that "phonology focuses on the "function" or organization or "patterning" of the sounds" (p.360).Cook (1996) explained that phonology is the business of study of the relations between the phonemes and sound system (p.42).

1.2 The Development of English phonology through the history

Throughout the history the English language have gone through many different periods where it witnessed its change in phonology, syntax, and morphology. In this development, we will talk about the phonological aspects of the English language. In his book *The History of the English language* (2000), Burnley stated five periods of the development of the phonological aspects of the language. We mention them as follows:

1.2.1 Old English (700-1100):

Based on Burnley (2000), this period is also called Anglo-Saxon. The speakers of this era referred to this OE as Englisc; the language of the Angles who were the ethnic group identified among Germanic settlers of Britain. These people spoke a language closely similar to that used by other Germanic peoples along the Northen Sea coast from Denmark to the Rhine. OE forms of the Latin letters in the Hibero-Saxon script were very different from modern printed forms (p.1). Burnley (2000) found the following:

"eth" <ð>,"yogh" <ʒ> (the letter is usually printed as<g> in modern editions), "thorn"<þ > and "wynn"<P>were runs (the letter printed as<w> in modern editions),and the Latin digraph "ash"<æ> .Thorn and eth are   equivalent to<th> in the modern spelling system and indeed<th> is not known in early OE. The letters<v>, <z> and <q> were not normally used in OE texts, and their roles were filled respectively by<f>,<s> and the digraph <cp>.The letter<j> was not used (p.1,2).

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1.2.2 Early Middle English (1100-1300):

Burnley (2000) explained that this period was associated with the invasion of 1066, after which England sound itself host to a second language, Norman French, alongside the English used by the majority. Phonologically, ME is distinguished by a number of alterations in the quantity of stressed vowels, which changes the distribution of long and short vowels before certain consonant groups (ld, rd, rl, rn, mb, nd, and ng) (p.64). He added that:

> …long vowels before two consonants other than these 'lengthening groups', and those in a position before single consonant three syllables from the end of a word of gŏd and the verb blestsian , "bless"(originally derived from the noun blŏd, with a long root vowel)therefore developed short root vowels. This shortening was accompanied by the progressive monophthongistion of the OE diphthongs through the vocalization of the sequence front vowel+ [j] in words like way and lay and vowel+[x] in words like law, bow. The two new diphthongs spelt <oi, oy> derived mostly from French borrowings such as joie. Short œ was lowered (p.65).

1.2.3 Later Middle English (1300-1500):

This period between 1300 and 1500 included the work of English medieval Literature. The texts continued to be copied by scribes. According to Burnley (2000), the phonological aspects of the language passed through different stages. He states that:

> …the system of long vowels in Middle English commenced a series of interconnected changes which radically affected the pronunciation of Standard English, distancing it from the vowel systems of Continental languages … Middle English in the fourteenth century possessed the seven pure long vowels…, but by front and back, had been

diphthongized, and /e:/ and /o:/ had been raised to take their places. During the sixteenth century the remaining long vowels,/ɛ:/,/ɔ:/ and /a:/, were in turn raised so as. To occupy the places vacated above them by the raising of the original vowels (p.143).

1.2.4 Early Modern English (1500-1800):

Burnely (2000) claimed that in this period printing becoming widespread and English had become established as a language of international importance and the subject of academic study. In this period, it brought popular works on the subject, such as the dictionary of pronunciation, first published in 1791(p.213). He adds how the linguistic aspect changes in this period:

The most striking linguistic developments during the Early Modern period also concern the pronunciation of the language, and may be viewed as continuing the series of raising of the Great Vowel Shift. By 1750 the sound system of standard English possessed seven long-vowel phonemes-/i:/, /e:/, /u:/, /ɔ:/, /o:/, / ɛ:/, /a:/- and the diphthongs /ʌi/, /aʊ/, /ɔi/, /ju:/, /oʊ/. Changes among consonants include the loss by 1630 of initial /k/, /g/ and /w/ in words like knight, gnaw, and write, and of post-vocalic /l/ in walk and folk. Post-vocalic/r/ was lost in words like arm and earth by about 1800 (p.213).

1.2.5 Modern English (1800-1920):

According to Burnley (2000), in the nineteenth century, English becomes largely standardized at home and it is a result more various in its overseas function as a world language. In this period, it was the most important things were the foundation of schools and the establishment of BBC English known a Received Pronunciation and the establishment of both universities Oxford and Cambridge (p.317).He states the phonological characteristics of this period.

In the phonology, a number of distinctions have been lost. Except in certain Scottish pronunciation, the distinction between /w/ and /ʍ/ (wight and white), which was the last survivor of a set of initial consonant groups (hw, hr, hl, hn) descended from OE, had been lost by the late eighteenth century. As an initial consonant, [h] has been unstable since Early Middle English, but objections to its omission as 'h-dropping' date only from about 1800 and the continuing struggle for supposed correctness. This attitude may account for the later restoration of the distinction between /w/ and /ʍ/, which is still heard occasionally. The conception of correctness driving both these examples is one dependent on traditional spellings. The same reasoning has restored the[l] in falcon, the[w] in woman, and the second i[j] in Chrstian. The pronunciation [ɪʤ], considred vulgar in 1801, extended rapidly after the 1820, so that the[ɪn]pronunciation of –ing, widespread in the first decades of the nineteenth century, itself came to be regarded as sub-standard (p.318).

1.3 Phonetics and Phonology

In TEFL classes, many students tend to use the terms 'phonetics' and 'phonology' interchangeably. In fact, they are different. Many linguists Kelly (2000), MacMahon (2002), and Crystal (1985) state different distinction between phonetics and phonology. The study of pronunciation consists of two fields, namely phonetics and phonology.

Phonetics refers to the study of speech sounds…Phonetics deals with the physical reality of speech sounds…The study of phonology of English looks at vowels, consonants and suprasegmental features of the language. Within the discipline of phonology, when we talk about vowels and consonants we are referring to the different sounds we make when speaking, and not the vowel and consonant letters we refer to when talking about spelling (Kelly, 2000, p.9).

According to MacMahon (2002), phonetics and phonology are two subdisplines in linguistics that deal with sounds; phonetics is an objective way to describe and analyze human sounds and phonology is about the characteristics of the English sound system that make it specifically English, and different from other languages.(p.2). Crystal (1985) explains this distinction by saying that:

Phonology is, then, different from phonetics, in that phonology deals with sounds and contrasts between sounds only within the context of some language (maximally, in any language), whereas phonetics studies sounds without any specific reference to their function in a language's sound-system-it is sometimes called 'general' phonetics, accordingly (p.172).

2. Phonetics

2.1 Definition

Phonetics is a branch of linguistics; it is the idea of Roach (2001) who believes that: "Finally, we should not forget that the whole science of phonetics is an essential part of the subject of linguistics" (p.17). Phonetics deals with the description and the classification of the sounds. Supporting to this idea, Alkhuli (2002) defines phonetics as: "As the morphology of the term 'phonetics' tells, phonetics means the study of phonetics, i.e. the study of speech sounds" (p.07). H.Small (2005) proposes another definition of phonetics. He thinks that "phonetics is the study of the production and perception of speech sounds" (p.1). In contrast with phonology, phonetics often described as the scientific study of the speech production, according to K.C.MacMahon (cited in Aarts and McMahon, 2006) "phonetics differs from phonology in that it focuses on the mechanics of

sound production and transmission, irrespective of how the sounds may operate as part a language of a language system"(p.360).

2.2 Branches of phonetics

Phonetics as a science has its characteristics and types. Branches or types of phonetics are different. They are articulatory, auditory, and acoustic.

2.2.1 Articulatory phonetics

To describe articulatory phonetics Alkhuli (2002) thinks that "is sometimes called physiological phonetics. As the name tells, this branch of phonetics sometimes emphasizes the articulation or production of speech sounds" (p.17). O'Conner (1973) gives his own prospect about the articulatory phonetics. He believes that articulatory phonetics is how speech sounds are produced (p.22), in other words it is the movements of the speech organs in the articulation or the production of speech sounds. It is the process that generates an air-stream which carries linguistic content.

2.2.2 Auditory phonetics

According to Alkhuli (2002), auditory phonetics is "Once the speech sound reaches the hearer's ear, it becomes the subject of what is called auditory phonetics. This branch studies the reception of speech waves, their analysis, and finally their perception by hearing center in the human mind" (Alkhuli, 2002, p.18). This type of phonetics is where the sound takes place between the ear and the brain (O'Conner, 1973, p.96). The term auditory comes from the word audio that means to hear; it is the process whereby the mechanical movements of the ear created by the action of the sound waves.

2.2.3 Acoustic phonetics

Also called physical phonetics which the physical features of speech sounds as they transmitted from the   speaker to the hearer. It studied areas like sound frequency, cycle width, pitches, amplitude, sound spectrograms, regular frequencies, irregular frequencies, and musical and non-musical qualities of speech sounds (Alkhuli, 2002, p.18). "Acoustic phonetics is the sounds between the mouth and the ear" (O'Conner, 2002, p.71). In this type, the sounds pass between the speakers' vocal tract and listeners' ears.

2.3 The production of speech

In English, speech sounds are produced by the intervention of many organs and factors that lead to the sounds to be pronounced. The speech is produced by the interaction of the respiratory mechanism, and the oral and nasal mechanisms. Any manifestation of language by means of speech happens through different stages. In the first place, the information of the concept will take place in the brain, and then the nervous system transmits this message to the organs of speech. These in turn will produce a particular pattern of sounds. After that, the movement of the organs of speech will create disturbance in the air which enables us to hear particular sounds and discriminate between them.

2.3.1 Organs of speech

According to Alkhuli (2002), the main organs of speech consist of the following:

•Abdominal Muscles: play an essential role through relaxation and contraction, the two processes which help raise and lower the diaphragm when it rises, it presses the lungs, assisting escalation and when it goes down, it causes the lungs to relax, making room for inhalation.

•The diaphragm: above the abdomen, and between it and the chest. It helps the lungs to contract upon exhalation and to relax upon inhalation.

•The lungs: are the source of breath stream which is pushed out during exhalation and is made to pass through the throat and then through the mouth or the nose freely or semi-freely. The lungs are the source of energy.

•Chest Muscles: are sometimes called intercostal muscles, control the size of the chest cavity through their contraction and relaxation.

•The Treachea or windpipe is an air passage between the lungs and the larynx.

•The Larynx: is an organ at the top end of the trachea. It consists of four parts: the base, Adam's apple, vocal cords which are in the middle of larynx, and glottis.

•The pharynx: or throat is a cavity between the larynx and the mouth.

•The Tongue: is a major speech organ. It has five parts:

•The apex: it is the very front of the tongue and is very active as an articulator.

•The Front: it is the part of the tongue between the apex and the middle of the tongue.

•The center: it is the part of the tongue between the front of the tongue and the dorsum.

•The dorsum: it is the back part of the tongue.

•The root: it is the farthest part of the tongue.

•The lips: they are lower and upper lips. The lower lip moves to touch. The lower lip moves to touch the upper lips. Whereas, the upper lip receives the lower lip.

•The teeth: they are lower and upper teeth. The lower teeth co-operate with the upper teeth to make a point of articulation.

•The Alveolus: it takes part in articulation is usually the upper internal medial gum in the jaw.

•The Alveopalate: is the area lying on the borders of the alveolus and the hard palate.

•The Palate: it consists of three parts: the hard palate, the soft palate or velum, and the uvula.

•The Hard Palate: is called the roof of the mouth, is the front part of the palate lying between the alveolus and the soft palate.

•The Velum (soft palate): is the back part of the palate. It lies between the hard palate and the uvula.

•The Uvula: is one of the palate organs. It is a piece of flesh behind the velum.

•The Nose: is one of three resonance chambers or cavities. It is one of the two passages through which the breath stream flows.

•The Cavities: there are four cavities or chambers related to the speech process: the lung cavity, pharyngeal, oral cavity, and nasal cavity. The lung cavity controls exhalation. The other three cavities function as breath_stream passages (pp.26-39).

Rogers (2000) suggests the following figure of vocal tract.
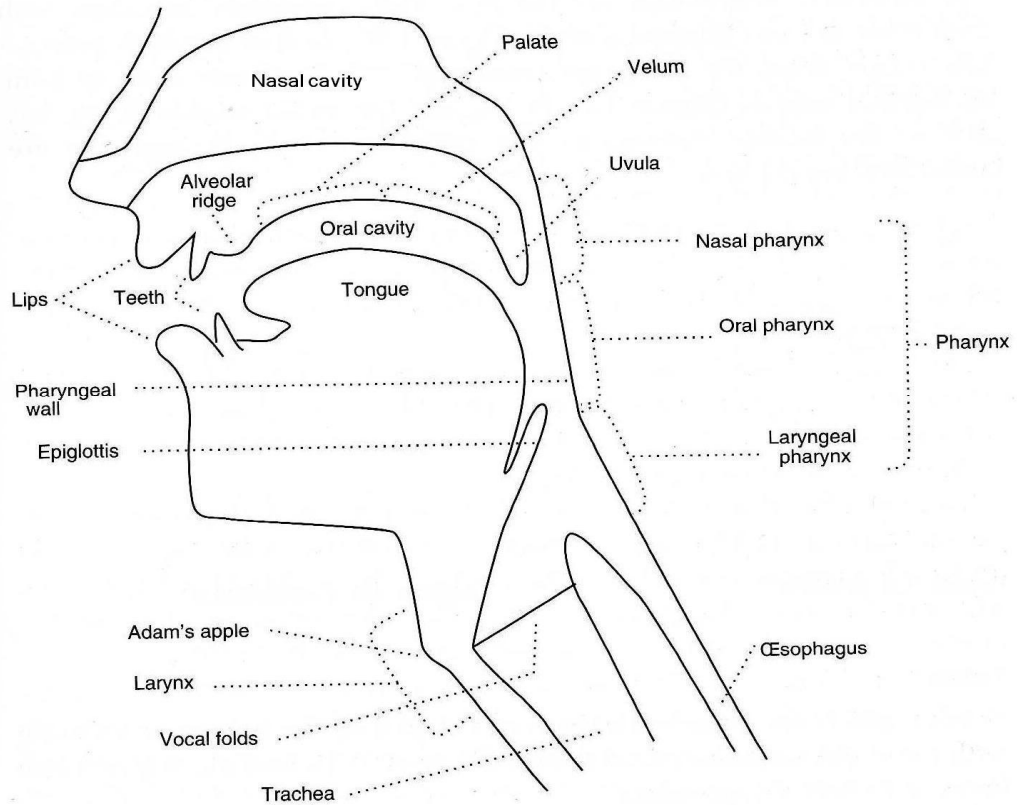
Figure 1: The vocal tract (Rogers, 2000, p.5)

2.3.2 The Speech Mechanism:

For speech to be audible, an air_stream must be generated. For English the commonest air_stream is the pulmonic air_stream. By using the lungs and associated muscle groups. K.C.Macmahon cited in Aarts and McMahon (2006), he states that:

for most sounds in English, an air_stream, generated by the lungs, passes up the treachea where it may be modified by the action of the vocal and ventricular folds before passing into the pharynx. Depending on the position of the soft palate, which may be raised against the posterior wall of the pharynx to create a relatively air_tight seal, or lowered by varying degrees away from posterior wall, air will flow either into the nasal cavities or continue into the mouth. More recently, studies have re_examined the disposition of the soft palate vis_à_vis the posterior pharyngeal wall in the production of various speech_sounds (p.361).

In the English language, the air stream occurs in speech as explained by Rogers (2000) who says that: "The primary air stream mechanism for speech is **pulmonic** with the lungs as initiator. All sounds of English are pulmonic."(p.253). He explains the role of the lungs and the vocal tract in the figure below.
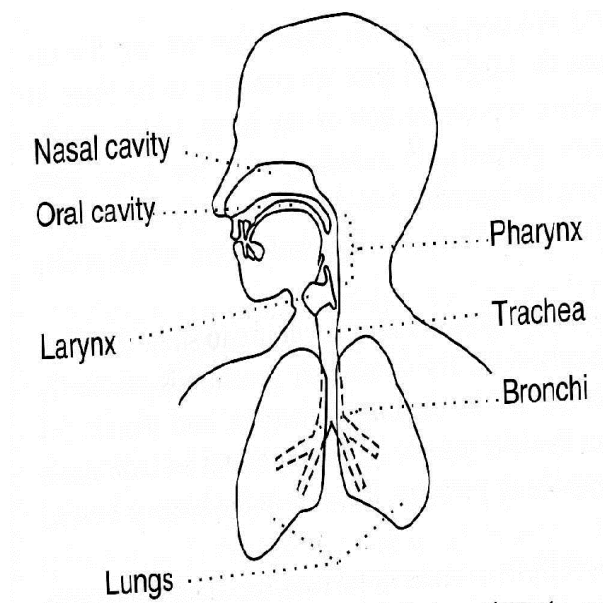
Figure 2: A view of the lungs and vocal tract (Rogers, 2000, p.253)

2.4 Segmental Aspects of Speech

2.4.1 Phonemes and Allophones

Phonemes are the smallest unit of speech. Accordingly to Roach (2002) a phoneme is:

a fundamental unit of phonology, which has been defined and used in many different ways during this century. Virtually all theories of phonology hold that spoken language can be broken down into a string of sound units (phonemes), and that each language has a small, relatively fixed set of these phonemes. Most phonemes can be put into groups; for example, in English we can identify a group of plosive phonemes /p t k b d g/, a group of voiceless fricatives /f Θ s ∫ h/ and so on (Roach, 2002, p. 57).

F. Meyer (2009) identifies phonemes as follows: "phonemes are abstract representations of speech segments. Consequently, the words pot and spot contain the phoneme /p/" (p. 197). "The phoneme is the smallest meaning less unit in language" (Alkhuli, 2002, p.105). He added that: "… Phonemes combine together to make a syllable, e.g., win. Syllables combine to make a morpheme, e.g., window. Morphemes combine to make a word, e.g., window. Words combine to make a phrase, e.g., on the table. Phrases combine to make a clause or sentence" (p.105). Central to the concept of the phoneme is the idea that it may be pronounced in many different ways. In English (BBC) we take it for granted that the /r/ sound is 'ray' and 'tray' are "the same sound". (i.e. the same phoneme), but in reality the two sounds are very different. the /r / in 'ray' is voiced and non-fricative, while the /r/ sound in 'tray' is voiceless and fricative. In phonemic transcription we use the

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same symbol /r/ for both (the slant brackets indicate that phonemic symbols are being used), but we know that the allophones of /r/ include the voiced non-fricative sound and the voiceless fricative one. Using the square brackets that indicate phonetic (allophonic) symbols, the former is [ɹ̥] and the latter [ɹ̊] In theory a phoneme for describe purposes we tend to concentrate on the ones that occur most regularly (Roach, 2002, p. 4).

Each phoneme is associated with it one or more sounds, called allophones, which represent the actual sound corresponding to the phoneme in various environments. For example, the phoneme /p/ is pronounced with the aspiration allophone [pʰ] in *pit* but without aspiration [p] in *spit*. Phonological rules operate on phonemes to make explicit which allophones are pronounced in which environments (Fromkin, Rodman, and Hyams, 2011,p.232).

According to F. Meyer (2009), the analyses of speech segments should focus on the sounds of individuals in a given word, for example, the word *hat* has three segments: two consonants beginning and ending the word and a single vowel between the two consonants (p.196). The actions of the tongue and /or the lips in relation to different part of the roof of the mouth modify the air-stream such that a large variety of different sounds are produced. These sounds are vowels and consonants.

2.4.1 The English vowel

Phonetically, a vowel is any sound with no audible noise produced by constriction in the local tract. H. Small (2005), in his view defines a vowel as: "Vowels are phonemes that are produced without any appreciable constriction or blockage of air flow in the vocal tract" (p. 49).Vowels are produced using the tongue and the lips as Kelly (2000) explains that vowels "are articulated a voiced airstream is shaped using the tongue and the lips to

modify the overall shape of the mouth" (p. 29). H. Small (2005) gives a format in which the vowels will   be introduced as follows:

1. Pronunciation Guide for the phonemes being discussed.

2. Description of each vowel on four dimensions: tongue height, tongue advancement, lip rounding, and tense.

3. Sample Words containing the phoneme being discussed.

4. Allographs commonly used to represent the phoneme in spelling.

5. Discussion involving the production of the vowel, and some examples of dialectal variants.

6. Practice Exercises (p. 53).

2.4.2 Describing a vowel

Speech sounds, in any language are either vowels or consonants. Alkhuli (2002) states some characteristics of the vowel:

1.The vowel is musical.

2.All vowels are voiced.

3.All vowels are continuant

4.Vowels do not have a specific place of articulation.

5. Vowels are oral.

6. Vowels are resonants.

7. Vowels make the center of syllables.

8. During vowel production, there is no obstruction in the BSP (breath – stream passage).

9. Vowels receive stress

10..…. You cannot have any words or syllables without vowels

11.Vowels tend to be more sonorous, louder, and longer than consonants (p. 87).

According to McMahon (2002), in describing vowels many dimensions should be taken into consideration. He gives examples of these dimensions from Standard Southern British English (SSBE, sometimes called RP, or Received Pronunciation), and General American (GM). These dimensions are as follows:

1. **The front – back dimension**

"Front vowels are produced with the front of the tongue raised towards the hard palate …."(p.69). Here it is the role of the front of the tongue in producing vowels.

	SSBE	GA
Kit	ɪ	ɪ
Dress	e	e
Trap	a	æ
Fleece	i:	i:
Face	eɪ	eɪ

Table 1: Front Vowels (McMahon, 2002, p.69)

	SSBE	GA
Lot	ɒ	ɑ:
Foot	ʊ	ʊ
Palm	ɑ:	ɑ:
Thought	ɔ:	ɔ:
Goat	oʊ	o:

"conversely,

Goose	ʊː	ʊː

back vowels have the back of the tongue raised, towards the soft palate or velum" (p.70).

Table 2: Back Vowels (McMahon, 2002, p.70)

There is also a class of vowels between front and back: these are known as central vowels, and involve a rising of the body of the tongue towards the area where the hard and soft palate joins. The most common of these in English, [ə], is known as schwa, and only appears in undressed syllables (p.70).

	SSBE	GA
About	ə	ə
Nurse	ɜː	ɜr
Strut	ʌ	ʌ

Table 3: Central Vowels (MacMahon, 2002, p.70)

2. The high – low dimension

"High vowels have the tongue raised most towards the roof of the mouth" (p.70)

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	SSBE	GA
Kit	ɪ	ɪ
Fleece	i:	i:
Foot	ʊ	ʊ
Goose	u:	u:

Table 4: High Vowels (MacMahon, 2002, p.70)

Low vowels are those where the tongue is not raised at all, but rather lowered from its resting position: when you produce a low vowel, you will be able to feel your mouth opening and your jaw dropping, even if it is not very easy to figure out quite what your tongue is doing (p.70).

	SSBE	GA
trap	a	æ
lot		ɑ:
palm	ɑ:	ɑ:

Table 5: Low Vowels (MacMahon, 2002, p.70)

Again, there is a further class intermediate between high and low, namely the mid vowels. These can if necessary be further sub classified as high mid (like the *face* and goat *vowels*) or low mid (like the dress, thought, strut, vowels).Depending on whether they are nearer the high end of the scale. Or nearer the low ends (p. 71).

	SSBE	GA
face	eɪ	eɪ

goat	oʊ	oː
dress	e	e
lot	ɒ	
thought	ɔː	ɔː
about	ə	ə
nurse	ɜː	ɜː
strut	ʌ	ʌ

Table 6: Mid Vowels (MacMahon, 2002, p.71)

3. Lip position

In the high back [u:] vowel of goose, there is tongue rising in the region of the soft palate, but in addition, the lips are rounded. Vowels in any of the previous categories may be either rounded, where the lips are protruded forwards, or unrounded where the lips may be either in a neutral position or sometimes slightly spread (as for a high front vowels, like [i:] fleece). However, it is overwhelmingly more common cross – linguistically for back vowels to be rounded then for front ones, and for high vowels to be rounded tan low ones, this is borne out in English (p. 71).

	SSBE	GA
Lot	ɒ	
Foot	ʊ	ʊ

Thought	ɔ:	ɔ:
Goat	oʊ	o:
Goose	u:	u:

Table 7: Rounded Vowels (MacMahon, 2002, p.71)

4. Length

The length of vowels are described in terms of minimal pairs to support a phoneme distinction, as in peat – pit, leap – lip, Luke – look, fool – full. This distinction is usually made in terms of vowel length (p.72).

	SSBE	GA
Fleece	i:	i:
Goose	u:	u:
Goat		o:
Thought	ɔ:	ɔ:
Palm	ɑ:	ɑ:
Lot		ɑ:
Nurse	ɜ:	ɜr

Table 8: Long Vowels (MacMahon, 2002, p.72)

	SSBE	GA
Kit	ɪ	ɪ
Dress	e	E
Trap	a	æ
Lot	ɒ	
Foot	ʊ	ʊ
About	ə	ə
Strut	ʌ	ʌ

Table 9: Short Vowels (MacMahon, 2002, p.72)

In the length of the vowels, there are other two features which are "tense and lax". The long vowels are tense, however the short vowels are lax as it explained by McMahon (2002): In general, long vowels in English are more peripheral, or articulated in a more extreme and definite way, than their short counterparts. Some phonologists use a feature [‑ + tense] rather than length to express this difference, with the long more peripheral vowels being [+ tense], and the short, more centralized ones being [- tense], or lax (p. 73).

He adds: "Most of the vowels we have considered so far have been monophthongs, in which the quality of the vowel stays fairly consistent from the beginning of its production to the end" (p. 73).
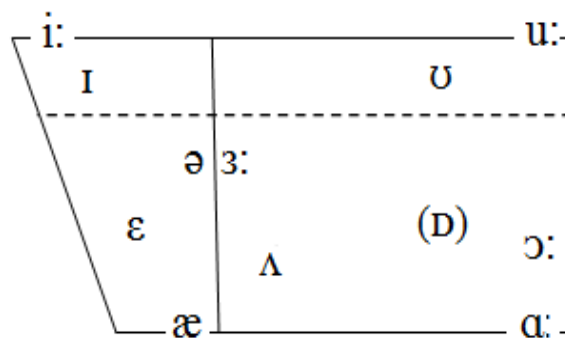
Figure 3: SSBE and GA Monophthongs (MacMahon, 2002, p.73)

According to Radford, Atkinson, Britain, Clshen, and Spencer (1999), vowels can be classified as short or long. They claim that:

By pulling the *body* of the tongue *back* towards the velar region of the mouth, we get the vowels [ʌɒ]. These are **back vowels**. Alternatively, by raising the tongue body and pushing it *forward* to the palatal region (where we produce [j]) we get the vowels [ɪ ɜ æ]. These are **front vowels**. With the tongue body in an intermediate position on the front/back axis, we produce the **central vowel** [ə]… The vowels [ɪ] are formed with the tongue body relatively high in the mouth and they are therefore called **high vowels**; for the **low vowels** [æ ɒ], the tongue body is relatively low, and for the **mid vowels** [ɛ ə ʌ] it is an intermediate position on the high/low axis. We can represent these positions in a quadrilateral (p.40).
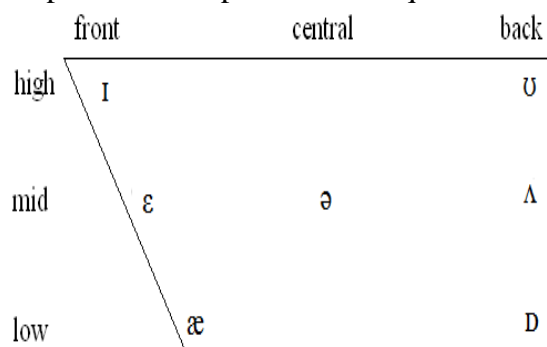
Figure 4: The Vowel quadrilateral (including only short vowels)(MacMahon, 2002, p.40)

McMahon (2002) adds that: "… for "long vowel" is: placed after the vowel symbol, and adding the long vowels to our vowel quadrilateral" (p. 41) see figure 5.

26
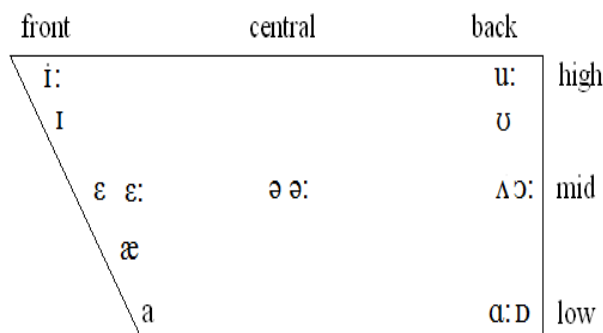
Figure 5: The Vowel quadrilateral (with long vowels) (MacMahon, 2002, p.41)

2.4.2.2 Diphthongs
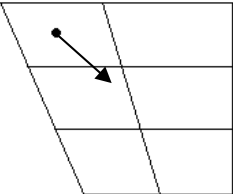
Generally, diphthongs are a sequence of two vowels which forms a glide with in one syllabus. Thus, there is a starting point and a point of direction to which the glider is made. Kelly (2000) defines diphthongs as: "A crude definition of a diphthong might be 'a combination of vowel sounds': A slightly closer analysis shows us that there is a glide (or movement of the tongue, lips and jaw) from one pure vowel sound to another. The first sound in each phoneme is longer and louder than the second in English, but not in all language" (p. 34). "The most important feature of a diphthong is that it contains a glide from one vowel quality to another one" (Roach, 2002, p. 21).Radford et al (1999) defines diphthongs as a vowel that consists of two components (p. 42). The figure below shows the diphthongs of English (p. 43).
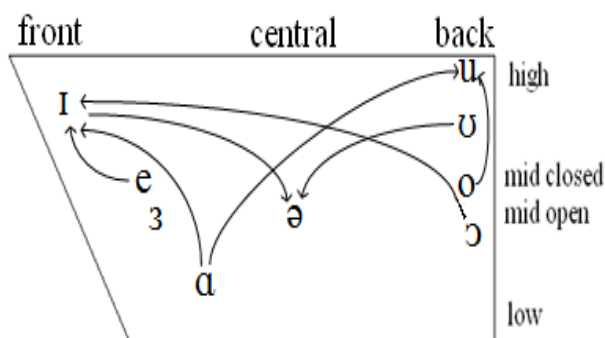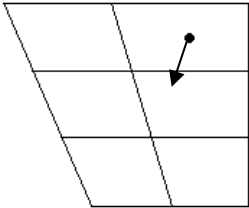
Figure 6: The diphthongs of English (Radford et al, 1999, p.43)

The following tables show the characteristics of the eight diphthong sound which are suggested by Kelly (2002). The glide of each diagram is shown by an arrow from the tongue position of the initial sound to the finishing position of the second element of the diphthong.

• Centring Diphthongs (p.35)
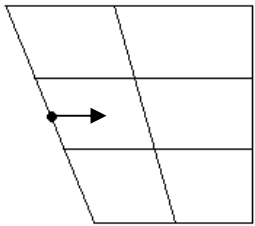
Iə	Characteristics
	The glide begins in the position for /ɪ/, moving down and back towards /ə/. The lips are neutral, but with a small movement from spread to open.
	As in … _beer, beard, fear, pierce, Ian, here, idea_
	Difficulties for: A, C, F, G, Gk, Ind, It, J, P, R, Sc, Sp, Tu

Table 10: Centring Diphthongs/ɪə/

ʊə	Characteristics
	The glide begins in the position for /ʊ/, moving forwards and down towards /ə/. The lips are loosely rounded, becoming neutrally spread.
	As in … *_sure, moor, tour, obscure_
	* Quite a rare diphthong. Many speakers replace it with /ɔ:/
	Difficulties for: A, C, F, G, Gk, Ind, It, J, P, R, Sc, Sp, Tu
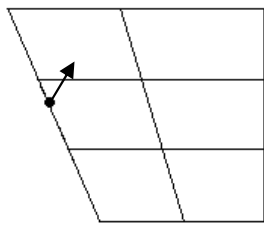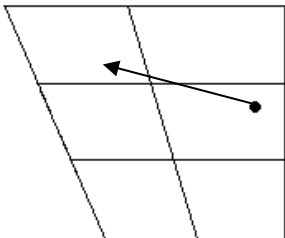
eə	Characteristics
	The glide begins in the position for /e/, moving back towards /ə/. The lips are remain neutrally open.
	As in … wh_ere_, w_ear_, ch_air_, d_are_, st_are_, th_ere_
	Difficulties for: A, C, F, G, Gk, Ind, It, J, P, R, Sc, Sp, Tu

Table 12: Centring Diphthongs/eə/
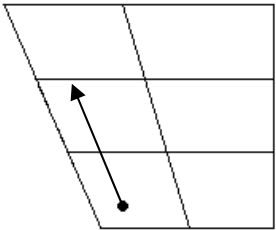
• Closing diphthongs ending in /ɪ/ (p.35,36)

eɪ	Characteristics
	The glide begins in the position for /e/, moving up and slightly back towards /ɪ/. The lips are spread.
	As in … c_ake_, w_ay_, w_eigh_, s_ay_, p_ain_, th_ey_, v_ein_
	Difficulties for: A, C, F, G, Ind, It, Sc, Sp, Tu

Table 13: Closing Diphthongs/eɪ/
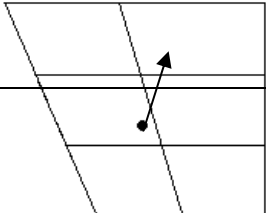
ɔɪ	Characteristics
	The glide begins in the position for /ɔ:/, moving up and forward towards /ɪ/. The lips start open and rounded, and change to neutral.
	As in … t_oy_, av_oid_, v_oice_, enj_oy_, b_oy_
	Difficulties for: A, C, Ind, Sp, Tu

aɪ	Characteristics
	The glide begins in an open position, between front and centre, moving up and slightly forward towards /ɪ/. The lips move from neutral to loosely spread.
	As in … *high, tie, buy, kite, might, cry, eye*
	Difficulties for: A, C, Sp, Tu
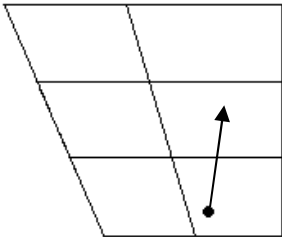
Table 15: Closing Diphthongs/aɪ/

• Closing Diphthong ending in /ʊ/ (p.36)

əʊ	Characteristics
	The glide begins in the position for/ə/, moving up and back towards /ʊ/. The lips are neutral, but change to loosely rounded.
	As in … *go, show, toast, home, hello, although*

	<u>Difficulties for:</u> A, C, F, Gk, Ind, It, J, P, Sp, Tu

Table 16: Closing Diphthong/əʊ/

| aʊ | <u>Characteristics</u>

The glide begins in a position quite similar to /ɑ:/, moving up towards /ʊ/. The lips start neutral, with a movement to loosely rounded. The glide is not always completed, as the movement involved is extensive. |
|---|---|
| | As in … h<u>ouse</u>, l<u>oud</u>, d<u>ow</u>n, h<u>ow</u>, b<u>ough</u> |
| | <u>Difficulties for:</u> A, C, Sp, Tu |

Table 17: Closing Diphthong/aʊ/

2.4. Triphthongs

Alkhuli (2002) defines a triphthong as being a combination of a diphthong and the central schwa vowel. So, he says that: "A triphthong is a diphthong plus /ə/; e-g, loyal, liar, power, transcribed respectively as /l o y ə l/, /l ə y ə r/, /p ə w ə r/" (p.101).

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Examples

eɪ ⎫   ⎧ eɪə   player /p l eɪ ə /.

aɪ ⎬ + ə ⎨ aɪə   examples   →   higher / h aɪ ə /.

ɔɪ ⎭   ⎩ ɔɪə   royal / r ɔɪ ə l /.

ə ⎫ + ə ⎧ əʊə   examples   →   lower /l əʊ ə /.

ə ⎭   ⎩ əʊə   tower /t əʊ ə /.
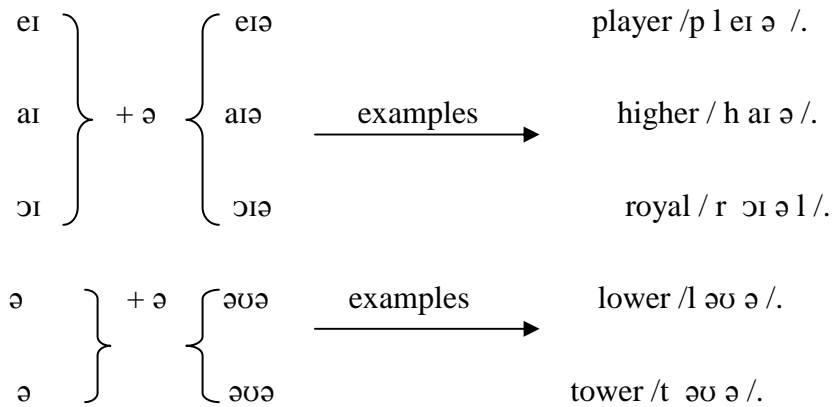
2.4.3 The English consonant

2.4.3.1 Definition

Generally, consonants are sounds which differ from vowels. While producing a consonant we make it difficult for the air to pass. There is an obstruction and closure at some points in the vocal tract. K. C. MacMahon cited in Arts and McMahon (2006) defines consonants as follows: "All consonants sounds involve some degree of obstruction or obstructions to the air – stream. The obstruction is specified manner of articulation (the type of obstruction) and the place of articulation (the location of the obstruction with in the vocal tract)" (p. 365). Another definition that is given by Kelly (2000): "consonants are formed by interrupting, restricting or diverting the air flow in a variety of ways" (p. 47). The term consonants can be defined in several ways. It is possible to define consonants in term of the letters used to represent them or by the way they are formed by the articulators. Consonants also can be defined in terms of their particular role in the structure of syllables, or by their acoustic and physical properties (H. Small, 2005, p. 107).

IPA transcription for the English consonants

Pay	[p]	Far	[f]
Boy	[b]	Vie	[v]
		Thin	[Ө]
		Though	[ð]
Tea	[t]	Sew	[s]
Do	[d]	Zip	[z]
Chair	[ʧ]	Show	[ʃ]
Jar	[ʤ]	Pleasure	[ʒ]
Cow	[k]		
Go	[g]		
		Her	[h]
Me	[m]	War	[w]
Now	[n]	Low	[l]
		Ray	[ɹ]
		You	[j]
Hang	[ŋ]		

Table 18: The English Consonants (Radford et al, 1999, p. 31)

2.4.3.2 Describing a consonant

In describing a consonant, many phonologists such Kelly (2000), Roach (1991), MacMahon (2002), and Radford et al (1999) agree that there are three ways to describe the consonants: the manner of articulation, the place of articulation, and the force of articulation. Roach (2002), he states that:

There are many types of consonants, but what all have in common is that they obstruct the flow of air through the vocal tract. Some do this a lot, some not very much: those which make the maximum obstruction (i.e. plosives, which form a complete stoppage of the airstream) are the most consonantal. Nasal consonants result in complete stoppage of the oral cavity but are less obstructive than plosives since air is allowed to escape through the nose. Fricatives make a considerable obstruction to the flow of air, but not a total closure. Laterals obstruct the flow of air only in the centre of the mouth, not at the

sides, so obstruction is slight. Other sounds classed as approximants make so little obstruction to the flow of air that they could almost be thought to be vowels if they were in different context (e.g. English /w/or/r/) (p. 16).

1. The manner of articulation:

The obstruction made by the vocal organs may be total or partial. According to McMahon (2002), in producing any consonant it should take into consideration the vocal tract movement towards passive articulators.

• A plosive: is a consonant which stops air from escaping. A closure is made at some point in the vocal tract, and air is made at some point in the vocal tract. They are six plosives: (p,b), (t,d), (k,g).

• A fricative: is a consonant which requires a constriction which allows the air to escape with difficulty, so that a hissing sound is produced. They are (f, v), (Ɵ, ð), (s, z), (ʃ,ʒ) and h.

• Approximants: the active and passive articulator never become sufficiently close to create audible friction. They are sometime called 'semi – vowels'. This is because they are made without a restriction to air flow. They are (r, j, w).

• Affricates: are consonants which start as a plosive, but instead of ending with plosion, ends with a fricative made in the same place. They are (ʧ, ʤ).

•Nasal: is a consonant involves a complete closure in the oral cavity, but air is allowed to escape throng h the nose. They are (/m/, /n/, and /ɡ/).

• Lateral: in English, there is only one lateral phoneme, namely /l/. It is marked by the escape of air through the sides of the tongue (pp. 28-30).

2. The place of articulation:

According to MacMahon (2002), places of articulation are classified as follows:

1- Bilabial: sounds made by using the two lips. e.g. /p, b, m, w/.

2- Labiodental: sound sin which the lower lip articulates with the upper teeth e.g. /f, v/.

3- Dental: are sounds by the lip of the tongue against the upper teeth e.g. /Ө, ð/.

4- Alveolar: Tip and blade of the tongue articulate with the alveolar midge e.g. /t, d, s, z, n, r, l/.

5- Palato – alveolar (Post – alveolar): the same as alveolar but with the body of the tongue raised towards the hard palate e.g. /ʧ, ʤ, ʃ, ʒ /.

6- Palatal: the front of the tongue articulate with the hard palate e.g. /j/.

7- Velar: the back of the tongue articulate with the soft palate e.g. /κ, g, ŋ/.

8- Glottal: An obstruction, or a narrowing causing friction but not vibration between the vocal cords e.g. /h/ (pp. 31-33)

3. The force of the articulation:

It is whether the sound is **fortis** or **lenis**. It is the amount of air pressure. According to Roach (2000), in his book little Encyclopedia of phonetics, he defines "fortis/lenis" as follow:

It is claimed that in some languages (including English) there are pairs of consonants whose members can be distinguished from each other in terms of whether they are "strong" (*fortis*) or "weak" (*lenis*). These terms refer to the amount of energy used in their production, and are similar to the terms *tense* and *lax* more usually used in relation to vowels. The fortis/lenis distinction does not (in English, at least) cut across any other distinction, but rather it duplicates the voiceless/voiced distinction. It is argued that English /b d g v ð z ʒ/ often have little or no voicing in normal speech, and it is there for a misnomer to call them voiced; since they seem to be more weakly articulated than /p t k f

MANNER	Bilabial	Labio-dental	alveolar	Palato-velar	Palatal	retroflex	velar	Uvular	pharyngeal

Ɵ s ʃ / it would be appropriate to use the term *lenis* (meaning "weak") instead, counter-arguments to this include the following: the term *voiced* could be used with the understood meaning that sounds with this label have the *potential* to receive voicing in appropriate contexts even if they sometimes do not receive it; no-one has yet provided a satisfactory way of measuring strength of articulation that could be used to establish that there is actually such a physical distinction in English: ad it is, in any case, confusing and unnecessary to use hatin adjectives when there are so many suitable English ones (p. 30). A lenis sound is weakly articulated one (the word comes from hatin, where it means "smooth, gentle". The opposite term is *fortis*. In general, the term is used of voiced consonants (which are supposed to be less strongly articulated than voiceless ones), and is resorted to particularly for languages such as German, Russian, and English where "voiced" phonemes like /b d g/ are not always voiced (p. 46).So we summarize from this definition:

• Fortis happens to equate with unvoiced sounds or voiceless.

• Lenis with voiced sounds.

• The term of voiced and voiceless refer to the action of vocal cords.

 Radford et al (1999) describe the consonant by place and manner of articulation (p.38).

Table 19: Consonantal sounds arranged by place and manner of articulation

	Bilabial	Labiodental	Alveolar	Postalveolar	Palatal	Retroflex	Velar	Uvular	Pharyngeal
Plosive	p b		t d		c	ʈ ɖ	k g	q ɢ	
Fricative	ɸ ß	f v	s z	ʃ ʒ	ç j	ş ʐ	x ɣ	χ ʁ	ħ ʕ
Affricate				ʧ ʤ		tʂ dʐ			
Nasal	m	ɱ	n		ɲ	ɳ	ŋ	ɴ	
Liquid			l r		ʎ	ɭ ɹ		ʀ	
Glide	w	ʋ			j	ɰ			

2.5 The Suprasegmental aspects of speech

2.5.1 The Syllable

Intuitively, syllables seem to be fairly straightforward objects. Speakers will normally have little difficulty in deciding how many syllables a given word of their language contains *tent* and *the* are single syllables… (J, Giegerich, 1992, p. 131).Another definition of syllable that is given by Roach (2002):

"The syllables is a fundamentally important unit both in phonetics and in phonology … so from the speech production point of view a syllable consists of movement from a silent state to a vowel-like state and then back to constricted or silent" (p. 76)

2.5.2 Stress

Stress is an impression with strong or weak voice in speech as explained by Rogers (2000) "**Stress** is a complex auditory impression which the listener perceives as making one syllable more prominent than its neighbours" (p.94). According to J. Giegerich (1992), stress is: "In phonetic terms, stressed syllables in English are produced with a stronger brust in initiatory energy – a more powerful contraction of the chest muscles – than unstressed syllables are" (p. 179)**.**Alkhuli (2002) states that: "Stress requires more energy accompanying the stressed syllable" (p. 182). "In speech, we can give words extra-

make them sound 'stronger' by pronouncing them louder and with a higher intonation" (Swan, 2005, p. 165).Cook (1996) also gives his own view of definition of the term stress. He states that: "when a word has more than one syllable, one of them will be pronounced with more prominence than the others. This brings us to another speech phenomenon, that of **stress**" (p. 43). He adds: "So stress is a feature of speech which ranges beyond the individual sound segments and operates suprasegmentally over utterances" (p. 44). "…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" (Roach, 2002, p. 73).Widdowson (1996) explains that "when a word has more than one syllable, surely one of them will be pronounced with more prominence than the others. This phenomenon is called stress" (p. 43).

2.6.3 Pitch

Pitch is an auditory sensation: when we hear a regularly vibrating sound such as a note played on a musical instrument, or a vowel produced by the human voice, we hear a high pitch if the rate of vibration is high and a low pitch if the rate of vibration is low. Many speech sounds are voiceless (e.g. [s]), and cannot give rise to a sensation of pitch in this way. The pitch sensation that we receive from a voiced sound corresponds quit closely to the frequency of vibration of the vocal folds; however, we usually refer to the vibration frequency as fundamental frequency in order to keep the two things distinct (p. 59). The vocal cords involve in using pitches as stated "Pitches are like stresses. It depends on the number of the frequencies of vocal cords" (Alkhuli, 2002, p. 204). Pitch is concerning with high and deep voices as explained by Harmer (2001): "We say that one person has a very high voice whereas another has a deep voice. When their voice is very high we talk about them having a 'high-pitched' voice" (p.28). "**Pitch** is a quality we hear in playing two

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different notes on the piano. In speech, we control the pitch of an utterance by changing the vibration rate of the vocal folds" (Rogers, 2000, p. 96).

2.6.4 Intonation

In speaking language, intonation is very important, it adds a music to the speech as stated that "the music of speech, that is the intonation we use, is a crucial factor in speaking"(Harmer,2001,p.28).

According to Coulthard (1985) intonation is "the systematic patterning of prosodic features" (p. 96). He added: "…occasions to the importance of 'tone of voice, cadence, emphasis' and 'intonation' but in fact his analysis takes no account of these features…" (p. 96). Bradford (1988) in her book *'Intonation in context'* defines intonation as the following:

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. You will have realized that people can mean different things by using the same group of words, arranged in the same order, and saying them in different ways (p. 1).

Widdowson (1996) states that: "when producing utterances, our voice goes up and down, and plays a rhythmic tune. In other words, we vary not only stress but pitch also. This patterning of stress and pitch gives a particular intonation ti what we say of intonation" (p. 44).In his view, Roach (2002) identifies intonation as: "…intonation refers to the variations in the pitch of a speaker's voice used to convey or alter meaning, but in its broader and more popular sense it is used to cover much the same field as 'prosody', where variations such things as voice quality …" (p. 39).

There is a relation between pitch and intonation as explained by Rogers (2000) "**Intonation** is the use of pitch in phonetic phrase" (p. 9).

2.6.5 Rhythm

In the spoken language, rhythm can change the meaning of the speech sounds as explained by Laroy (1995) "both use rhythm and pitch changes to express meanings" (p.10). Roach (1991) states that rhythm has a piece of music; he adds that "The notion of rhythm involves some noticeable event happening at regular intervals of time; one can detect the rhythm of a heart – beat, of a flashing light or of a piece of music" (p. 120). When listening to a stretch of spoken English discourse, we often feel that there is a rhythm or regularity to it, which gives it a characteristics sound different from other languages and not always well-imitated by foreign learners. The impression of rhythm may arise out of a feeling of alternation between strong and weak 'beats' in various patterned recurrences (McCarthy, p.90).

2.7 Connected speech

The term "connected" reveals about its meaning that means 'joining'. According the Oxford dictionary the word 'connect' means: come or bring two or more things together; join something. In speech, bringing words to each other or joining them is called 'connected speech'. As H. Small (2005) states: "connected speech results from joining two or more words together in the creation of an utterance" (p. 169).There are several major issues that make transcribing connected or continuous speech: Assimilation, elision, liking and intrusion, and juncture.

2.7.1 Assimilation

A significant difference in natural speech is the way that sounds belonging to one word can cause changes in sounds belonging to neighboring words. When we find a phoneme realized differently as a result of being near some other phoneme belonging to a neighboring word we call this an instance of assimilation. As Roach (2001) explains it: "Assimilation is concerned with one sound becoming phonetically similar to an adjacent sound" (p. 54). Kelly (2000) gives another definition of assimilation; he says: "The term assimilation describes how sounds modify each other when they meet, usually across word boundaries, but within words too" (p. 109). H. Small (2005) states his own definition: "the process whereby phonemes take on the phonetic character of neighboring sounds is referred to as assimilation" (p. 171). Assimilation can affect consonants that found in casual speech as stated by Roach (1991):

Assimilation is something which varies in extent according to speaking rate and style; it is more likely to be found in rapid, casual speech and less likely in slow, carefully speech. Sometimes, the difference caused by assimilation is very noticeable, and sometimes it is very slight. Generally speaking, the cases that have most often been described are assimilations affecting consonants (p. 124).

There are two forms of assimilation that are identified by H. Small (2005). *Regressive* assimilation when the phoneme that comes first is affected by the one that comes after, in other words when the identify of a phoneme is modified due to a phoneme following it. This is also referred to as right-to-left assimilation. The second form is *progressive* assimilation occurs when the second phoneme is affected by the first one. This is called left-to-right assimilation (p. 171).Assimilation has types when the segments of speech are articulated. There are three types of assimilation: Assimilation of place of

articulation, assimilation of manner of articulation and assimilation of voice. According Roach (2001), he explained the difference between the three types of assimilation.

1. Assimilation of voice: "this may take the form of a voiced segment becoming voiceless as a consequence of being adjacent to a voiceless segment; alternatively, a voiceless segment may become voiced" (p.54).

Examples:
• With thanks /w ɪ Ɵ Ɵ æ ŋ k s /, of course /ə f k ɔ: s/.

• These socks /ð i: s s o k s/, we've found it /w ɪ f f a ʊ n d ɪ t/.

• He was sent /h ɪ w ɒ s s e n t/.

2. Assimilation of place: "this refers to changes in the place of articulation of a segment" (p. 54). It occurs where a final consonant with alveolar place of articulation is followed by an initial consonant with a place of articulation that is not alveolar.

Examples:

• Light blue /l a ɪ p b l u:/   (t assimilate to p)
  ⟶

⟶ Shows progressive assimilation.

⟵ Sows regressive assimilation.

• Before a dental consonant. /t/ will change to a dental plosive (/Ɵ. ð/ assimilate to /t/).
That thing /ð æ t t ɪ ŋ/
  ⟵
Get those /g e t t ə ʊ z/
  ⟵
Cut through /k ʌ t r u:/
  ⟵
• Before a velar consonant, /t/ will become /k/
That case /ð æ k k e ɪ s/
  ⟶

  ⟶

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  ⟶

Bright colour /b r a ɪ k k ʌ l ə/

Quite good /k w a ɪ k g ʊ d/

• /d/ assimilates to /b/

Good pen /g ʊ b̲ p̲ e n/

Bad boy /b æ b̲ p̲ en/

• /n/ assimilates to /m/

Ten pens /t e m p e n s/

Ten boys /t e m b ɔ ɪ z/

Ten men /t e m m e n/

• s and z become /ʃ/ and /ʒ/ when followed by /ʃ/ or /j/.

This shoe /ð ɪ ʃ ʃ ə ʊ/

Those years / ð ə ʊ ʒ j ɪ ə /

Has she /h æ ʒ ʃ i:/

As you / æ ʒ j u:/

3. Assimilation of manner: "here one sound changes the manner of its articulation to become similar in manner to a neighboring sound" (p. 54).

Examples:

• A final becomes a fricative or nasal

That side / ð æ s̲ s̲ a ɪ d /, good night / g ʊ n̲ n̲ a ɪ t /, in the / ɪ n n ə /, get them / g e t t ə m /, read this /r i̲ː d̲ d ɪ s/

2.7.2 Elision

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Sounds may be removed under certain circumstances or they disappear in rapid especially at word boundaries as explained by Roach (1991): "The nature of **elision** may be stated quite simply: under certain circumstances sounds disappear; one might express this in more technical language by saying that certain circumstances a phoneme may be realized as **zero,** or have **zerorealisation** or be **deleted"** (p.127).

Producing elisions is something which foreign learners do not need to do, but it is important for them to be aware when native speakers of English talk to each other, a number of phonemes that the foreigners might expect to hear are not actually pronounced.

In English, it is common for phonemes to be eliminated during production due to particular phonetic contexts. H. Small defines (2005) elision as when a phoneme has omitted during speech production (p. 172). Kelly (2000) in his turn defines elision as follows: "The term elision describes the disappearance of a sound. For example, in the utterance he leaves next week speakers would generally elide (leave out) the /t/ in next saying /n e k s w i: k/" (p. 110).

Examples:

1. the most common elisions in English are /t/ and /d/, when they appear with in a consonant cluster.

• We arrived the nex<u>t d</u>ay (/t/ elided between /ks/ and /d/).
• When we reach<u>ed P</u>aris, we stopp<u>ed f</u>or lunch (/t/ elided between /t∫/ and /p/, and between /p/ and /f/).
• We bought a lovely carv<u>ed st</u>atuette (/d/ elided between /v/ and /st/).

2. Complex consonant clusters are simplified

• She <u>acts</u> like she owns the place! (/æ k t s/ can be simplified to /æ k s/.

• Teachers use authentic <u>texts</u> to teach from (/t e k s t s/ can be simplified to /t e k s/).

3. /ə/ can disappear in unstressed syllable.

• I think we should call the <u>po</u>lice (/ə/ can disappear in the 1st syllable of police).

• I'll love you <u>for</u>ever, promise. Well, perhaps (/ə/ can disappear).

• It's a question of <u>col</u>lective responsibility (/ə/ can disappear).

• Are you coming out <u>ton</u>ight? (/ə/ can disappear).

• That's can interesting idea. (/ə/ is not pronounced by many speakers, reducing the number of syllables in the word).

Have we got any vegetables? (/ə/ is not pronounced by most speakers, reducing the number of syllables in the word).

• My birthday's on the 11th of November.

• It's complete waste of time.

• That's she least of my worries.   (Kelly, 2000, pp.110,111)

2.7.3 Linking and instrusio

 It is way of joining the pronunciation of two words so that they are easy to say and flow together smoothly. Linking is familiar in RP as explained by Roach (1991) it is the use of the linking r; this phoneme cannot occur in syllable. Final position in RP, but when a word's spelling suggests a final r, and a word beginning with a vowel follows, the usual pronunciation for RP speakers is to pronounce with r, for example, 'here' hɪə but 'here are' hɪər ə (p.128). Kelly (2000) summarizes the linking and instrusion as follows:

* Linking is when two vowel sound, speakers often link them in various ways.

* Linking /r/: sounds are described rhotic /r ə ʊ t ɪ k/, which means that when the letter r appears in the written word after a vowel (as in car or carve), the /r/ phoneme is used in the pronunciation of the word (as in /k ɑ: r/ and /k ɑ: r v/) (p. 111).

Examples:

• Her English is excellent. (/r/ is pronounced).

• Her German is absolutely awful, though! (/r/ is not pronounced).

• My brother lives in London. (/r/ is not pronounced).

• My brother always phones at the wrong time. (/r/ is pronounced).

Most dialects of American English, Irish English and certain British regional accents are rhotic; however, RP in non – rhotic.

* liking /j/: when a word ends in /i:/, or a diphthong which finishes with /ɪ/, speakers often introduce a /j/ to ease the transition to a following vowel sound :

Examples:

• I agree, whole heartedly /a ɪ j ə/.

• I think, therefore I am /a ɪ j æ m/.

•I am, therefore I ought to be / a ɪ j æ m //a ɪ j ɔ: t/.

•they are, aren't they? (Linking /j/, and linking /r/)/ð e ɪ j ɑ: r ɑ: n t/ (p.111)

* Intrusive /r/: where two vowel sounds meet and there is no written letter r, speakers with nom – rhotic accents will still often introduce the /r/ phoneme in order to ease the transition. This happens when the first word ends in/ə/, /ɑ:/ or /ɔ:/ . Speakers with rhotic accents tend not do this:

• Princess Diana was a victim media exploitation /ə r e/.

• The medi<u>a a</u>re to blame /ə r ɑ:/

• It's a question of la<u>w a</u>nd order. /ɔ: r ə n/

• I sa<u>w it</u> happen. /ɔ: r ɪ/

*Linking /w/: when a word ends in /u:/, or a diphthong which finishes with /ʊ/, speakers often introduce a /w/ to ease transition to a following vowel sound :

Examples:

• G<u>o o</u>n! G<u>o i</u>n! /g ə ʊ w ɒ n/ /g ə ʊ w ɪ n/

• Are y<u>ou in</u>side, or are y<u>ou ou</u>tside? /j u: w ɪ n/ /j u: w a ʊ t/

• You are /j u: w ɑ:/" (p. 112).

Conclusion

To produce a correct English pronunciation, students need to work hard on all phonological aspects, not only at level of vowels, consonants, stress and intonation, but also on all the other aspects of connected speech that have been discussed in this chapter. Describing these aspects to students will be very beneficial to them to be knowledgeable in all cases of phonetics. When they are aware of those aspects, they will be aware of how the sound system in English works; hence they will pay more attention to these aspects which helps them to improve their pronunciation of English.

It is very important to the teachers of phonetics to introduce all these aspects in the classroom. It is necessary for the teachers to pay attention to these aspects and to teach them correctly in order to improve students' pronunciation of English and increase their fluency gradually.

Chapter Two: Teaching Pronunciation

Introduction

This chapter deals with teaching pronunciation. It talks about the development of pronunciation throughout the history and includes the different methods and their importance and significance in the teaching and learning of the English language. It also tackles the different factors involved in learning pronunciation which are age, the socio-cultural context and personality factors. We will try to shed light on an important approach in teaching pronunciation which is the communicative approach. In addition to that a syllabus for teaching pronunciation will be suggested with many variations that should be taken into consideration. Finally, we will show the role of both teachers and the students in improving pronunciation.

1. Definition

Pronunciation refers to the way in which a word or a language is spoken, or the manner in which someone utters a word. If one is said to have "correct pronunciation", then it refers to both within particular dialect. Or as Roach (2002) explains it:

…pronunciation is the act of producing the sound of a language .The things that concern most people are (1) *standards* of pronunciation and (2) the *learning* of pronunciation. In the case of (1) the principal factor is the choice of model **accent**: once this decision is made, any deviation from the model tends to attract criticism from people who are concerned with standards; the best know example of this is the way people complain about "bad" pronunciation in an official speaker of the BBC, but similar complaints are made about the way children pronounce their native .Speaker competence in the pronunciation of the "host" language .Theses are areas that are as much political, and it

is difficult to see how people will ever agree on them . In the area of pronunciation teaching and learning, a great deal of research and development has been carried out during the both century by phoneticians. It should be remembered that, useful though practical phonetics is the teaching and learning of pronunciation, it is not essential, and any people learn to pronounce a language that they are learning simply through imitation (p.61, 62).

2. History and development of teaching pronunciation

In the late of nineteenth-century, closely connected with the Reform Movement was the founding of the International Phonetic Association (IPA) .The development of the IPA is still universally agreed transcription system for the representation of the sounds of any language.

It is widely used in dictionaries and text books .In second and foreign language teaching, the principals of the IPA declaration which can be seen as marking the beginning of the modern era, the spoken language is to be primary, and training in phonetics is important for both teachers and learners (seidlhofer cited in Carter and Nunan, 2001, p .56, 57).The reform movement has developed in the recent past and it has passed through different approaches. According to seidlhofer cited in Cater and Nunan (2001), the development of the reform movement was between the 1930 and 1960 pronunciation had a high priority in .Audiolingualism in the United States and oral approach and situational language teaching in the United Kingdom. All approaches introduced the spoken before the written language and aimed at the formation of good pronunciation through drills and dialogues. In the 1960, both structuralist and behaviourist views of language learning reduced the role of pronunciation as a pivotal component in the curriculum. Humanistic approaches payed attention to the pronunciation that is very important. The silent way pays

attention to the production of sounds .Community language learning (CLL) has shifted from drills and exercises to communicative activities. It should take the necessity of teaching pronunciation on the segmental and suprasegmental (p .57).

Throughout the twentieth century, different methods were used in foreign language teaching, such as the grammar translation methods, the direct method, the audio-lingual method, the silent way, suggestopedia, community language learning, and total physical Response. We will focus on the methods for with the teaching and learning of pronunciation is the most important.

2.1 The direct method

In this method, pronunciation is taught through imitation and repetition .Pronunciation should be worked on right from the beginning of language instruction .The characteristics of this methods are: reading aloud, conversation practice, gap filling exercise, dictation, and map drawing (konzorcuim, 2006, p.13).

Oral communication skills were built up in a carefully grade progression organized around question, and-answer exchanges between teachers and students in small, intensive class. New teaching points were introduced orally, and correct pronunciation …was emphasized (C.Richards and S.Rodger, 1986, p.11).The students imitate a model who is the teacher and do their best to approximate the model through imitation and repetition (Celce-Murcia et al, 1996, pp.3,7).

2.2 The audio-lingual method

It belongs to be the cognitive approach of language teaching that was developed in the United States during WWII. The goal of this method is to enable students to use the target language communicatively. Pronunciation was very important component in

speaking a language as stated by M.Lightbown and Spada (2006): "Pronunciation was a central component in language teaching during the audiolingual era" (p.105).The oral skill receives most of the pronunciation is taught from the beginning, often by students working in language laboratories (Konzorucium, 2006, p.14).

The ALM was firmly grounded in linguistic and psychological theory .Structural linguists of the 1940 and 1950 had been engaged in what they claimed was a "scientific" descriptive "of various languages and teaching methodologists saw a direct application of such analysis to teaching linguistic patterns. Great importance is attached to pronunciation. There is much use of tapes, language laboratory and visual aids (Brown, 2007, p.111).

In this method, the teacher models a sound or a word and the students imitate or repeat. He uses the techniques of minimal pair drills. These drills focus on using words that differ by a single sound in the same position. For example, the teacher says 'sheep, ship' and then asks students if the words are the same or not. And then ask learners to identify which sound is produced .As Lindsay and Knight (2006) stresses this fact and argues that: "correct pronunciation was strongly encouraged from the beginning" (p.18).

2.3 The silent way

The goal of this method is to enable students to use the language for self – expression to express their thoughts, perceptions and feelings. Pronunciation is worked on from the beginning, it is important that students acquire the melody of the language (Konzorcuim, 2006, p.16).

2.4 Suggestopedia

The goal of this method is to accelerate the process by which students learn to use a foreign language for everybody communication .Pronunciation is developed by reading out (Konzorcuim, 2006, p.18).

2.5 Community Language Learning

It was developed by Charles A.Curran for teaching second and foreign languages. The goals of teachers are to make their students to learn how to be use the target language communicatively. In this method, pronunciation is developed by reading out bud and the most important skills are the receptive ones and speaking the language, reading and writing are worked on (Konzorcuim, 2006, p.19).

3. Pronunciation teaching today

Teaching English pronunciation is an important area of language teaching that many English teachers ignore. Today, many instruction manuals, materials, and textbooks are available, as well as books on the theories and methodologies of language teaching there is comparatively little on learning pronunciation.

Certainly, students need to learn pronunciation .There is a big difference between a ship and a sheep and a pear and a bear. When teaching any language as a foreign or second language, our first goal for students is basic communication, and that can't happen if no one can understand what they are saying.

According to Veron (2006), teachers must follow some ways to teach pronunciation .Teachers focus on teaching pronunciation by introducing vocabulary .This works with students who have a "good ear", but it can hit and miss with students whose mother tongue has no relation to the target language.

Start with phonemes: before students try to pronounce a phoneme, they have to hear it. Thus the first lesson in pronunciation should involve students listening and identifying rather than speaking. The teacher can draw pronunciation diagrams for each sound showing the placement of the tongue and lips in order to visually the differences between sounds. From recognition of phonemes to practice: It's time to practice accurate production

of sound. The students be able to see where their lips and tongues in the relation to their teeth (p.45).

Moving on to pronunciation of words: by reciting vocabulary words in isolation, students will begin to give up fossilized pronunciation errors. It's time to make the next leap correct pronunciation in the context of natural conversation .The teacher takes irrelevant noises and making them significant to the students will trying to teach them a greater range of articulation with their mouths, tongues, and lips.(p.46).

Today, many teachers follow an approach which is called the communicative language approach. According to Celce -Murcia et al (1996), this approach indicates that if non native speakers of English fall below the threshold level of pronunciation ,they will have problems in oral expression and they will not be able to communicate even thought they are good at mastering grammar and vocabulary. The goal of this approach is to enable learners to surpass the threshold level so that their ability to communicate (p.7).

Currently, the CLT approach is the dominant one in language teaching. It focuses on the pragmatic ,authentic and functional use of the language for meaningful purposes as stated by Lindsay and kinght (2006) : "It is not actually a method but an approach to teaching based on the view that learning a language means learning how to communicate effectively in the world outside the classroom (p.20). MacCarthy (1967) stated that everyone who teaches a modern language by word of mouth cannot escape the necessity for pronouncing it and for teaching the pronunciation of it to his students (p.137).

4. Significance of Pronunciation

Over recent years there has been reviewed interest in the teaching of pronunciation which has resulted in a bewildering variety of new teaching materials being published.

How, then, is the teacher to know which ones to use. Pronunciation is never an end in itself but a means to negotiate meaning in discourse, and this is what guided the selection of aspects covered. What teachers need to know is not necessarily what learners need to learn. We believe that there is important distinction to be made between what is important for the teacher in training and what is useful for learners in the classroom.

Dalton and Seidlhofer (1994) states the significance of pronunciation as the production of significant sound in two senses: First, sound is significant because it is used as part of a code of a particular language. So we can talk about the distinctive sound of English, French, and other language. In this sense we can talk about pronunciation as the production and reception of sound of speech. Second, sound is significant because it is used to achieve meaning in contexts of use. Here the code combines with other factor to make communication with reference to act of speaking (p.3).

According to Broughton, Brumfit, Flavell, Hill, and Pincas (1980) the aim of pronunciation teaching must be that students can produce English speech. The teacher will have to concentrate on the important phonemic contrasts and select allophonic variations to achieve the native-speaker-like variations. For example, in teaching the different uses of /t/ and /d/ to students who have difficulties with either or both, the distinction of voicing is a useful starting point and examples should be taken of these sounds used between two vowels, as in rated, raided, sighting, siding, a tin, a din, etc (p.58). Pronunciation has a big effect on students' ability to acquire different speech sounds as explained by Harmer (2001) "Pronunciation teaching not only makes students aware of different sounds and sound features but can also improve their speaking immeasurably" (p.183).

In the classroom, in order to make pronunciation very significant, Hedge (2000) suggestes some techniques in teaching pronunciation and how teachers select activities to meet students' need. "Students' need will vary along a number of dimensions, and these

will affect the teacher's selection of content in the pronunciation element of a course" (p.270). Talking with students about spoken English in different ways; we mention them as the following:

-ways of opening a conversation in order to get practice with other students or English-speaking members of a community.

-ways of asking for repetition, asking someone to speak more slowly, or requesting clarification, in order to get more comprehensible input.

-ways of checking that someone has understood, for example 'ok'?; 'Do you follow me?'.

-ways of getting information about language, for example, 'How do you do you pronounce this?'; 'How do you say that?'

-ways of keeping a conversation going, for example, with phrases like 'Right', 'Yes' or 'I see'(p.271).

5. Problems in Pronunciation

In learning English as a second or a foreign language, learners face many problems in pronunciation. Each learner is different from the others in facing problems. This is made clear by Harmer (2001) when he states two problems in teaching and learning pronunciation.

The first is what students can hear; difficulty hearing pronunciation features in production of the sound as with /b/ and /v/.

The second is the intonation problem: difficult to hear or to identify the different patterns of rising and falling tones.

The key to successful pronunciation teaching ,however, is not so much getting students to produce correct sounds or intonation tones, but rather to have them listen and

notice how English is spoken either on audio or videotape or from the teachers themselves (p.185).

Many teachers tackle pronunciation in a mixture of ways which sometimes make students mispronounce words as suggested by Konzorcium (2006) some teachers devote whole lesson sequences to pronunciation which make students to listen to longer tape. Other teachers separate bits of pronunciation work into lesson sequences that make students pronounce separately appears in individual phonemes (p.78).

6. Factors involved in learning pronunciation

Learning pronunciation is an active process that may be affected by many factors. These factors are varied from one learner to another. According to Avery and Ehrich (2008), suggest two opposing views in teaching pronunciation. The first one holds that teaching pronunciation is important because it helps students to know the difference between the mother tongue and the foreign language. On the other hand, some researchers believe that pronunciation cannot be taught pointing out several factors. Which are responsible of good pronunciation, such as age, social and psychological factors.

6.1 The age factor

This factor has often raised several questions among linguists and non-linguists that is many students of a second or foreign language often show an ability to acquire a native-like proficiency in morphology and syntax; they often find it difficult to acquire a native –like pronunciation. Students of second language tend to have a foreign accent while children succeed in most cases to achieve a native-like pronunciation .This is explained by the " Critical Period Hypothesis" ,which explains how languages are learned differently by children and adult as a result of the maturation of the brain. The Critical

Period Hypothesis states that these is a limited development period during which it is possible to acquire a language ,be it the mother tongue language or he foreign language ,to normal, native like levels (Birdsong, 1999,p,1).

Other observation is that adult second language learners have a foreign accent while child second language learners attain native-like accent pronunciation. The reason behind this ability is the critical period, as we mentioned before, as McDonough (2002) states:

"young children learn languages better because they are nearer the age at which they became native speakers of their mother tongue"(p.91).

We assume that when the child starts to learn a second language he speaks like a native, however if a person did not begin to learn a second language until adulthood, he will never have a native like accent.

6.2 Socio-cultural factors

Many researchers went on claiming that the more learners of a foreign language are associated with native people of the foreign language and their culture, the more they will sound native-like. Guiora et al (1972) introduced a new concept "the language ego" which is based on the idea that foreign language learners should take a new identity .He suggested that changes in ego states can improve pronunciation ability in a second language .

"To learn a second language is to take a new identity …we propose that the most sensitive index of the ability to take on a new identity, i.e., the degree of permeability of language ego boundaries is found in the ability to achieve native-like pronunciation in a second language".(Cuiora et al (1972) cited in Singleton and Rayam, 2004, p.186).

6.3 The native language factor

This factor is very important in learning to pronounce English. Second language learner reflects the sound system of his native language because every language has its different sounds, words, stress, and intonation. Thus, second or foreign language learner makes errors because of these differences. Avery and Ehrlich (2008) mention three different ways about the influence of the native language. First, the sounds of English that are not found in the sound system of the mother tongue; that is why adults have difficulties because they did not used to pronounce new sounds. Second, when there is the difference in the combination of the sounds' rules in the learner's native language. Finally, problems of patterns of stress and intonation when it comes to transfer these patterns from the native language to the second language (p.6).

6.4 Personality factor

This factor is more related with learners who are more confident. Avery and Ehrlich (1992) claim that learners who are out-going and confident, are more likely to take risks, and probably have more opportunities to practice the second language since they are more willing to interact with native speakers .On the hand, learners who are introverted and inhibited are usually unwilling to take risk and thus they lack opportunities of practice.

They suggest that ESL teachers should be aware that these personality factors can affect the progress in a second language and they should create non-threating atmosphere in their classrooms to encourage their student's participation. However, students who are not really to participate should not be forced to do so (p. xiv).

Learner should be aware of the aspect of pronunciation that may hinder the comprehensibility. Therefore, Scarcella and Oxford (1994) believe that:

"Learners can indeed acquire intelligible pronunciation in the second language when they because active participants in their over and the teacher supports their efforts by employing a wealth of techniques to aid students in their efforts to improve their pronunciation" (p.225).

We agree that learners should take an active role in the learning of pronunciation; this means they are more aware about the learning process. Thus, the responsibility and the awareness of learners will help in improving learner's pronunciation.

6.5 The amount of exposure

This does not mean that the learner should live in an English speaking country because we find learners live in an English speaking environment but taking much time using their native language. However, many people live in non-English-speaking countries but use English in many areas of their lives such as work or school on his particular point Kenworthy(1994) states that: " It is not merely exposure that matters, but how the learner responds to the opportunities to listen to and use English"(p.6).

7. Communicative approach to pronunciation teaching

In the 1960s, research on communicative competence distinguished between linguistic competence and communicative competence (Hymes, 1967 and Paulston, 1974)to highlight the difference between knowledge "about" language forms and knowledge that enables a person to communicate functionally and interactively (Konzorcium, 2006, p.23).

The communicative approach appeared by the growth of research showing the significance of pronunciation as a tool of communication, particularly at the level of interaction (Boown and Yule, 1983).Currently it is still the dominant approach in the field

of language teaching especially with the growing awareness by teachers and writers of the importance of pronunciation (Gardner and Miller, 1994, p.90).It is based on the principle that the main focus in the language classes and thus a focus on pronunciation as an integrated part of communication. "Language was even seen as being used for communicative purposes in situations with other people, which all call on the learner to pay attention to both the content of the language and its appropriateness with respect to formality, non -verbal behavior, tone, and so on"(Hall and Hewings, 2011, p.184).

The communicative language approach emphasized the use of language in context, but not separately as Brazil (1994) states "knowing how to pronounce single English words has limited value for people who want to communicate in language" (p.02). It means that speakers have to speak depends on the context, and this gives more significance to the speaking skill, and thus pronunciation. This approach has communication goals as explained by David (1988):

Krashen and Terrel (1983) suggest that basic personal oral communication goals, for which the approach is best suited, can be expressed in terms of the situations in which students must use the target language and the topics of communication. In other words, they are assuming a link between classroom activities and the real world (p.103).

The techniques and materials that are used under this approach are derived from other teaching methods and approaches like audilingualism; they are well listed by Celce - Murcia, Brinton, and Goodwin (1996) as follow:

1-Listen and imitate: a teaching used in the direct method in which students listen to a teacher- provided model and repeat or imitate it. This technique has been enhanced by the use of tape recorders, language labs, and video recorders.

2-Phonetic training: use of articulatory descriptions, articulatory diagrams, and a phonetic alphabet.

3-Minimal pair drills: a technique introduced during the Audio-lingual era to help students distinguish between similar and problematic sound in the target language through listening discrimination and spoken practice .Minimal pair drills typically begin with word-level drills then move on to sentence –level drills.

4-Contextualized minimal pairs: Bowen's (1972, 1975) attempt to make minimal pair drills responsive to cognitive approach criticisms of meaninglessness and lake of context. In the technique, the teacher establishes the setting and presents key vocabulary; students are then trained to respond to a sentence stem with the appropriate meaningful response.

5- Visual aids: enhancement of the teacher's description of how students are produced by audio visual aids such as sounds-color charts, Fidel wall chants, rods, pictures, mirrors, etc. These devices are also used to we production of the target sounds.

6-Tongue twisters: a technique from speech correction strategies for native speakers is taught to retrace the steps that many English speaking children follow.

7-Development approximation drills: a technique suggested by first-language acquisition studies in which second language speakers are taught to retrace the steps that many English-speaking children follow.

8-Practice of vowel shift and stress to by affixacation: a technique based on rulers of generative phonology (Chomsky and Halle 1968) used with the intermediate or advanced learner (pp.08, 09).

8. Pronunciation syllabus design

Designing any syllabus of foreign language is not an easy task to be achieved; that is said by Munby (1978) "It is arguable that the most crucial problem at present facing foreign language syllabus designers, and ultimately materials producers" (p. iv).

There are a number of variables that must be taken into consideration when designing a syllabus. Those variables are as the following.

8.1 Learner variables

They are variables that associated with the learners themselves. Firth (2008) states that the syllable of pronunciation depend in large part on "who" the students are. Learner's age, proficiency level, linguistic and cultural background, prior exposure to the target language, aptitude and motivation to achieve intelligible accent are learner variables that influence designing a pronunciation syllabus (p.174).

According to Celce –Murcia et al (2000), the teacher has little control on these variables .They play a very important role in designing the syllabus for adult nurse's aids who want to improve their oral communicative skills. The learner's literary level and prior exposure to pronunciation instruction are the most critical variables that affect pronunciation syllabus design (p.320).

8.2 Setting variables

It deals with constraints placed on the syllabus the local in which the language syllabus is being implemented .Two primary setting in which language and the second language setting .In the foreign language of the country, in the second language setting, the target language is a native or an official language of the country.

There are four societal governed settings in which the teaching of English to nonnative speakers occurs: societal governed setting in which the teaching of English to nonnative speakers occurs: monolingual English ,Speaking communities; multilingual communities in which English functions either as an officially recognized language, a lingua franca, or an auxiliary language; communities that recognized English as an international language of wider communication and finally , communities for which

English is truly a foreign language or school subject. In foreign language settings, the target language is used only in classes and teachers are reluctant to focus on pronunciation. Hence, the learner's exposure to native like pronunciation is often limited(Celce_Murcia, 2000,p.320).

8.3 Institutional variables

Institutional variables have a basic knowledge for the sound system of the English Knowledge or not and if the appropriate teaching materials are available for the students level and needs (Celce- Murcia, 2000, p.321).

8.4 Linguistic variable

Those variables deal with the first language of the learners. According to Celce – Murcia et al (2000) the differences in the phonological systems to substitute rather predictably know sounds in the target language. The pronunciation syllabus focused on the production of the phonemes in the second language that do not in exist in the first language. However, more current research indicates that the suprasegmental aspects of language contribute more in the syllabus (p.323).

8.5 Methodological variables

Those variables are related to the specific teaching approach adopted by the teacher or institution. The relative emphasis given to pronunciation depending on the language teaching method used .For example, grammar-translation method gives little explicit attention to pronunciation, and the audio lingual method places a high emphasis on pronunciation. (Celce-Murcia et al, 2000, p. 324).

9. Applying the variables in the syllabus design

In many English language courses, these is often either an attempt to teach every aspect of pronunciation or to avoid teaching this skill altogether .As stated by Celce –Murcia et al (2000), selecting appropriate items to focus on with a specific group of learners can indeed be a challenge for curriculum designers. A second syllabus design consideration concerns arrangement of objectives .whatever is deemed as having the greatest impact on the learner's comprehensibility and fluency should receive the highest priority and in the curriculum, with other high priority items ranked accordingly(p.325).   The final consideration in the syllabus design process as viewed is presentation of objectives. It refers to the manner in which learners are exposed to new materials. Whether they are phonemic alphabet or whether audio –visual aids are used (p.328).

11. Teaching and learning pronunciation in the classroom

In the classroom, teaching and learning pronunciation has two sides that should be taken into account. In this process, the teacher's and the learner's role are very important. These two roles will be dealt with in the coming sections.

11.1 The teacher's role

In teaching pronunciation, the most important thing the teacher should do is helping the learners to perceive sounds. The teacher should teach them how to hear carefully before they try to speak. If the learners learn how to hear very well to their teacher while he or she is speaking, they will be able to produce sound, exactly as they are produced by the teacher. Hence, they will speak accurately.

The role of the teacher is very important in any learning process. The teacher is the guide who controls and directs the learners as explained by Rivers and Temperley (1968, preface); teachers cannot learn the language for their students. They have to be ready to encourage them.

Some sounds of English do not occur in other language .The teacher, here, needs to be able to help his learners to make the new sounds, if they find difficulties. The teacher is required to tell learners how they are doing as they make inaccurate assumptions about the way English is pronounced .The teacher should provide the learners with information about their performance , in other words, whether they have got it rig ht or not.

The teacher's role also is to direct the learner's attention to what to work on, because they may miss something important. For example; they may not realize that when a particular word is stressed or said in a different way, this can affect the message which is sent to the listener that is why kenworthy (1994) has said that "teachers need to make learners aware of the potential of sounds"(p.2).

Learners need the help of the teacher in establishing a plan for action, in deciding what to concentrate on and when to leave well enough alone, because they may notice that something about their pronunciation is not like the way English people do it and may automatically try to change this a refinement, or acceptable to the English ear, or not essential for intelligible speech.

The teacher is responsible for designing the exercise and activities that will be helpful, which activities will provide the most opportunities for practice, experimentation, and exploration? The teacher must also be aware that certain activities suit the learning styles and approaches of some learners better than others.

Teachers make their lessons interesting, love their job, have their own personality and do not hide it from the students so that they are not only teachers but persons as well,

have a lots of knowledge not only of their subject, are entertainers, have affinity with the students that they are teaching, try to draw out the quiet ones and control the more talkative ones, and are able to correct students' errors without offending them (Harmer, 1998, pp.1, 2). According to Harmer (2003) cited in Konzorcium (2006), teacher is a controller who plays the role in the production stage of the lesson this control should be relaxed to some degree, is an organizer who organizes his students to do various activities that involves giving information and defining the works forms in the classroom , is an assessor which role is to assesses students' performance, is a promoter who encourages students to participate in the role play activity and to speak, is participant that is the role where the teacher should not be afraid to participate in certain roles, and is a resource of information that the teacher coordinates the process of acquisition (pp, 26, 27, 28).

11.2 The learner's role

In fact, learners have to be active inside the classroom. Harmer (1998) states some characteristics of good learners that should be shared. A willingness to listen, a willingness to experiment, a willingness to ask question, a willingness to think how to learn, a willingness to accept correction (pp. 9,10). Based on kenworthy (1994), what all learners need to do is respond. But of course it is not as simple as that. It is very important that the learners have the willingness to take responsibility for their own learning. The teacher may be highly skilled at noticing mispronunciation and pointing these out, but if learners take no action and do not try to monitor their own efforts, then the prospects of change or improvement are minimal (p.2).

Conclusion

In the end of this chapter, we can say that teaching pronunciation is very important especially when English is learnt as a foreign language. A correct pronunciation proves to be a major tool by which a message can be transmitted clearly. However, such an aspect of foreign language teaching has not yet been given its importance. As long as pronunciation teaching has not been revised to meet students' needs there will always be problems at this level. Therefore, we believe that we have to reconsider our teaching methodology, the content of the module and the pedagogical materials used.

Chapter Three: Field Study

Introduction

      In this chapter, we will analyze the results obtained through the investigation tools in the current case study. The aim of this study is to shed light on the contribution of phonetics courses in developing students' pronunciation. In other words, the extent to which phonetics can contribute in developing students' pronunciation. To investigate this issue we have selected a sample from the population of second year students at the Department of English at the University of Biskra, and a sample of teachers of phonetics at the same University. The findings of these questionnaires are analyzed starting by description and analysis of the questionnaires, and summary of findings from those questionnaires and general discussion. The questionnaires aim at analyzing the opinions of the students and teachers of phonetics about the actual state of teaching of phonetics courses in the classroom and the contribution in developing the students' pronunciation.

1. Population and sampling

      The population we have chosen for our study are the students of second year in the Department of English at the University of Biskra. The sample population consists of 100 students; however 98 who have answered the questionnaire. In addition to that, we have chosen a sample of 6 teachers of phonetics who teach second year students' phonetics module, or have previously taught the module in the past.

2. Questionnaire for students

      The questionnaire for students aims at finding the degree in which students can develop their pronunciation by attending the phonetics courses. The questionnaire given to them consists of thirty three questions. It is divided into four sections. The first section

deals with the background information and contains five questions. The second section is about learners' general level at English and consists four questions, and the third section which is about learners' background knowledge in phonology that consists thirteen questions. Finally, the fourth section is about learners' pronunciation difficulties and contains eleven questions.

The questionnaire is meant to gather data about students' personal characteristics, motivation and attitudes towards learning English is general and learning pronunciation in particular, and their expectations from the phonetics courses they are taking. The numerical data is put to facilitate the interpretation of the findings. In the end, we will provide a summary of these findings and general discussion about the results.

2.1 Description and analysis the questionnaire for students

I. Background information

Question 01: Gender

Gender	Number of Students	Percentage
Male	22	24.71%
Female	76	77.55%
Total	98	100%

Table 20: Students' Gender

The results show that (24.71%) of the students are males. however the great majority of the students are females with (77.55%) from the whole population. This means that females are more motivated to study English language than males.

Question 02: Age

Age	Number of Students	Percentage
19	12	12,24%
20	36	36,73%
21	20	20,40%
22	4	04,08%
23	6	06,12%
21	4	04,08%
25	6	06,12%
26	2	02,04%
32	2	02,04%
No answer	6	06,12%
Total	98	100%

Table 21: Students' age

This table displays the age categories. Students' age vary from 19 to 32 years old. However, there are 6 students who did not mention their ages. We can notice that the majority of students are between 19 and 21 years old. 19 years old students went to school early and never failed. However, 20 years old are regular student who went to school at a normal age and never failed. The other age differences can be explained by either a failure, more probably in the baccalaureate exam, or a change in the field of study.

Question 03: Which type of baccalaureate you hold?

Baccalaureate type	Number of Students	Percentage
Scientific	32	32.65%
Literary	64	65.30%
Technical	00	00%
Others	00	00%
No answer	2	02,04%
Total	98	100%

Table 22: Type of students' baccalaureate stream

The reason for asking this question is to know the back ground of the students to help us to define their English learning backgrounds. Most of students (65.30%) had a literary stream, (32.65%) come from a scientific one, and (2.04%) did not mention the stream. The type of the stream reveals about the course density or number of hours per week. It tells us about the rate of learning. It means that the literary stream have a higher course density in English than the other streams.

Question 04: How was your choice of English?

Choice	Number of students	Percentage
Personal	90	91.83%
Imposed	8	08.16%
Total	98	100%

Table 23: Students' choice of English

The results obtained and shown on the above table indicate that a high majority of students (91.83%) were not obliged to study English. It means that they themselves chose to study English which is supposed to have a positive effect on the language learning. It also indicates that they are highly motivated and interested to study English. (8.16%) of students are imposed to learn English; they either followed parental advice or other circumstance such as their general average did not fit the required one for their first choice, 50 they were obliged to accept English as a second, third of fourth choice.

Question 05: If personal, why have you chosen English in particular?

Most of students chose to study English by themselves. They stated in their answers that the first reason that led them to choose it because they love English so much. Others said that English is the first language of the world, the language of science, business trade, and technology. So it is helpful for them to get job in different places in the world. Also, other mentioned that they can contact with many people around the world lingua franca since the English language is the language of world.

II. Learners' General level at English:

Question 06: What are activities you do besides learning English?

Answers	Number of Students	Percentage
Study something else	12	12.24%
Watch English program	68	69.38%
Contact with Native Speakers	18	18.36%
Total	98	100%

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The table shows that (12.24%) from the whole population of students study something else besides learning English in the classroom. (69.38%) watch English program which represent that most students like to watch English program outside the classroom. (18.36%) contact with native speakers. It means that they either contact with them directly or via the internet. The analysis revealed that the students are interested to learn English outside the classroom; they do not rely on what they learning with the teacher.

Question 07: Which skill do you need more for your studies?

Answers	Number of Students	Percentage
Listening	23	23.46%
Reading	15	15.30%
Speaking	40	40.81%
writing	20	20.40%
Total	98	100%

Table 25 : Students' skills need

The table shows that the majority of students give the most importance to the speaking skill. They represent (40%) from the whole population. It means that they know the importance of pronunciation in learning the target language. (23%) think that the writing skill is more important than the other skills. (20%) from the population think the reading skill comes first in learning the second language, and (15%) listening skill that the students think it is important because they like to listen too much to English songs.

Question 08: In your opinion, speaking fluently means:

Answers	Number of Students	Percentage
Speaking quickly and Fluently like a native speaker	30	30.61%
Speaking correctly using that rules learnt in phonetics	68	69.38%
Total	98	100%

Table 26: Students' self estimation of speaking requirements

The results show that (69%) of students think that speaking fluently means speaking correctly using the rules learnt in phonetics. In this case, they would focus on the phonetics' rules that they are learning. However, (30.61%) think that speaking fluently means speaking quickly and fluently like a native speaker that is more important to imitate native speakers. We can notice that speaking fluently can be easy through imitating the native speakers. However, the most important thing is to employ the rules regularly, so that learners develop automaticity in the long run through practice.

Question 09: How would you assess your present level in oral English?

Answers	Number of Students	Percentage
Very good	8	8.16%
Good	56	57.41%
Average	30	30.61%
Weak	2	2.04%
Total	98	100%

Those results are notice able. There are only (2.04%) of students who think that they have a low level at spoken English, and only (8.16%) think that their spoken English is very good. Most of the students think that their spoken English is good (57.14%), while (30.61%) think that they have really need some help to improve their spoken English because they are in average. This self evaluation cannot be very reliable but it tells us to what extent students are confident in their pronunciation and oral production of utterances in English.

III. Learners' back ground knowledge in phonology

Question 10: In your opinion, how important is phonetics in speaking English?

Answers	Number of Students	Percentage
Very important	**72**	**73.46%**
Important	**22**	**22.44%**
No important	**4**	**4.08%**
Total	**98**	**100%**

Table 28: Students' awareness of phonetics importance in speaking English

Students' awareness about the importance of something determines the more attention one would pay to it. We can notice that a lot of students (73.46%) recognize that phonetics is very important in speaking English and (22%) think that it is just important, and only (4.08%) think that it is not important. We can say here that the majority of students (73.46%) consider the importance of phonetics while only a minority (4.08%) does not consider it so.

Question11: In each case, state why?

Students who answered very important (73.46%) had different reasons, some said that phonetics is the best module to know the rules of pronunciation because they make them aware of the rules they need to follow to speak correct English ; and that phonetics help them to improve their speaking skills. Students who thought of phonetics is important (22.44%) were quite similar to those who thought that is very important, but it is noticeable that they were less enthusiastic about how they attribute importance to phonetics. On the other hand, students who thought that phonetics is not important (4.08%) argued that the most important thing is to convey a message no matter how they pronounce it, but they focus on the idea to be conveyed.

Question12: Do you have any difficulties in understanding phonetics?

Yes/No	Number of Students	Percentage
Yes	62	63.26%
No	44	36.73%
Total	98	100%

Table 29: Students' difficulties in understanding phonetics

The majority of students (63.26%) have difficulties in understanding phonetics courses, while one third of them (36.73%) stated they do not have any difficulties.

Question13: If yes, mention them

The majority of students (63.26%) state that their major problems: are transcription, stress, and intonation. They say that is difficult for them to apply the rules. In

addition to that, they stated that the reason of such problems is the absence of native teachers. A few of them state that they do not have any difficulties at all.

Question14: How do you find the lessons of phonetics?

Answers	Number of Students	Percentage
Interesting	62	63.26%
Ordinary	28	28.57%
Boring	8	8.16%
Total	98	100%

Table 30: Students' interest in phonetics courses

The results show that the majority of students (63.26%) are interested of the lesson of phonetics. (28.57%) think that the module of phonetics is ordinary, and (8.16%) think that it is boring.

Question15: In each case, say why?

Students who said that the lessons of phonetics are interesting to attend (63.26%). They also think that the rules of phonetics are very important in order to pronounce the words correctly. Students who state that it is ordinary (28.57%), they think that phonetics module is like any other module. However, 8.16% of them think it is boring they said that they do not like this module because they cannot understand it.

Question16: What difficult for you in phonetics?

Answers	Number of Students	Percentage
Phonemes	10	10.20%
Aspects of connected speech	88	89.79%
Total	98	100%

Table 31: Students' difficulties in phonetics

The majority of students (89.79%) find difficulties in the aspects of connected speech (stress, intonation), however the minority of them (10.20%) find difficulties in phonemes (vowels and consonants). We notice that the aspects of connected speech are more difficult to study than phonemes.

Question17: Do you practice the newly learnt rules of phonetics?

Yes/No	Number of Students	Percentage
Yes	76	77.55%
No	22	22.44%
Total	98	100%

Table 32: Students' practice of newly introduced features

Most of students (77.55%) stated they do practice the newly introduced features. However, few of them (22.44%) stated they that do not. This demonstrates that practice is not generalized to all the learning population.

Question18: If no, why do not practice them?

The results show that the minority of students (22.44%) do not practice the newly rules of phonetics. They state that they do not know how to practice them because they find difficulties to understand them.

Question19: If yes, how do you practice them?

Answers	Number of Students	Percentage
Through written exercises	**46**	**46.93%**
Through oral practice	**30**	**30.61%**
Total	**76**	**77.55%**

Table 33: Student's manners of practicing the new features in phonetics

Among the students who state that they practice the newly rules of phonetics (77.55%) of the total number of students), (46.93%) of them who say that they practice through written exercises which is in most cases transcription while (30.61%) of students said that they practice them orally. This situation shows to the extent to which the oral practice of phonological rules insufficient.

Question20: Do you still remember the rules of phonetics you have studied during the first year?

Yes/No	Number of Students	Percentage
Yes	72	73.46%
No	26	26.55%
Total	98	77.55%

Table 34: Students' remember the rules of phonetics

As shown in the above table most students (73.46%) still remember the rules of phonetics that they have studied during the first year. However, few of them (26.55%) do not remember the rules which mean that they forget or did not understand them at all.

Question21: Do you think that phonetics courses help you to improve your pronunciation?

Answers	Number of Students	Percentage
Yes	86	87.75%
No	12	12.24%
Total	98	100%

Table 35: Students' thinking about phonetics courses

The results on the table show that the majority of students (87.75%) think that phonetics courses help them to improve their pronunciation. This means that they are

taking the course effectively with their teachers. A minority of them (12.24%) say that they do not feel that phonetics courses can help them to improve their pronunciation.

Question22: If yes, state how?

Among the students who state that the phonetics courses can help them to improve their pronunciation (87.75%) mentioned different reasons. Some said that is because studying the rules of phonetics can help them to practice these rules appropriately in different manners. Other said that knowing manner and place of articulation can help them to pronounce correctly and can make aware of where the articulation of a phoneme.

VI. Learners' Pronunciation Difficulties:

Question23: How often do you make pronunciation errors?

Answers	Number of Students	Percentage
Always	12	12.24%
Often	24	24.48%
Sometimes	52	53.06%
Rarely	10	10.20%
Total	98	100%

Table 36: Students' evaluation of errors frequency in pronunciation

In order to see how students assess themselves, we asked them how often they make pronunciation errors. The highest number of students (53.06%) said that they make pronunciation errors sometimes, (24.48%) said that they often make pronunciation errors. However, some (12.24%) said that they always make pronunciation errors while (10.20%) said that they make pronunciation errors. If we consider the two categories that sometimes (53.06%) and/or often (24.48%) make errors, we can say that both represent a majority of students whose errors in pronunciation are frequent.

Question24: Do you feel bothered about your errors?

Answers	Number of Students	Percentage
Yes	48	48.97%
No	50	51.02%
Total	98	100%

Table 37: Students' awareness about their pronunciation errors

It is noticeable that more than half of students (51.02%) do not feel bothered when making pronunciation errors this means they do not see them as a problem; hence, they will not make efforts to get rid of them. Less than the half (48.97%) say that they feel bothered about their errors, so they are aware of their problems, and this means they are more likely to make more efforts to improve their pronunciation.

Question25: When you learn a new feature of pronunciation you

Answers	Number of Students	Percentage

Make use of it **When you speak it**	**74**	**75.51%**
Use it just when **you are tested**	**24**	**24.48%**
Total	**98**	**100%**

Table 38: Students' use the learned pronunciation features

The reason of stating this question is to see if students make use of the rules that they study or not. The majority of students (75.51%) state that they make use of a new feature of pronunciation which means that they practice them. This category of students makes better use of what they learn in phonetics. However, a minority of students (24.48%) use it just when they are tested which means that they do not practice it unless they are asked to. Generally speaking, this is attitude of most of the students.

Question26: As a foreign language learner, you think that you are supposed to:

Answers	Number of Students	Percentage
Convey and understand **English speech**	**14**	**14.28%**
Speak correctly and exactly **Without any errors**	**16**	**16.32%**
Both of them	**68**	**69.38%**
Total	**98**	**100%**

Table 39: Students' purposive roles in foreign language learning

As the table shows, the majority of students (69.38%) think that, as foreign language learners, they are supposed to convey and understand English speech, and speak correctly and exactly without any pronunciation errors. However, just (14.28%) of them think that they are supposed to convey and understand English speech, and (16.32%) think that they supposed to speak correctly and exactly without any errors. In fact, the two possibilities are very important because students are supposed to produce and receive the speech; hence they have to take both of them into account. Students who have chosen one possibility may be think that it is the most important than others.

Question27: What is your favorite activity during the lesson of phonetics?

Answers	Number of Students	Percentage
Vowels and consonants	38	38.77%
Stress and intonation	42	42.85%
Others	18	18.36%
Total	98	100%

Table 40: Students' favorite activity during the lesson of phonetics

The table shows different opinions. (38.77%) of the students like having activities about vowels and consonants during the lesson of phonetics. (42.85%) like activities about stress and intonation, and (18.36%) like neither vowels nor consonants nor stress and intonation. They may want prefer other activities since phonetics has varied of lesson. This

means that each category is interested and motivated in a specific activity during the lesson of phonetics.

Question28: In the classroom, when you speak English you give priority to:

Answers	Number of Students	Percentage
Using new vocabulary you know	**20**	**20.40%**
Practicing the rules that you have learnt	**48**	**48.97%**
Making yourself understood by others	**30**	**30.61%**
Total	**98**	**100%**

Table 41: Students' purposes and motives in speaking English

In the classroom, speaking English is very important; students have different points of view about what they have while speaking English. (20.40%) of students think that they have give priority to using new vocabulary they know. Others (48.97%) state that they practice the rules that they have learnt; which means that they are interested in applying the rules they have learnt. (30.61%) think that they should focus on making themselves understood by others; it means that they do not care about neither the vocabulary nor the rules but they only concern to pass their ideas and it should be understand by others.

Question29: Where do you think phonetics should be taught?

Answers	Number of Students	Percentage
In the classroom	28	28.57%
In the language laboratory	70	71.42%
Total	98	100%

Table 42: Students' opinions about where phonetics should be taught

It is important to know about opinions of students about the place where phonetics should be taught because it is concerned as a matter of motivation. As the table shows, the majority of students (71.42%) think that phonetics should be taught in a laboratory. It means that they know the appropriate place where phonetics should be studied to study phonetics. However, few of them (28.57%) think that phonetics should be taught in classroom. We observe that the majority do not satisfied in the way they learning phonetics.

Question30: Do you feel satisfied with the way you have been taught phonetics?

Yes/No	Number of Students	Percentage
Yes	14	14.28%
No	84	85.71%
Total	98	100%

Table 43: Students' satisfaction of the way learning phonetics

It is important to know about students' satisfaction because it plays a major role when it comes to motivation. When students are satisfied, they are usually remain productive and motivated, but if they are unsatisfied, they will be less receptive and dismotivated. The results show that a small minority (14.28%) of students is satisfied. However the majority (85.71%) is unsatisfied.

Question31: If no, state why?

Most of students (85.71%) are unsatisfied because of many reasons. We mention them as the following:

Most of the students believe that phonetics needs experiments, for example, studying how the sounds are produced by the organs of speech is very important to teach it in the laboratory not in the classroom. Others said that they are studying phonetics in amphitheatre, so they cannot even hear the teacher which makes them feel bored. Moreover, they just are taking the rules of phonetics. In fact they need more practice they lock the audiovisual aids. They lock also to listen to native speakers in the laboratory.

Question32: Do you think that one session a week is enough for the phonetics courses?

Answers	Number of Students	Percentage
Yes	13	13.26%
No	85	86.73%
Total	98	100%

Table 44: Students' opinion about the session of phonetics

The results show that the majority of students (86.73%) think that one session per a week is not enough for the phonetics course. However a minority (13.26%) of think that it is enough. We observe that the most of the students lack many things in phonetics, for that reason they said no.

Question33: In case you say no, what do you suggest?

Most students suggested that they need more than one session. They said at least two sessions per week which they divided into a session for the theory and another one practice. Others theory suggest more than two sessions. In their opinions, they need to practice too much because they think that phonetics is a module to practice it not just a course as the other modules.

2.2 Summary of findings from the questionnaire for students:

Through the analysis of the data collected from the questionnaire we came to the following conclusions:

•Female students are more motivated to study English than males; they are between 20 and 25 years old.

•Students who have chosen English that they are motivated to study English.

•Students who participated show interest in learning phonetics and a positive attitude to awards learning English. From their answers, we can see how important is learning phonetics and the way they consider learning pronunciation and speaking English (question 8, 10 and 14).

•Generally students have difficulties in understanding phonetics (question 13, 16).

•In fact, the actual problem is that students do not make use of the rules they learn during the phonetics' sessions.

•Most of students think that phonetics courses can help them to improve their pronunciation by knowing the different rules.

•Because of the lack of practice, students feel bothered towards their errors in pronunciation.

•Students show dissatisfaction with where and when and how they are taught phonetics. They need to study this course in laboratory and need more than one session per week.

We consider that students are willing to practice and improve their pronunciation. They need very good materials to help them develop their speaking skill. They want to study in laboratory to listen and imitate native speakers. They need a schedule which will enable them to have more practice in the rules learned in theory (question33); students state to be more sessions because they are motivated to practice the rules of phonetics rather than taking knowledge.

3. Questionnaire for teachers of phonetics

The questionnaire for teachers aims at finding the extent to which phonetics can courses help them to develop their students' pronunciation. The data collected was intended to gather information about the teachers' opinions about teaching phonetics, methods and approaches, the difficulties they encounter while teaching, time located, and how they manage the program. The questionnaire given to them consists of 28questions. It is divided into three six sections; the first one is about background information and it contains 6 questions. The second section concerns teaching English in general that contains 3 questions. Finally the third section; that is the most important, and consists of 19 questions.

The analysis of the data would help us to suggest useful information about the difficulties that faced by the students.

3.1 Description and analysis of the questionnaire for teachers of phonetics

I. Background information

Question 01: Gender

Answers	Number of Teachers
Male	1
female	5
Total	6

Table 45: Teachers' gender

The result show that the most teachers of phonetics in the department of English Biskra University are female that represent 55 teachers, however just 1 that represents the category of male teachers.

Question2: What degree do you hold?

Answers	Number of Teachers
License	2
Magister	4
Doctorate	0
Total	6

Table 46: Phonetics teachers' qualification

The table below shows that only two teachers hold license degree; they are employed as part-time teachers who are Magister holders, it means they are permanent teachers and have finished the post graduate studies in English.

Question3: How long have you been teaching phonetics at the department of English?

Answers	Number of Teachers
2 years	1
4 years	2
More than 4 years	3
Total	6

Table 47: Teachers' experience in teaching phonetics

The aim behind this question is to know the length of experience of the teachers in teaching phonetics at the university. One teacher has taught phonetics for 2 years. Two other teachers have four years, and three teachers more than four years. It means that the majority of teachers are experienced in teaching phonetics at the department of English.

Question4: Is teaching phonetics your favourite subject?

All the six teachers are teaching phonetics because it is their favourite subject; that means that they are motivated to teach the module and be beneficial to their students.

Question 5: Have you received any training on how to teach pronunciation?

Generally speaking, teachers need some kind to of teaching before they start their careers. It would give them at least an idea about teaching phonetics, and help them to avoid the problems that may they face. Six of the six teachers have not received any training phonetics. Only one teacher has received this kind of training. That means that teachers need specific training about teaching phonetics even if they are experienced.

Question 6: If yes, state what kind of training is it?

Only one teacher of out of six said that he has received in service training sessions with more experienced teachers.

II. Teaching English in General:

Question7: In your opinion which aspect of the English language is the most important to be taught?

The responses show that four teachers agreed that all aspects of language suggested are important to be taught; however two teachers stated that pronunciation is the most important aspect which should be taught. It means that these two teachers believe that teaching pronunciation helps students to speak English fluently.

Question8: In your opinion, which of the following is the most difficult to be taught?

The results revealed that pronunciation is the most difficult to be taught at the department of English. It means that because of English is a foreign language in Algeria; Algerian people do not pay attention to pronounce it correctly. Because there are no fixed rules to practice English. Therefore it is very difficult to be taught.

Question9: During your lessons, do you give more priority to teaching of?

All the six teachers agree that priority should be given to both the speaking and the listening skills. The aim of asking this question is to know if the teacher lets students speak and listen to them in order to correct their errors, or they just speak without give their students the chance to speak and practice English.

III. Teaching Pronunciation

Question10: In your opinion, to which extent do teaching phonetics contribute in developing students' pronunciation?

There are four teachers who state that phonetics contribute in developing students' pronunciation in the extent to high degree. It means that they think the rules learnt in phonetics can help the students to change their way in pronouncing the words by starting to apply the learnt rules. However, two teachers think that phonetics has moderate effect in developing students' pronunciation.

Question11: Do you think that phonetics courses are enough for improving students' pronunciation?

All the six teachers think that phonetics courses are not enough for improving students' pronunciation. This means that students have to improve their pronunciation out the classroom and not to rely just on the courses that they are talking from their teachers.

Question 12: If no, do you suggest other means?

The six teachers suggest many means. We state them as the following:
•Exposure to native speaker and authentic materials. Students should contact native speakers and use different authentic materials that are available in our world days.
•Continuous coordination between the teacher of phonetics and oral expression. This can help in the choice of tasks to be used.
•Reading courses and teaching students learning strategies.
•Students should search by themselves and study outside the classroom. They should not rely on the teachers and what they are giving to them, and should not been satisfied about what they are studying in the classroom.

Question 13: Is the time allocated to teaching phonetics enough for improving students' pronunciation?

All the six teachers think that one session per week is not enough for teaching at all. One hour and half is not sufficient to cover everything in phonetics, since phonetics is a science of sounds that are difficult to govern.

Question 14: If no, say why?

Some teachers state that phonetics is a module of presenting rules and practicing them. They cannot divided one hour and half between theory and practice because if they present theory they will not have enough time the practice it. Others think that phonetics depends largely on the transcription in order to be able to pronounce correctly, so one hour and half per week is not sufficient at all to transcribe big number of words.

Question 15: Do you think that your students are motivated to learn pronunciation during the class of phonetics?

All the six teachers stated that their students are motivated to learn pronunciation during the class of phonetics. This means that they are interested in learning pronunciation and are engaged in the courses of phonetics. It would be easier for teachers to deal with motivated students rather than dismotivated ones because motivated students make the teacher feel active and motivated to give multiple efforts in teaching.

Question 16: If no, say why?

Since all teacher state yes, there is not results concerning the second answer.

Question 17: Do you coordinate with other teachers of English in teaching pronunciation?

The aim of asking this question is to know if the teachers of phonetics cooperate with each other or not. The result show that all the six teachers stated that they are coordinating with other teachers of English in teaching pronunciation.

Question 18: if yes, what is the nature of this coordination?

Since all the six teachers stated yes, they have different answers. We mention them as the following:

•Exchange ideas about the teaching of English language, materials used, and experiences.

•The choice certain tasks with the teacher of oral expression to meet students' needs.

•Preparing lessons, tests, exams, etc... to be in the same way in order to search some points of high teaching techniques.

•Coordination to discuss problem face by students.

•Unify the topics and vary activities to avoid repetition.

Question 19: According to you, the pronunciation difficulties of the students are due to:

All the six teachers agreed that the pronunciation difficulties of the students are due to all the three reason; we state them as follows:

•Lack of the theoretical knowledge (students do not know the rules). This means that there are students who even do not know the rules, so how can they practice them.

•Lack of practice (they know the rules, but they do not practice them). This means that students will forget the rules that they have learnt since they do not practice them.

•The influence of the mother tongue. It is very big problem because Arabic language very different from English in pronunciation. This why we find most of students pronounce English in Arabic accent.

Question 20 : Is there an official syllabus for teaching phonetics ?

All the six teachers stated that there is an official syllabus for teaching phonetics.

Question 21: If yes, do you think that the official syllabus really cover all the aspects of English phonology?

All the six teachers answered in different ways. We state them as the following:

The official syllabus does not cover all the aspects of English phonology because of:

•There is no much time allocated and one hour and half is not enough.

•The syllabus focus much more in the theory rather than practice.

•In the LMD system, two years are not enough to teach all the aspects of phonetics courses.

Question 22: Do you suggest any changes in the syllabus ?

All the teachers stated yes.It means they want to suggest changes in the syllabus of teaching

Question 23: If yes, mention them.

Teachers mentioned many suggestions, we summarize them as follows:

•More practice exercises.

•More exposure to authentic materials.

•More activities in transcription.

•More extra hours for this phonetics module.

•Designing tasks for listening.

•Modify the program of first and second year.

Question 24: What are the most important problems you face in the classroom while you are teaching phonetics ?

Teachers stated many problems that we summarize as the following :

•Lack of Equipment in the classroom.

•Lack of labs.

•Students cannot understand certain concepts and terms especially the first year.this makes the teacher feel unmotivated.

•Lack of time to provide students with rules and to practice enough.

•Large classes represent one of the factors that hinder teaching phonetics courses.

•Weak linguistic background of English.

•Lack of practice (production).

•Interference of the mother tongue.

Question25: What kind of activities do you focus on in the class of phonetics ?

Five teachers mentioned that they focus on repetition, production, and transcription. However, one teacher focuses on repetition and production. The aim of this question is to know if the teachers allow their students to produce or not. From their answers, We notice that the teachers help their students to improve their pronunciation by focusing on production.

Question 26 : In your opinion, you can improve your students' prononciation by:

Three teachers think that pronunciation drills, phonetics transcription, and intensive listening are required for improving students' pronunciation. Three teacher think that pronunciation drills and phonetics transcription are enough to improve students' pronunciation. We notice that pronunciation drills and phonetics transcription are the most important to improve students' pronunciation.

Question 27: When you teach phonology, you give priority to:

The results show that all the six teachers think that the practice of the phonological rules come in the first place before teaching the theoretical aspects of phonology. The aim for asking this question is to know what the teacher need for improving students' pronunciation. In other words, what teacher think about teaching phonetics; whether theory or practice. We notice that all the teacher focus much more on practice rather than on theory.

Question 28 : Do you have any suggestions for teaching phonetics ?

The teachers have made many suggestions. We summarize them as follows:

•The course of phonetics should be given more importance by focusing more on practice rather than theoritical rules.

•It is better to decrease anxiety.

•The use of teaching aids.

•Encourage and motivate students to speak.

•Apply CLT and task based teaching.

•Focus more on communication by apply the rules implicity.

•Teaching pronunciation in context by practicing instead of being lost in rules.

•The use of lab is necessary.

•Select appropriate task for students' needs.

•Strong coordination between the teachers especially with the teachers of phonetics

3.2 Summary of findings from questionnaire for teachers of phonetics

After analyzing the answers of teachers of phonetics, we found that the courses of phonetics are purely theoretical. We found out those teachers face problems while teaching phonetics. These problems are due to of lack oral practice, insufficient time to cover the

phonetics module, a large number of students, lack of laboratories, lack of authentic materials.

We found out also that teachers need to modify the syllabus for improving students' ability to understand the courses of phonetics. They have to collaborate with other teachers of English especially the teacher of oral expression to overcome some points of students' weaknesses.

Teachers argued that students are motivated during phonetics courses. This shows interest to practice the rules they learnt in the course and to raise challenge towards bad circumstances. They argued that one session is not enough to teach students how to pronounce.

Teachers find that phonetics module is a means to develop students' pronunciation; they state that it can highly contribute in developing students' pronunciation.

4. General discussion of results and findings

Considering the results we got from analyzing the two questionnaires, we confirm our hypothesis, which state that if students apply the rules that they learnt in phonetics courses, their pronunciation will be developed, which is demonstrated by students' answers, who state clearly that phonetics courses can help them develop their pronunciation.

Students show interest and motivation to learn pronunciation since they have chosen by themselves because they like it. The results also reveal that students would like to develop their pronunciation by practicing the rules and having a desire to add more sessions of phonetics module. They would like to pronounce correctly and fluently like native speakers.

In addition to students, teachers also confirm that phonetics courses highly help students develop their pronunciation. On the other hand, teachers of phonetics argued that those students are motivated during the courses of phonetics; which means that they are ready to receive any instruction about phonetics module. They show interest that they apply the rules that are learning.

Conclusion

After having analyzed all the data gathered from the answers provided by the questionnaires by the students and the teachers of phonetics, we have found out that students are motivated to speak English language, and they know that phonetics courses that they are taking help them to develop their pronunciation. On the other hand, teachers stated that phonetics courses are a tool to provide students with some instruction to develop their pronunciation although that are not enough to rely just on them, but they can contribute in high degree.

Chapter Four: General Conclusion and Pedagogical Recommendations

1. General Conclusion

Pronunciation practice is a very important element in phonetics courses. It is a means by which students can overcome their pronunciation difficulties and problems, and to develop their pronunciation. If there is no chance for students to practice the rules of phonetics in appropriate contexts, they will become less aware of their pronunciation errors.

The aim of the present study is to demonstrate that phonetics courses contribute in developing students' pronunciation. The basic view we adopted all along this dissertation is that students' pronunciation will be developed through theory and practice.

This study is limited to LMD second year students of English at the University of Biskra, and to teachers of phonetics. The sample belongs to the academic year 2011-2012; it represents 98 students and 6 teachers.

We administered a questionnaire to gather data about students' opinions and different difficulties and problems in learning phonetics courses. In addition to that, a questionnaire was administered to teachers of phonetics to know about their point of views about the teaching difficulties they face.

The analysis of the study revealed very important results. First, phonetics courses can help students to develop their pronunciation. Second, phonetics should be taught in laboratories, so that students will be more motivated to learn. Third, if phonetics courses properly prepared and appropriately presented , they will have a positive impact on students' pronunciation.

We hope that this study will give more ideas for phonetics teachers and to design more appropriate syllabus of phonetics by integrating the pronunciation theoretical

knowledge and practical one in balance. Thus, the phonetics courses can give students opportunities for practicing pronunciation aspects and speak fluently.

The aim of this study is to investigate the current situation of teaching pronunciation in the Algerian EFL context, and how phonetics courses can contribute in developing students' pronunciation. It focuses on the practice of the phonological rules as a key to improve students' oral performance

2. Pedagogical Recommendations

On the basis of the results we obtained in our case study, we have tried to suggest the following recommendations for teaching phonetics.

•Students need more practice; phonetics is a course for practice not for take theory.

•Phonetics should be taught in labs with video visual aids; it should not teach in classrooms.

•Small number of students is required in teaching pronunciation; students will be motivated to focus more on the practice.

•A particular attention should be devoted to the selection of phonetics activities.

•Collaboration between teachers of phonetics and oral expression is necessary to obtain good results of teaching pronunciation.

•Designing courses of phonetics appropriately depends on students' needs.

•Phonetics should be taught in more than one session per week because phonetics depends more on practice; it takes time.

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Appendices

Appendix 01

People's Democratic Republic of Algeria

Ministry of Higher Education and Scientific Research

University of Mohamed Kheider Biskra

Faculty of Letters and Foreign Languages

Branch of English

Questionnaire for Students

Dear students,

We are investigating the issue of the contribution of phonetics courses in developing students' pronunciation which is part of my Master research project. This questionnaire will be of great help to us if you are kindly requested to answer the following questions and add free comments. Your answers will be kept anonymous and will only be used for research purpose.

I. Background information

1. Gender   a- Female ☐

              b- Male   ☐

2. Age   ☐

3. Which type of baccalaureate you hold?

              a- Scientific ☐

              b- Literary   ☐

              c- Technical   ☐

              d- Others …………………..

4. How was your choice to study English?

a- Personal ☐

b- Imposed ☐

5. If personal, why have you chosen English in particular?

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……
……

II.Learners' General level in English

6. What other activities do you do besides learning English?

a- Study something else ☐

b- Watch English programs ☐

c- Contact with native speakers ☐

7. Which skill do you need for your studies?

a- Listening ☐

b- Reading ☐

c- Speaking ☐

d- Writing ☐

8. In your opinion, speaking fluently means:

a- Speaking quickly and fluently like a native speaker. ☐

b- Speaking correctly using the rules learnt in phonetics. ☐

9. How would you assess your present level in oral English?

a- Very good ☐
b- Good ☐
c- Average ☐
d- Low ☐

III.Learners' background knowledge in phonology

10. In your opinion, how important is phonetics in speaking English?

    a- very important ☐

    b- Important ☐

    c- Not so important ☐

11. In each case say way…………………………………………………………………….
……………………………………………………………………………………………………
……………………………………………………………………………………………………
……………………………………………………………………………………………………

12. Do you have any difficulties in understanding phonetics?

    a- Yes ☐

    b- No ☐

13. If yes, mention them
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…………………………………………………………………………………………..

14. How do you find the lessons of phonetics?

    a- Interesting ☐

    b- Ordinary ☐

    c- Boring ☐

15. In each case say why………………………………………………………………….
……………………………………………………………………………………………………
……………………………………………………………………………………………….
16. What is difficult for you in phonetics?

    a- Phonemes (vowels and consonants) ☐

    b- Aspects of connected speech (stress, intonation) ☐

17. Do you practice the newly learnt rules of phonetics?

    a- Yes ☐

    b- No ☐

18. If no, why you do not practice them?

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…………………………….………………………………..……………………………………………
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……………………………………………………………………………………………

19. If yes, how do you practice them?

      a- Through written exercises   ☐

      b- Through oral practice   ☐

20. Do you still remember the rules of phonetic you have studied during the first year?

      a- Yes   ☐

      b- No   ☐

21. Do you think that phonetics courses help you to improve your pronunciation?

      a- Yes   ☐

      b- No   ☐

22. If yes, state how?

……………………………………………………………………………………..........
…………………………………………………………………………………………..…
……………………………………………………………………………………………..

IV. Learners' pronunciation difficulties

23. How often do you make pronunciation errors?

      a- Always   ☐
      b- Often   ☐
      c- Sometimes   ☐
      d- Rarely   ☐

24. Do you feel bothered about your errors?

      a- Yes   ☐

      b- No   ☐

25. When you learn a new feature of pronunciation, you:

      a- Make use of it when you speak   ☐

      b- Use it just when you are tested   ☐

26. As a foreign language learner, you think that you are supposed to:

    a- Convey and understand English speech ☐

    b- Speak correctly and exactly without any errors ☐

    c- Both of then ☐

27. What is your favourite activity during the lecture of phonetics?

    a- Vowels and consonants ☐

    b- Stress and intonation ☐

    c- Others ☐

28. In the classroom, when you speak English you give priority to:

    a- Using a new vocabulary you know ☐

    b- Practicing the rules that you have learnt ☐

    c- Making yourself understood by others ☐

29. Where do you think phonetics should be taught?

    a- In the classroom ☐

    b- In the language laboratory ☐

30. Do you feel satisfied with the way you have been taught phonetics?

    a- Yes ☐

    b- No ☐

31. If no, state why………….……………………………………………………………
……………………………………………………………………………………………

32. Do you think that one session a week is enough for the phonetics course?

    a- Yes ☐

    b- No ☐

33. In case you say no, what do you suggest?
……………………………………………………………………………………………
……………………………………………………………………………………………
…………………………………………………………………………………………

<div align="right">Thank you very much for your collaboration</div>

Appendix 02

People's Democratic Republic of Algeria

Ministry of Higher Education and Scientific Research

University of Mohamed Kheider Biskra

Faculty of Letters and Foreign Languages

Branch of English

Questionnaire for Teachers of Phonetics

Dear teachers,

This questionnaire is a tool for investigating the issue of teaching pronunciation by the contribution of phonetics courses. The work is about the problems faced by the students in pronunciation. We will be very grateful if you could provide us with full answers or tick the appropriate answer among the provided ones. Your answers will be kept anonymous and will only be used for research purpose.

I. Background information

1. Gender   a- Male   ☐

              b- Female ☐

2. What degree do you hold?

              a- License   ☐

              b- Magister   ☐

              c- Doctorate ☐

3. How long have you been teaching phonetics at the department of English?

        a- 2 years   ☐

        b- 4 years   ☐

        c- More than 4 years   ☐

4. Is teaching phonetics your favourite subject?

        a- Yes   ☐

        b- No   ☐

5. Have you received any training on how to teach pronunciation?

        a- Yes   ☐

        b- No   ☐

6. If yes, state what kind of training is it?

        a- in service training   ☐

        b- Seminars   ☐

        c- Others   ☐

II. Teaching English in general:

7. In your opinion which aspect of the English language is the most important to be taught?

        a- Grammar   ☐

        b- Vocabulary   ☐

        c- Pronunciation   ☐

        d- All of them   ☐

8. In your opinion, which of the following is the most difficult to be taught?

        a- Grammar   ☐

        b- Vocabulary   ☐

        c- Pronunciation   ☐

9. During your lessons, do you give more priority to the teaching of?

  a- Listening

  b- Speaking

  c- Both

III.Teaching pronunciation

10. In your opinion, to which extent do teaching phonetics contribute in developing students' pronunciation?

  a- High

  b- Medium

  c- Low

11. Do you think that phonetics courses are enough for improving students' pronunciation?

  a- Yes

  b- No

12. If no, do you suggest other means?…………………………………………………
……………………………………………………………………………………………
……………………………………………………………………………………

13. Is the time allocated to teaching phonetics enough for improving students' pronunciation?

  a- Yes

  b- No

14. If no, say why……………………………………………………………………..
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……………………..…………………………………………………………………….

15. Do you think that your students are motivated to learn pronunciation during the class of phonetics?

  a- Yes

  b- No

16. If no, say why…………………………………………………………………………..
……………………………………………………………………………………………………
……………………………………………………………………………………………

17. Do you coordinate with other teachers of English in teaching pronunciation?

   a- Yes   ☐

   b- No   ☐

18. If yes, what is the nature of this coordination?
……………………………………………………………………………………………………
……………………………………………………………………………………………………
…………………………………………………………………………………………………

19. According to you, the pronunciation difficulties of the student are due to:

   a- Lack of theoretical knowledge (students do not know the rules)   ☐

   b- Lack of practice (they know the rules, but they do not practice them) ☐

   c- The influence of the mother tongue   ☐

   d- All of them   ☐

20. Is there an official syllabus for teaching phonetics?

   a- Yes   ☐

   b- No   ☐

21. If yes, do you think that the official syllabus really cover all the aspects of English phonology?
……………………………………………………………………………………………………
……………………………………………………………………………………………………
…………………………………………………………………………………………………

22. Do you suggest any changes in the syllabus?

   a- Yes   ☐

   b- No   ☐

23. If yes, mention them …………………………………………………………………
……………………………………………………………………………………………………

24. What are the most important problems you face in the classroom while you are teaching phonetics?

………………………………………..……………………………………………………………………
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25. What kind of activities do you focus on in the class of phonetics?

     a- Repetition   ☐

     b- Production   ☐

     c- Transcription   ☐

     d- All of them   ☐

26. In your opinion, you can improve your students' pronunciation by:

     a- Pronunciation drills   ☐

     b- Phonetic transcription   ☐

     c- Intensive listening   ☐

27. When you teach phonology you give priority to:

     a- The teaching of the theoretical aspect of phonology   ☐

     b- The practice of the phonological rules   ☐

28. Do you have any suggestions for teaching phonetics?

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…………………………………………………………………………………………..

                                          Thank you very much for your collaboration

Résumé

La présente étude traite avec la contribution de cours de phonétique à l'élaboration prononciation des étudiants dans le département d'anglais de l'Université de Biskra. Il aborde la question de la prononciation d'enseignement et de son statut parmi les étudiants et les enseignants. Cette étude vise à déterminer la mesure dans laquelle les cours de phonétique peuvent contribuer au développement de la prononciation des étudiants. Les étudiants apprennent l'anglais, mais ils ont encore des problèmes dans prononcer l'anglais correctement. L'objectif de cette étude est d'aider les enseignants de la phonétique pour diagnostiquer les problèmes rencontrés par les étudiants dans l'apprentissage de la prononciation et de proposer des solutions afin d'améliorer l'enseignement de la prononciation dans le département d'anglais de l'Université de Biskra, et de sensibiliser les étudiants de tous les Prononciation difficultés qui entravent leur apprentissage de l'anglais comme FL. Pour atteindre l'objectif ci-dessus, des questionnaires destinés aux étudiants et aux enseignants de la phonétique ont été choisi. Nous administré des questionnaires à quatre-vingt-huit étudiants de deuxième année et de six enseignants de la phonétique. Les questionnaires visent à recueillir des opinions et des idées différentes des étudiants et des expériences des enseignants de la phonétique. L'analyse des données recueillies montre que les cours de phonétique de contribuer fortement au développement prononciation des étudiants. Toutefois, les professeurs de la phonétique et les étudiants ont fait valoir que le temps consacré à l'enseignement phonétique n'est pas suffisant. Ils sont conscients de l'importance d'enseignement de la prononciation, mais ils n'ont pas beaucoup d'outils pédagogiques tels que des laboratoires de langues. Nous avons également constaté que les étudiants ont besoin de plus de pratique plutôt que de prendre des cours théoriques, et les enseignants ont besoin de plus de formation en enseignement de la prononciation et l'utilisation des aides pédagogiques appropriés pour évaluer la prononciation de leurs étudiants.