

People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
Mohammed Kheider University of Biskra
Faculty of Letters and Languages
Department of language
English Division



The Impact Of Using Electronic Dictionaries On Student' Pronunciation
The Case Of Second -Year Students Of English At Mohamed Kheider
University Of Biskra

Dissertation submitted to the department of foreign languages as partial fulfilment of the
requirement for the degree of Master in Sciences of Language

Submitted by

Absi Nour Yakin

Supervised by

Mrs. Salhi Ahlem

Board of Examiners:

Examiner : Dr. Saihi Hanane

(university of biskra)

Examiner : Mrs. Benidir Samira

(university of biskra)

Supervisor : Mrs. Salhi Ahlem

(university of biskra)

June 2017

Dedication

This work is dedicated to:

My dear parents

*for taking care of me from birth , educating me ,
special thanks to my mother for her continues encouragement, to my
fiancé Mourad , my brothers and my sister for their patience ,
understanding , love and care.*

*To my aunt and uncles and aunts , and to my cousin
Chems El Assil for gave me help , support , and some guidance .*

to my friends

*for their encouragement in moments of difficult and stress ,
special thanks to a friend who encourage me to finish my work and
provide me with some resources .*

Acknowledgments

I am sincerely grateful to my supervisor **Mrs. Salhi Ahlem** for her guidance and advice .

I am thankful to the board of examiners **Dr. Saihi Hanane** and **Mrs. Benidir Samira** for evaluating my dissertation

I would like to thank the headmistress, the teachers , and all the staff of the department of English at Biskra university.

My thanks also go to all my teachers in the primary ,middle and secondary school .

Abstract

Pronunciation is an essential element in learning English language, but even though the necessity of making the international conversation effective in terms of its intelligibility is important from every corner of the world , non-native speakers of English language do not manage of finding a way to master their pronunciation skills. Learners mispronounce words according to many reasons , one of those reasons is the difficulties students face in reading words transcription on the paper dictionary. this study investigates the effects of using electronic English dictionaries to improve learners' pronunciation by spotting the light on the audio recorded pronunciation of words. The two above strategies provided on the electronic dictionary can be considered as a very helpful ones in enhancing the pronunciation . In this research, we hypothesize that if students use the electronic dictionary, they will enhance their pronunciation in compared with those who use paper dictionary. The participants were selected randomly among second year learners who completed three semester at the English division of the department of foreign language at Biskra university . To release to what extent electronic dictionary help students in their pronunciation, and to know teachers' point of view toward this new tool, two questionnaires were designed to achieve the above objectives, teachers' questionnaire was administrated to five teachers. Learners' questionnaire was administrated to fifty students. The final results of this dissertation shows that electronic dictionary effectively contributes to improving learners' pronunciation of their acquired language.

List of Acronyms

ED: Electronic dictionary

OED: Oxford English dictionary

EFL: English foreign language

IPA: International phonetic alphabet

PED: Pocket electronic dictionary

LCD: Liquid-crystal display

COD: Collins online dictionary

OALD: Oxford advanced learner dictionary

ELT: English language teaching

CPH: Critical period hypothesis

List of Tables

Table:2.1 Single Valued Consonants	31
Table:2.2 Single Valued Consonants with Some Exceptions.....	32
Table :2.3 Consonants with Two Sound Values.....	32
Table :2.4 Composite Consonants that have one Sound Value.....	33
Table :2.5 Doubled Consonants have the Same Sound Value.....	34
Table:2.6 Vowel Letters with Two Sound Values.....	34
Table: 3.1 Teachers oblige students to use dictionary for checking pronunciation.....	41
Table :3.2 Teacher think that electronic dictionary is helpful than paper one.....	41
Table:3.3 Teachers' view about using (ED) can be effective technique.....	42
Table:3.4 Teachers' view about using electronic dictionary in class.....	42
Table:3.5 Teachers' think about the difficult subject to be teach.....	43
Table :3.6 Teachers' method.....	43
Table :3.7 Teachers' correct students' pronunciation in classroom.....	44
Table:3.8 Teachers' think that accurate pronunciation is necessary.....	44
Table :3.9 Teachers' view about students' level in pronunciation.....	45
Table :3.10 The main reason that leads students to mispronunciation.....	45
Table :3.11 Teachers' correct students' pronunciation.....	46
Table:3.12 Teachers' correction of students pronunciation is useful.....	46
table:3.13 Students' gender.....	50
Table :3.14 Students' branch in baccalaurean level.....	51
Table:3.15 Students' choice about English.....	51
Table :3.16 Students' reason about choosing English.....	52
Table:3.17 The kind of dictionary that students have.....	52

Table:3.18 The accompany of dictionary to class.....	53
Table :3.19 Students’ use of electronic dictionary to check pronunciation in class.....	53
Table :3.20 Students’ use of electronic dictionary out of class.....	54
Table:3.21 Students level in pronunciation.....	54
Table :3.22 Teachers oblige students to check the pronunciation.....	55
Table :3.23 Students have enough time to use dictionary.....	55
Table :3.24 Students’ use of electronic dictionary.....	56
Table :3.25 Forms of electronic dictionary that students use.....	56
Table :3.26 Students’ view about electronic dictionary in helping.....	57
Table:3.27 Students fear of making pronunciation mistakes.....	57
Table:3.28 Students’ improve pronunciation by using electronic dictionary.....	58
Table:3.29 Students’ check the meaning and the pronunciation at the same time.....	58
Table :3.30 When students check the pronunciation.....	59

List of Figures

Figure 1: Two-step technical-(meta)lexicographic electronic-dictionary typology

Figure 2: PED retrieved from Wikipedia.

Figure3:Online (OED)

Contents

Dedication.....	II
Acknowledgments.....	III
Abstract.....	IV
List of Acronyms.....	IV
List of Tables.....	VI
List of Figures.....	VIII
Introduction.....	1
1. Background of the study.....	1
2. Statement of the problem.....	1
3. Aims of the study.....	2
4. Research question.....	2
5. Hypotheses.....	2
6. Significance of the study.....	2
7. Research methodology.....	3
8. Structure of the study.....	3
9. limitation of the study.....	4
 Chapter one : The use of electronic dictionary	
Introduction.....	5
1.1 Broad definition of dictionary.....	5
1.2 Development of dictionary over the years.....	7
1.3 Definition of Electronic dictionary.....	8
1.4 Representing meaning in Electronic dictionary.....	8

1.5 Modes of meaning indication in dictionaries.....	9
1.5.1 Verbal mode.....	9
1.5.1.1 Definition.....	9
1.5.1.2 Equivalent.....	9
1.5.1.3 Illustrative example.....	10
1.5.1.4 Audio presentation of verbal element.....	10
1.5.2 Non-verbal mode.....	10
1.5.2.1 Audio recordings of non- linguistic sounds.....	11
1.5.2.2 Pictorial illustration.....	11
1.5.2.3 Photographs.....	12
1.6 The use of Electronic Dictionaries.....	12
1.7 Spelling and speaking.....	12
1.8 Ways of indicating pronunciation.....	13
1.9 Types of electronic dictionary.....	14
1.9.1 Handheld dictionaries or (PEDs).....	14
1.9.2 Dictionaries on mobile device.....	15
1.9.3 Online Electronic Dictionaries.....	16
1.9.4 Learners dictionary on CD-ROM.....	17
1.10 Key to pronunciation.....	17
1.10.1 Vowels.....	18
1.10.2 Consonants.....	19
1.10.3 Stress.....	20
Chapter summery.....	21

Chapter two :An overview about pronunciation

Introduction.....	22
2.1 An overview on pronunciation.....	22
2.1.1 Definition of pronunciation.....	22
2.2 Learning pronunciation.....	23
2.2.1 The teacher’s role.....	23
2.2.2 The learner’s role.....	24
2.3 Teaching pronunciation.....	24
2.3.1 Short history about teaching pronunciation.....	24
2.3.2 Teaching pronunciation today.....	25
2.4 Importance of pronunciation.....	26
2.5 Factors influencing pronunciation.....	26
2.5.1 The biological factor.....	26
2.5.2 Personality Factor.....	27
2.5.3 The Native Language Factor.....	28
2.5.4 The Age Factor	28
2.5.5 Socio-Cultural Factor.....	29
2.6Intelligibility.....	29
2.6.1 Definition of intelligibility	29
2.7 Factors affecting intelligibility.....	30
2.7.1 The sender.....	30
2.7.2 The receiver	30
2.3 Rules of pronunciation.....	31
2.3.1 Rules of consonants.....	31
2.3.2 Rules of vowels.....	33

Chapter summary.....	35
-----------------------------	-----------

Chapter three : interpretation and analysis of data

Introduction.....	36
3.1 Research method and Research methodology	36
3.2 Research tool.....	37
3.2.1 The questionnaire	37
3.2.1.1 Analysis of the questionnaires.....	38
3.2.1.2 description of the questionnaires.....	38
3.3 The teacher’s questionnaire.....	38
3.3.1 The sample.....	38
3.3.2 Description of the questionnaire.....	39
3.3.3 Analysis of the results.....	40
3.3.4 Summery of the results.....	47
3.3.5 discussion of the results.....	48
3.4 The learner’s questionnaire.....	49
3.4.1 The sample.....	49
3.4.2 Description of the questionnaire.....	49
3.4.3 Analysis of the results.....	50
3.4.4 Summary of the results.....	59
3.4.5 discussion of the results.....	60
Chapter summary.....	61
General conclusion.....	62

Recommendation

References

Appendix one : Teachers' questionnaire

Appendixtwo :Students' questionnaire

ملخص

General introduction

1. Background of the study

Pronunciation is considered as difficult subject to teach and to be learned , although this aspect is the basic of learning English language in addition to other languages but it is ignored from learners .Knowing how to articulate is major factor of any success in any language learning .In order to achieve in accurate pronunciation , learners should use helpful tools and techniques. Electronic dictionary is one of those helpful tool ,the importance of using electronic dictionary for enhancing learners' pronunciation can not be ignored or neglected .This device give their users immediate access to the reference information in clear and direct way to the needed words ,it is also easy to use ,sound is available and provide a variety of routs for searching .Pronunciation have an important role not only in conveying messages , but also in reflecting the social image of the speaker .

2. Statement of the problem

This study is limited to English language students at the level of second year at biskrauniversity , we notice that students still ignore the important component of a language which is the pronunciation ,even though they study it as a phonetic module .

Electronic dictionary is useful tool for developing pronunciation , it offer to them the audio record of pronunciation and words transcription , but student most of the time do not check pronunciation when using them , and they have a weak performance in pronouncing even some weak words .

This phenomenon is the problem explored by the researcher of this dissertation .

3. Aims of the study

This dissertation describe how can electronic dictionary help second language learner in their pronunciation ,at the same time the researcher will attempt to make students more aware about the significant of using this new tool in the classroom or their study to improve their pronunciation

4. Research question

To what extent can electronic dictionary help students to improve their pronunciation ?

5. Hypothesis of the study

Throughout our study , we hypothesize that if students use the electronic dictionary, they will develop more their pronunciation in compared with those who use paper dictionary .

6. Significant of the study

The finding of this research will have a significant clarification of the role of audio pronunciation of words transcription in the electronic dictionary use to improve students' pronunciation .

It expected that this research will insist the use of electronic dictionary by all second- year students in specific and all the language learners in general .Because it show the importance of both audio pronunciation and words transcription in such kind of dictionaries .

This study will encourage students to benefit from all the service of electronic dictionary and its use whenever they have the chance to do that whether inside or outside of class

7. Research methodology

7.1 choice of method

In our research descriptive method will be used because it fits the nature of our research , we will describe the effects of electronic dictionary use on students' pronunciation . we will rely on both qualitative and quantitative methods .Two questionnaires will be administrated to teachers and students analyzed by descriptive statistical method .

7.2 Population and sample

Second year students of English language at Mohammed Kheider University of Biskra are those who took part in this research , students at this level need to improve their English pronunciation so they would feel it necessary to use an effective and fast tool like the electronic dictionary , all the sample share the same educational and linguistic background .

7.3Data gathering tools

The tools will be used is two questionnaires designed, one is for students to gather further data about advantages and use of electronic dictionary to improve their pronunciation , and teachers and second is for teachers to survey their view points towards this new device .

8. Structure of the study

This dissertation is divided into three main chapters , the first one is about the use of electronic dictionary .It gives clear definition of dictionary , the development of dictionary over the years , the focus was on the electronic dictionary (its definition , types , and use) , then representing meaning and pronunciation on the electronic dictionary ,this chapter closed by key to pronunciation .Second chapter is about an overview on pronunciation , it gives pronunciation definition , learning and teaching pronunciation ,its importance and factors influence on it .At the end we will talk about intelligibility .The third chapter is a field work

of the study .We will analysis the two questionnaires , data obtained from the used tools are discussed .Through this chapter we try to improve the effect of using electronic dictionary on students' pronunciation .

9. Limitation of the study

Even though outcomes of the research succeed to confirm the hypothesis, there were some limitations; further outcomes would flourish if time was sufficient. This research gives thought to others to develop it. Further more , Students was not so cooperated specially when comes to answers of the open questions. Since this research is investigated the effect of a tool it was better to do an experiment in order to see the impact of this tool on the student i.e. how they performed before using it and after but time was so limited More over, The lack of resources specially when it comes to deal with the electronic dictionary , almost all the researches done before did not have a clear or strong ideas about this new tool and if it is strongly helpful specially when talking about use it in the classroom

Chapter one

The use of Electronic Dictionary

Introduction

Electronic dictionary serve in gaining knowledge , and vocabulary .It is powerful tool ,with qualities that enable students to improve their pronunciation .Recently various types of electronic dictionaries supplement the ordinary paper dictionaries and function as additional assets in learning vocabulary and its pronunciation .This dictionary comes in various forms such as mobile dictionaries ,dictionaries on CD-ROM ,and they offer unprecedented advantages with features such as easy to access, high speed ,multimedia environment this new technology tool may influence teachers' decisions on recommendations of dictionaries for learners .Teachers have to enhance this new type of dictionaries ,and make proper use of them in their classroom activities and for various pedagogical purposes .This chapter studies the development of dictionary in general ,then what is an electronic dictionary and how meaning is represented on it ,this part deal with about modes of indication meanings in (ED) , then the use of electronic dictionary and ways of indicating pronunciation ,at the end we will talk about the types of (ED) and the key to pronunciation .

1.1 Broad definition of dictionary

The dictionary is one of the most important tools for language learners. It offers various kinds of help. It is resource for finding meaning, part of speech, origins and even synonyms. « dictionary is collection of words in one or more specific language, often arranged alphabetically (or by radical and stork for ideographic language) which may include information on definition, usage, etymologies, phonetics, pronunciation, translation and others or book of words in one language with their equivalents in another, sometimes known as a

lexicon. It is a lexicographical product which show inter- relationship among the data » (wikipedia).

Dictionary is combination of vocabularies in certain language, classified according to the Alphabetic order which contain specific information by defining the target word and giving its usage, which more focus its etymologies and phonetics by giving the right transcription for the exact pronunciation.

Cambridge advanced learner's Electronic dictionary (2013) defines a dictionary as :

- A book that contains a list of words in alphabetical order and that explain their meaning, or gives a word for them in another language a similar product for use on a computer. A French- English/ English- French dictionary / a bilingual / monolingual dictionary, to check how a word is spelled, how it's up in a dictionary.
- A book that gives information about a particular subject, in which the entries (word or phrases) are given in alphabetical order :
 - A biographical/ science dictionary.
 - A dictionary of quotations.

Any dictionary contains an introduction, a list of abbreviations, and a guide to the use. It is very important and useful to read the preface of a dictionary to know what is found and what is not, and to be aware about the purposes beyond making that dictionary because each dictionary has its own specific features. Supplementary materials like appendices, are valuable for language learners and language teachers.

1.2 Development of dictionary over the years

As claimed by Cowle (2009) change in lexicography may be seen not only in the introduction of new head words but in the appearance and further development of new kinds of dictionaries such progression can be traced from the appearance of the first monolingual dictionary – Cowday's table alphabetical in 1604- to the stage where, a century and half later, recognizably modern work has emerged.

Dictionary had been developed according to the word's change over the years. Cowle add « the second half of the seventeenth century saw the publication of a new type of monolingual dictionary, one which in scale and content was designed to appeal to an educated, leisured class of reader. Edward Phillip's the new world of English words (1658) was the first of these follow dictionary to appear ». Phillip's dictionary gives broad information of the different sides like art, sciences, proper names and also the geographical description, this dictionary come to the world after Cowday's one in 1604. After that like Cowle say « Johnson's dictionary combined the best aspects of existing practice with features that were truly innovative, as Allen Reddich shows. As the essential basis of the work thousands of literary and another quotations were gathered, but Johnson also drew of ideas and materials on the most important English dictionary in history it was contained the words definition in details and illustrated with quotations covering every branch of learning.

According to Phil who said in his book « Ethnocentrism and the English dictionary. "Johnson's dictionary of the English language and Webster's an American dictionary of the English language was in their time widely regarded as monuments to their respective national versions of language. The greatest landmark of all, the Oxford English dictionary (OED), which was more or less explicitly a project of British imperialism concerned with the consolidation of English as the dominant language of the world, contains to set the standard for the modern English dictionary ». (2001)

The very idea of the « Oxford English Dictionary » is enormously complicated if its aims to record every significant word in the history of the English language. Then it can never rest but online dictionary surely embody the future of word brewers, new technologies allow word definitions and their histories to be conjured up with the click of a mouse. And now instead of having to print new books each time the dictionary is updated, the online version can be altered with relative speed and ease.

1.3 Definition of Electronic dictionary

Helary Nesi defines Electronic dictionary (ED) as any reference material stored in electronic form that gives information about the spelling, meaning, or use of words. From this definition, (ED) is a glossary of words with their significances in digital form and can be accessed through a number of different media.

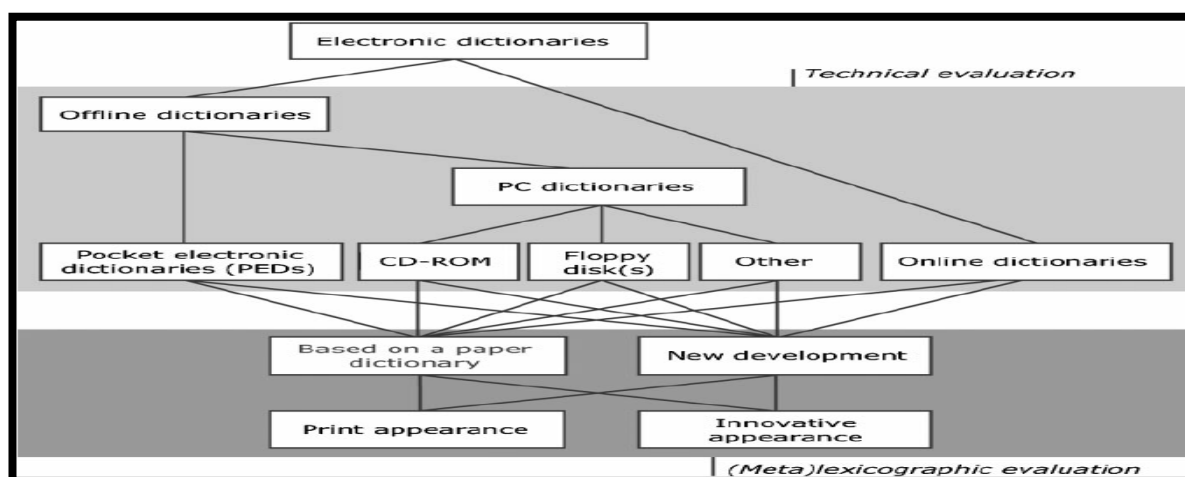


Figure 1.1 : Two-step technical-(meta)lexicographic electronic-dictionary typology (Lehr 1996: 315, redrawn and translated here).

1.4 Representing meaning in Electronic dictionary

Dictionary use different ways in indicating meanings, the ways are usually different from paper to electronic ones. The ways used play a major role in meaning comprehension and words pronunciation. Some ways of presenting meaning in electronic dictionaries like the audio

recording of verbal elements, will give students and users in general great chance to enhance their pronunciation .

1.5 Modes of meaning indication in dictionaries

Indicating meanings in dictionaries devoted into two modes ,verbal and non-verbal mode. Each mode present words meaning in specific way .

1.5.1.1 Verbal mode

The usual way of indicating meaning in dictionaries is verbal representation . This representation giving words explanations in different forms, alone or in combination manner . those forms include definition , equivalent ,illustrative example, and the audio presentation of verbal element .

1.5.1.2 Definition

Definitions should be easier to understand for foreign learners, although there may be unexpected benefits to native speakers as well. (McCreary and Amacker, 2006). Multiple probable meaning of words are listed, generally with exemplification, more information may be found like: use of word, synonyms, or derivation. Robert Low adds that“ given the relation erase with which instantaneous assistance can now be given (in principal at least, if not always in practice) for problematic words in the definition, may make good sense to make more liberal use of words outside the strict defining set in an electronic dictionary than in a paper dictionary.”(2010)

1.5.1.3 Equivalent

This term is like the definition of monolingual dictionary. Robert lew (2008) claimed that “Equivalent should be a real lexical Unit of the target language, which can occur in real sentences.” He also said that “the usual procedure is for the lexicographer to collect a broad

range of typical contexts in the sources, language in which the respective lexical unit occurs. the lexicographer then tries to translate these entire typical context into the target language, using in each instance the prospective equivalent of the target language. If the prospective equivalent fits into all these contexts. It is an absolute one, if not, it is partial and the entry will have to indicate some other (partial) equivalents to cover the whole range of the lexical, meaning of the entry word”. Usually in any language we found two or three words have the same meaning . Lexicographer collect equivalents following certain steps and organize them in the dictionary to make the users more aware about the maximum words which contain the same meaning .

1.5.1.4 Illustrative example

Robert lew (2010) defines Illustrative examples as “a good way to understand a word usage illustration depends on the type of dictionaries. It varies from simple everyday examples to masterpiece of literature.” A general dictionary differ from the specific ones .The terms used and examples put on those dictionary related to the domains the dictionary cover .Using usual examples is totally different from literature ones .

1.5.1.5 Audio presentation of verbal elements

Robert Lew said that “electronic dictionary has built in audio capability; the nit is in principle possible to present the verbal components of the entry, not just in conventional spelling but as the spoken word”. In this case, Robert pointed out to the importantfeatures which are the audio presentation of the (ED)which can give great help to learners by listening to the voice recording of a human reader, then get a clear pronunciation of the target word.

1.5.2 Non-verbal mode

Lexicographic has been used the verbal mode to indicate meaning for a long period of time . this mode consist of using pictures , photographs ,graphs and other options which could be

used just in electronic dictionary like the audio recording of non-linguistic sounds , .The strategies which are available in electronic dictionary give great help for their users to to better pronunciation and understanding meaning of the words .

1.5.2.1 Audio recordings of non- linguistic sounds

According to Robert (1998) said that “an actual recording of the sound of a bell would contribute more to the explanation of meaning than a mere verbal description, or picture of it. The audio recording of the sound give more explanation to the meaning then verbal description, or use of pictures” Robert said that “there dictionaries which offer this feature like, the online Macmillan English Dictionary which includes the so-called sounds of musical instruments under their names, including the common ones such as guitar, piano, violin, recorder.” We also find animal and bird calls, and sounds made by humans are also represented.

1.5.2.2 Pictorial illustration

Nesi (1998) and Gumkouska (2008) both investigated the effectiveness of illustration, the two studies points to double benefits of pictorial illustrations as an additional meaning indicator in dictionaries, at least for concrete noun. As shown by Nesi“pictures help with immediate recognition and comprehension which is often the primary functions of dictionaries, but the benefits do not stop there as the presence of pictures also promotes vocabulary acquisition in the foreign language, as evidence by Gumkouska’s study, although illustration tend to be more expensive and problematic in the process of type setting and printing.” In printed book, every single picture included ads to the size ofthe volume, and there, indirectly, again impacts cost, as well as, making dictionary bulky and unwieldy, but with the large storage capacity of most types of electronic dictionary.

1.5.2.3 Photographes

Photographs can be included in electronic dictionary more readily than on paper, particularly if the device is equipped with color screen. It is quicker, cheaper, and easier choice than drawing at least for everyday objects within easy reaches.

1.6 The use of Electronic Dictionaries

Electronic Dictionary began to enter among learners in quick way and become more popular, simply because this kind of device give great help for them, it in addition to reading the definition, learners can also hear the pronunciation recorded by humans, watch illustration videos, and use other function (links, cross-references..etc) it didn't stop here, those kind of devices comes in different forms on the internet, pocket electronic ones, and on the computer without forgetting the most used form which is the mobile dictionaries, the digital dictionaries on mobile device many findings are concerned this kind of dictionary and its use by English foreign language (EFL) learners. According to Steel (2012) "mobile apps offer a wide range of learning variety of learning tools that can be downloaded to their mobile devices and used productively at opportune times in a variety of settings and on the go" this feature of mobile learning is more practical help, as "extending language learning outside of classroom time, especially where in class language practice time is limited, it is essential to language acquisition". Using mobile dictionaries is time efficient and help language learners acquire vocabulary and check verb conjugation and the most important advantage is the pronunciation of researcher's words

1.7 Spelling and Speaking

As claimed by Georffrey (2001) "the problem of trying to use the regular spelling alphabet as a pronunciation guide is that it does not have symbols for all sounds of speech" the limited number of spelling alphabet can lead to expression difficulties of pronunciation.

According to Geoffrey's statement that "there are forty-five spoken vowels, diphthongs and consonants in American speech, but only twenty-six letters in the spelling alphabet. That means that there are nineteen spoken sounds for which we have no written letters, consequently, when we spell we are forced to use the same spelling symbol for several different sounds of speech. For spelling it is okay, we can look at the word and recognize it. But for speaking it's confusing. We cannot be sure of what sound we are actually supposed to say" from Geoffrey's study we can notice the fact that knowing the spelling of words is not enough for good pronunciation simply because speaking is not like spelling. That's why we can consider that the pronunciation records on the electronic dictionary is a good feature and an important character in comparison with paper dictionaries.

1.8 Ways of indicating pronunciation

There are different ways that can be used by EFL learners to look for words' pronunciation either by looking to its transcription on the paper dictionary or listening to its pronunciation on the electronic ones.

"transcription is the use of phonetic symbols to write down the ways an utterance (a stretch of speech) is pronounced" (Rogers, 2013). It aims to represent as accurately as possible the utterances in a given language because standard orthography (written form) does not help to predict pronunciation from spelling. In addition, the use of such phonetic symbols makes the pronunciation of any language easy, clear and effective.

"At its most basic level, a phonetic transcription is an economical means for capturing speech sounds on paper, using largely the International Phonetic Alphabet (IPA) as a central tool" (Bal and Rahilly, 1999)

Even though transcription is an essential element for presenting pronunciation on the dictionary, the complicated symbols used of (IPA) seem difficult for learners to deal with.

Electronic dictionary offer (EFL) learners new way for checking words pronunciation it is the record speech , Pedro el all say that “modern-day dictionaries have the advantage of a sound theoretical basis and this is the special significance of electronic dictionary” the available sound of unfamiliar words can be considered as great help for (EFL) learners .the most obvious advantage of using recorded human speech in an electronic dictionary is the naturalness and liveliness that can be obtained ,indicating how a word is pronounced throw natural speech record is easy to work with , and very helpful manner because listening to the words pronunciation and imitating it can be considered as very beneficial way , Georffory (2001) argue that “ listening to a good speakers and imitating them is the best and easiest way of learning the correct pronunciation for a word” in that case imitating the words recorded on the electronic dictionary cannot be ignored as a helpful and easy method for good pronunciation .Georffory also add that “ listening is also the way we learned how to pronounce words when we first began talking”

1.9Types of Electronic Dictionary

There are several types of (ED) according to Nasi(1999) , “in addition to different modes of dictionaries as monolingual ,bilingual and bilingual zed dictionaries ,there are various types of electronic dictionaries including pocket electronic dictionaries (PEDs) known also as handheld electronic dictionaries ,dictionaries on CD-ROM or flop ydisk , and online dictionaries” electronic dictionary on general gives many advantages to their users it is easy to carry around ,sounds is available and provide a variety of routes for searching and use In addition to that each type of have its own benefits.

1.9.1 Handheld dictionaries or (PEDs)

Handheld dictionaries are resemble miniature clamshell laptop computers , complete with full keyboards and liquid-crystal display (LCD) screens , those dictionaries are battery –

powered and made with durable casing material .they include stroke order animations ,voice output , language learning programs , a calculator ,personal digital assistant (PDA) like organizer functions and many other functions ,also dictionaries that contains data for several languages may have a “jump” or “skip-search” feature that allows users to move between the dictionaries when looking up words ,and reverse translation action that allows further look up of words displayed in the results .(Wikipedia,2017)

According to Hillary investigation “many of 494 students users in Taylor and Chan’s study agreed that printed dictionaries were more detailed and more than their own electronic ones ,but nevertheless choose the electronic format because it was so much quicker and easier to look up words”



Figure1.2: PED retrieved from Wikipedia.

This figure show an example of handheld or pocket electronic dictionary. It is a form of the electronic dictionary ,mostly used by learners because they found it easy to carry and use

1.9.2 Dictionaries on mobile device

Dictionaries of all types are available as application for smart phones and for tablet computer such as Apple’s Ipad , BlackBerry ,and others .the needs of translators and language, learners are especially well catered for ,with application for bilingual dictionaries for numerous language pairs , and for most the well-known monolingual learner’s dictionaries

such as the Longman dictionary of contemporary English and the Macmillan English dictionary.

1.9.3 Online Electronic Dictionaries

Online dictionary is a dictionary that is available on the internet or world wide web and accessed through a web browser using a computer or mobile device , primarily by typing a query term into a search box on the site .Online dictionaries like “dictionary.com” offer immediate , direct access through large databases to a word’s spelling and meanings , plus a host of ancillary information ,including its variant spellings ,pronunciation , inflected forms ,origin, and derived forms ,as well as supplementary notes on matters of interest on concern about how the word is used .retrieved from(Dictionary.com)

There are several types of online dictionaries here are some of them:

- Aggregator sites ,wich give access to data licensed from various reference publishers .they typically offer monolingual and bilingual dictionaries ,one or more thesauruses ,and technical or specialized dictionaries .example include the free dictionary .com and dictionary.com
- Dictionaries from single publisher ,examples include Collins Online Dictionary (COD),Larous Bilingual Dictionaries ,the Macmillan English Dictionary ,and Merriam-Webster learner’s dictionary .Wikipedia 2017



Figure1.3:Online (OED)

The figure below show the online electronic dictionary which is also another form of the electronic dictionary , those kind of dictionary used only in the internet, that is why they called online dictionary . They offer different services to their users as the easy and fast access to the needed words .

1.9.4Learner’s dictionary on CD-ROM

This type of electronic dictionary is about the dictionaries on CD-ROM like the Oxford Advanced Learner's Dictionary(OALD) those kind of dictionary offer many service to the learners in addition to meaning of word it also contain extra features unavailable in hard copy, such as video and audio material, corpus examples, and interactive exercises and game CD-ROM also contain audio libraries which provide the user with the option to hear the spoken form of any headword in the dictionary. The audio component in LIAD includes a record and playback feature so that learners can compare their own pronunciation with there commended model. The inclusion of audio and video in the Longman electronic dictionaries entitle them to be termed 'multimedia' applications, and reviewers have commented on the attractiveness of these features to learners (Eastment1996;McCorduck 1996).

1.10 Key to pronunciation

on to hear any pronunciation spoken aloud, click the blue play icon to the left of each transcription.

The pronunciations given are those in use among educated urban speakers of Standard English in Britain and the United States. While avoiding strongly regionally or socially marked forms, they are intended to include the most common variants for each word. The keywords given in this key are to be understood as pronounced in such speech.

Words particularly associated with other parts of the English-speaking world are also given pronunciations in the appropriate global variety of English. Keys and details of each model can be found here.

1.10.1 Vowels

British	U.S.	As in...
i:	i	fleece
i	i	happy
ɪ	ɪ	kit
ɛ	ɛ	dress
a	ɛ	carry
a	æ	trap
ɑ:	ɑ	father
ɒ	ɑ	lot
ɔ:	ɔ, ɑ	hawk
ʌ	ə	cup
ʊ	ʊ	foot
u:	u	goose
ə	ə	alpha

ɔ:	ɔr	force
ə:	ər	nurse
ɪə	ɪ(ə)r	here
ɛ:	ɛ(ə)r	square
ʊə	ʊ(ə)r	cure
eɪ	eɪ	face
aɪ	aɪ	price
aʊ	aʊ	mouth
əʊ	oʊ	goat
ɔɪ	ɔɪ	choice
ã	ã	fin de siècle
õ	õ	bon mot

ɪ represents free variation between /ɪ/ and /ə/

ə represents free variation between /ʊ/ and /ə/

1.10.2 Consonants

As in...

b	big /bɪg/
d	dig /dɪg/
dʒ	jet /dʒɛt/
ð	then /ðɛn/
f	fig /fɪg/
g	get /gɛt/
h	how /haʊ/
j	yes /jɛs/
k	kit /kɪt/

l	leg /lɛg/
m	main /meɪn/
n	net /nɛt/
ŋ	thing /θɪŋ/
p	pit /pɪt/
r	rain /reɪn/
s	sit /sɪt/
ʃ	ship /ʃɪp/
t	tame /teɪm/
tʃ	chip /tʃɪp/
θ	thin /θɪn/
v	vet /vɛt/
w	win /wɪn/
z	zip /zɪp/
ʒ	vision /'vɪʒ(ə)n/
x	(Scottish) loch /lɒx/
ɨ	(Welsh) penillion /pɛ'nɪlɪən/

The consonants l, m, and n can take on the function of a vowel in some unstressed syllables. It should generally be clear when this interpretation is intended, but in cases of potential ambiguity, the consonant symbol appears with a diacritic, as ɫ, ɱ and ɳ, as e.g. meddle /'mɛdl/, meddling /'mɛdɫɪŋ/.

After a vowel, U.S. English can have /r/ regardless of the sound which follows, whereas British English retains the /r/ only when it is followed by a vowel. Compare U.S. mar /mɑr/, marring /'mɑrɪŋ/ with British mar /mɑː/, marring /'mɑːrɪŋ/

Between vowels, except at the start of a stressed syllable, U.S. English has /d/ where British English has /t/. Compare U.S. butter /'bʌdər/, and waiting /'weɪdɪŋ/ (as against wait /weɪt/) with British butter /'bʌtə/, waiting /'weɪtɪŋ/, wait /weɪt/.

U.S. speakers are more likely than British speakers to distinguish between wear (with /w/) and where (with either /w/ or /hw/).

1.10.3 Stress

The symbol ' at the beginning of a syllable indicates that that syllable is pronounced with primary stress. The symbol , at the beginning of a syllable indicates that that syllable is pronounced with secondary stress. The symbol ' , at the beginning of a syllable indicates that that syllable may be pronounced with either primary or secondary stress.

1.11 chapter summery

Electronic dictionary gives big help to the learners ,through the different service this new device offer to them .As foreign language learner ,learners should use the dictionaries in general in every available opportunity ,it should becomes a habit whether it inside or outside the classroom .

When learners use this tool ,they should focus on all the offered information about a word ,namely the phonetic transcription or hearing the recorded pronunciation of the looked words to accurate their pronunciation .This new tool facilitate the task because users can even not type the target word, they only need to say it loudly and this device will provide them to what they need .

Chapter two

Overview of pronunciation

Introduction

In this chapter, we are going to deal with one of the most important feature in the English language which is pronunciation. The latter plays a major role in enhancing learner's competency to utter accurately. However, most of students still make errors in speaking English. This chapter will discuss the main points of phonetics starting from definition of pronunciation , teaching pronunciation in general and learning pronunciation by giving the teachers' and learners' roles ,then an overview about teaching pronunciation , after that we will talk about Importance of pronunciation and Factors influencing pronunciation ,at the end we will deal with intelligibility .

2.1 An overview on pronunciation

Pronunciation is broad part in the languages , it can be defined in several ways .We will mention some of those definition to give general overview about it .

2.1.1 Definitions of pronunciation

Zemanova (2007) claims that, for every particular language, pronunciation is defined as the accepted standards of sound rhythm seen in different words. Then, pronunciation includes accepted conventional sound only. Pronunciation is a necessary part of speaking, it involves making the correct sounds of a particular language, as well as how the sounds are put together in the flow of speech.

The first aim of pronunciation is comprehension of the hearer of what has been said so that any pronunciation that does not lead to an understood message is not considered

obviously that's how language dictionary of applied linguistics define the term pronunciation which is the way a certain sound or sounds are produced speech sounds in the mouth, pronunciation stresses more the way sounds are perceived by the hearer. (Richard and Schmidt, 2002, P.469)

2.2 Learning pronunciation

In the learning process both the teacher's and the learners' role are very important they are summed up as follows:

2.2.1 The teacher's role

Within the current trend in English language teaching (ELT), the intention is to the learner's awareness and to create a learning environment in which learners establish their own goals and learn to monitor their performance, thereby becoming consciously aware of their progress. Pronunciation is something that learners need to experience rather than think about it too much. Teachers can help their learners by ensuring that they focus strongly on listening and speaking skills in pronunciation lesson because perception and production skills play major role in language use, language development, and language learning.

Some written Analysis is useful, but it should always lead to productive practice. In their words, the role of the teacher is to help learners perceive and produce sounds because it is impossible to tongue or never heard before. Therefore, if the learners learn how to listen carefully to their teachers when they produce sounds, then they will be able to produce sounds correctly.

Providing feedback is also one of the teacher's role since the learners sometimes do not know if they are right or wrong.

2.2.2 The learner's role

The role of the learners is not only responding to their teacher but also taking actions toward their own learning as well as their improvement. As an effective element in the teaching/ learning process, the learners of English have to direct their outside the classroom. As claimed by Benson:” we are born self- directed learners”. Inside the classroom and outside it learners have to follow those strategies in to develop their pronunciation competence like checking the transcription of every new word, especially if the learners uses a note book to record the new transcription and recall them whenever s/he speaks.

2.3 Teaching pronunciation

Teaching pronunciation have been developed over the years, those development are about the use of different approaches to facilitate teaching phonetics for learners .

2.3.1 Short history about teaching pronunciation

In his comprehension history of language teaching Kelly (1969) calls the pronunciation the “Cinderella” age of foreign language teaching. He shows that the Western linguists have studied grammar and vocabulary much longer than pronunciation. Teaching pronunciation was neglected, it is for this reason that grammar and vocabulary have been much better understood by most language teacher than pronunciation (Celce- Murcia, Brinton, and good win). As stated in Jeong (2009) summarized the history of teaching pronunciation in three major stages the outset of 1950’s. Learning pronunciation meant learning native like pronunciation and learners were expected to perfectly master pronunciation of the target language. The neglected period in 1960’s, in which pronunciation learning was marginalized because learning was focused on the mastery of linguistic aspects. Furthermore, acquiring native language at the time was difficult and raised questions like why and how to teach pronunciation. Consequently, teaching pronunciation received less and attention. The

resurgence period 1970's: the role of pronunciation learning has been recognized and has received much attention.

2.3.2 Teaching pronunciation today

Teaching pronunciation is very important side teacher ignore today, many instruction manuals, materials, and test text books 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 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.

Today, many teachers follow an approach which is called the communication language approach. According to Celce- Murcia et al (1996), this approach indicates that if nonnative speakers of English fall below the threshold level of pronunciation, they will have problem in oral expression and they will not be able to communicate even though 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 meaning 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 learners 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 necessary for pronunciation it and for teaching the pronunciation of it to his students (P.137)

2.4 Importance of pronunciation

Over recent years there has been received interest in the teaching of pronunciation which being published. How, then, is the teacher to know which one 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 are not necessarily what learners to learn. We believed that there is important distinction to be made between what is important for teacher in training and what is useful for learners in the classroom.

According to Dalton and Seidlhofer (1994), the importance of pronunciation as the production of significant sound in two senses: first: sound is important because it is used as part of code of 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 important because it is used to achieve meaning in context of use. Here the code combines with other factor to make communication with reference to act of speaking (P.3).

2.5 Factors influencing pronunciation

There are several factors effect pronunciation .those factor influenced second language learners pronunciation whether in pronunciation fluency or acquiring the correct pronunciation . those factors are summarized as follow .

2.5.1 The biological factor

It is one of the most important factors in the learning of foreign language especially pronunciation. According to the “Critical Period Hypothesis” (CPH) which based on the claims of Penfield and Roberts (1959) and further developed by Lennebery (1967, cited in Barros, 2003) states that the adults will find difficulties in learning a second language if they did not expose to it before the critical period which ends around the age of FL to put it in

other words, children who are exposed to more than one language before the age of puberty, they probably will achieve native-like pronunciation; whereas, the adults will have problems in learning a second language particularly pronunciation and intonation. Krashen (1988) strengthened the (CPH) by mentioning that learners who begging exposure to a second language during childhood generally achieves higher second language proficiency than adults. Briefly state, children are more likely to reach higher level of attainment in both pronunciation and grammar than adults are.

As result, since children are better learning the language in short run, teaching pronunciation process should be started before Puberty. Besides, the aged learners pick up the correct pronunciation a little bit late, so the foreign language teachers must be very patient in this sense, and must prepare special pronunciation drills and have the students repeat, they will obtain an acceptable level of good articulation in the long term.

2.5.2 Personality factory

Avery and Ehrlich (2008) believe that introvert students who do not want to take part in classroom activities higher scores on reading and grammar components, but they cannot find any opportunities to make practice and use of pronunciation activities. In the other hand, learners who are introduced and inhibited are usually unwilling to take risk and thus they lack opportunities to practice.

Teacher should be aware that these personality factors can affect the progress in a second language and they should create non-threatening atmosphere in their classroom to encourage their student's participation. However, students who are not really to participate should not be forced to do so.

2.5.3 The native language factor

Second language learners reflect the sound system of his native language because every language has its different sounds, words, stress, and intonation. Thus, second or foreign language learner make 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 second 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)

2.5.4 The age factor

This factor has often raised several questions among linguists and non- linguists that are many students of a second or foreign language often show an ability to acquire a native-like proficiency 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 language are learned differently by children and adult as a result of the maturation of the brain.

Other observation is that adult's 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, as McDonogh (2002) state a young child learn languages better because they are nearer the age at which they become 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.

2.5.5 Socio- cultural factor

Many researchers went on claiming that the more learners of a foreign language are associated with native speakers 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 state 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” Guiora et al (1972) cited in Singleton and Ryan (2004, P.186)

2.6 Intelligibility

Intelligibility is about others understanding of what has been said. Many researchers have defined this term as follows.

2.6.1 Definition of intelligibility

One definition of the word intelligibility is stated as: “Intelligibility is being understood by a listener at a given time in a given situation” Kenworthy (P.13). In addition, Abercrombie defines the concept of “Comfortable intelligibility” as pronunciation which can be understood with little or no conscious effort on the part of the listener. (P.93). From those two definitions, we can notice that intelligibility is the same as understandability. To be more precise, the

pronunciation of learners of English simple needs to be understood by both native and non-native speaker listeners without too much difficulty.

2.7 Factors affecting Intelligibility

Intelligibility influenced by two major factors which are the sender and the receiver . those two factors are the basic of conversation success .

2.7.1 The sender

Speaker's performance is the main reason of the intelligibility success as Kneworthy give his example, " if a learner's speech is full of self- correction, hesitation, and grammatical restructurings, then listeners will tend to find what he or she says difficult to follow". The study found that speakers who hesitate when they are speaking making make more errors in pronunciation than speakers who are confident. Speaking too quickly is another factor that affects intelligibility. Learners of second language think that the reason behind their inability to understand the native speaker's talk is that they speak too quickly; they are right to some extent. Nevertheless, in fact the speech of speech is not a necessary element in intelligibility because it happens that we found two speakers speak with the same speed, but one is less intelligible than the other is. As a result, if the listeners hear the important words easily, then there will be few intelligible problems.

2.7.2 The receiver

Intelligibility has to deal not only with the speaker but also with the listener. According to Keno worthy (1987) there are two factors can affect the intelligibility of the listener: the first listener factor is Familiarity with foreign accent. Based on Ctford (1967) it is clear that the cultural background of the listener, particularly his Familiarity with the speaker's cultural background may affect intelligibility. The second listener factor is the ability to use contextual clues when listening to someone speaking. If the topic of conversation is clear and there are

plenty of meaning clues, the listeners may be able to understand a word which would have thrown them completely if it had been pronounced in isolation.

2.8 Rules of pronunciation

Learners should know how to distinguish between letters and consonants pronunciation, been aware of some rules of pronunciation will help them to achieve better pronunciation and good speaking for successful communication. In simple manner we could say that English language have 26 letters “a,e,i,o,u” are called vowels, “w,y” are called semi-vowels i.e. they are articulated as vowels and distributed as consonant, and the rest of the letters are consonants. There are also two types of affixes: prefixes which can be added to the beginning of the word and suffixes that can be added to the end of a word.

2.8.1 Rules for consonants

Here are some of the regularities of English spelling. We will start by rules for consonants. Table 1 shows consonant letters that have one sound value only. (Kenworthy 101)

Letter	Sound	Letter	Sound
D	As in: do, bad	R	As in: right
f	As in: fun, half, before	v	As in: vision, live
j	As in: jet	x	As in: fix
m	As in: me, arm	y	As in: yet, yellow
n	As in: no, an, another	z	As in: zoo
p	As in: put, up	t	As in: to, put

Table 2. 1. Single Valued Consonants.

The table shows the English consonants which have single valued, the consonants in that case are pronounced as they are in the words like “d” in “do” or “bad” and “f” in “fun, half or before” the same thing is for the rest consonants mentioned.

The following letters are also single valued consonants but they have small cases where they have different values.

Letter	Sound	Letter	Sound
B	As in: bad, job But silent in: bomb, lamb, subtle	K	As in: kit But silent in: knee, knowledge
H	As in: he, ahead h is pronounced when it occurs at the beginning of a stressed syllables. Exceptions : honest, hour, honour, hier.	L	As in: lip, crucial But silent in: could, should, would
		W	As in: weather, will But silent in: two, answer, Write

Table 2.2. Single Valued Consonants with Some Exceptions.

Here those consonants also have single valued but they have some exception like to be a silent letters as : the letter “b” in “bomb, or lamb” , the letter “h” in “honest” , the letter “k” in “knee” and it the same for the two letters “l” and “w” .

Some consonant that have two sound values

Letter	Sound	Letter	Sound
C	can be /k/ as in :cat or /s/ as in: city	G	can be /g/as in: go or /dʒ/ as in :cage

Table 2.3 Consonants with Two Sound Values

The consonant “c” unlike the other consonants mentioned before it have two sound values , in some cases we pronounce it “s” like in the word “city” and some times pronounced as “k” like in the word “cat” .The same thing is for the letter “g”.

In English there are two or three consonant represent one sound called composite consonant letters

Letter	Sound	Letter	Sound
Ck	/k/ as in : pick	Wh	/w/ as in : which
le	/l/ as in : bottle	ph	/f/ as in : phone, graph
ng	/ŋ/ as in : sing	Sh	/ʃ/ as in : shut, wash
tch	/tʃ/ as in :watch	Qu	/k/ as in :quick, sequence

Table 2.4 Composite Consonants that have one Sound Value

Composite consonant letters are two or three consonants represent one sound as in the word “pick” the composite consonant letter here is “ck” which contain the “c” letter and “k” letter but it pronounced as “k” sound , the same thing is for the rest letters mentioned in the table .

Two composite letters have two possible sound values

- “ch” can represent: the sound /tʃ/ as in: chip, choice, child, chocolate.

The sound /k/ as in : character, chord, chorus.(however in some cases I found that it is also pronounced /ʃ/ as: in machine, chute).

- “gh” can represent: the sound /f/ as in: enough, tough, cough .The sound /g/as in: ghetto, ghost, ghastly, ghoul, gherkin .And it can also stand for silence as in: though, though, taught, daughter.

Doubled consonants keep their same sound value

Letter	Sound	Letter	Sound
Bb	As in: ebb	Pp	As in: stopping
dd	As in: odd	rr	As in: purr
ff	As in: ruff	ss	As in: mass
gg	As in: egg Or for the value /dʒ/ as in: suggest, exaggerate.	tt	As in: putt
ll	As in: call	zz	As in: jazz
nn	As in: inn	cc	As in: tobacco (but it can be /ks/ as in accept.

Table 2.5. Doubled Consonants have the Same Sound Value.

In English language there are cases which we found doubled consonants keep their same sound value like in the word “suggest” double “gg” pronounced as “dʒ”, this rule is also for other letter like : “bb”, “dd” , “ff” , “ll” , “nn” , “pp” , ”rr” , “ss”, “tt” , “zz” ,” cc” .

2.8.2 Rules for Vowels

Letter	Sound 1	Sound 2
A	/ eɪ / hate	/ æ / hat
e	/ ɪ / pete	/ e / pet
i	/ aɪ / mine	/ ɪ / fit
o	/ aʊ / note	/ ɒ / not
u	/ ju: / cute	/ ʌ / cut

Table 2.6.Vowel Letters with Two Sound Values.

In English, the single vowel letters “a, e, i, o, u” have two sound values as table 6 above shows. We can take “A” as an example, the vowel letter “a” pronounced as “ei” in the word “hate” while it is pronounced “æ” in the word “hat”.

- If the single vowel letter is followed by a single consonant letter, then the vowel sound will be sound 2 (words are pronounced with a "short" vowel).
- If the single vowel letter is followed by two consonant letters, it will have also sound 2.
- If the single vowel letter is followed by a consonant and the letter “e”, it will represent the sound 1 (words are usually pronounced with a "long" vowel or diphthong. Notice that the pronunciation of the vowel is the same as the name of the letter when reciting the alphabet)
- In the case of polysyllabic words, all you have to do is count the number of consonants following the vowel regardless of the suffix ending. If the vowel letter is followed by one consonant it will take sound 1, for example, in “relation” the “a” letter will be pronounced as /ei/. If the vowel is followed by two consonants, it will take sound 2 in table 5, for example in “action”, “a” is pronounced / æ /. This rule works for the single letters “a, e, i, o, u”

Chapter summary

Pronunciation is an essential feature in language learning, it represents a great part from the whole language because it is the main element in conversation, accurate pronunciation leads to understandable discourse and successful communication. Pronunciation can be considered as the face of a learner, so this important feature should take a lot of care from both teachers and learners. Achieving native-like accent is proved to be reachable. All that is demanded is the usual use of electronic dictionary for checking pronunciation, this tool gives great help in an easy manner for accelerating learning and saving time. Teachers should guide their learners to use the right kind of (ED) for better and more correct pronunciation.

Chapter three

Interpretation and analysis of data

Introduction

The first two chapters dealt with the impact of using electronic dictionary on student's pronunciation .As it has been revealed ,the use of electronic dictionary is very beneficial for students to enhance their pronunciation specially in the case of unknown words or words they are unfamiliar with .the present chapter aims at describing the sample and methods used for data collection .to accomplish the aim of the study ,we used the following tools for collecting the data :two questionnaires have been submitted to 5 teachers and 55 second year students , both of them are in the branch of English at biskra university .

We decide to investigate the university education because the use of electronic dictionary for the sack of checking pronunciation is more popular among students on that level of education. Studying English as branch in university make the students more closer to that language ,so they will try to improve their pronunciation by using different tools without forgetting that they will look for the easiest and quicker ones .

The data collected will help us to answer several questions concerning the (ED) and their use ,and to what extent this kind of tools is helpful for enhancing student's pronunciation

3.1 Research method and research methodology

The word research is commonly defined as the process of collecting information and data for the sack of answering some questions or solving certain problems .This collection of data is based on both a research method and a research methodology .some may use both expressions interchangeably ,though there is a difference between the two ." method can be

understood to relate principally to the tools of data collection or analysis ,technique such as questionnaire and interviews. Methodology has a more philosophical meaning , and usually refers to the approach or paradigm that underpins the research “ (Blaxter , Hughes & tight ,2006,p58)

Research paradigms are divided into two main paradigms : qualitative and quantitative .the main difference between the two paradigms is said to be in the use of numbers , the quantitative paradigm uses numeric data , the qualitative uses non-numerical data .

3.2 Research Tools

3.2.1 the questionnaires

The questionnaires were opted for as the main tools for gathering data on the topic of research .Brown (2001,p.6) defines questionnaire as “any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their existing answers “(quoted an Dorney 2003 , p.3) the questionnaire are widely used mostly by beginners as they are though to be easier to plan and administer in comparison with the other tools , but he also assert that advantages of questionnaires can be summarized as :

- Questionnaires are very practical and efficient in comparison with other research tools as they save much time ,effort ,and money .A large group of respondents can be addressed in such a short period of time .
- Questionnaires are easy to administer , easy to code and analysis .
- Questionnaires are standardized this guarantees objectively in spite of their advantages, questionnaires have some drawbacks such as :
- Unwillingness and back of motivation of the respondents to answer the questionnaire .

- After getting respondent answers , the researcher would find that some questions were left answered which would certainly affect results and interpretation .
- Questionnaire are standardized ,this does not allow an explanations which may be misinterpreted

As far as this work is concerned , the researcher used two questionnaires , one for the teacher and one for the learners

3.2.1.1 Analysis of the questionnaires

The purpose of this study is to distinguish the use of the electronic dictionaries and the level of pronunciation .Data collected from 5 English teachers and from 55 second year students in the branch of English at Biskra university .

The gathered data helped to discover how much students are aware about the important role of electronic dictionary for EFL learners . In addition the data clarified the teachers' collaboration to improve pronunciation and their view toward this new tool .

3.2.1.2 Description of the questionnaires

The closed ended questions are mainly used in this questionnaires because this kind of questions is easy to answer .The questions are put in a four -point Likert scale in the purpose to get precise responses and facilitate the task for the informants .

Both questionnaires are divided into four Section . Teachers' questionnaire contains 15 items and students' questionnaire consist of 18 items .

3.3 the teachers' questionnaire

3.3.1 The sample

The questionnaires has been administered to 5 teachers in English division at Biskrauniversity .four of them are teachers of phonetics and one of them is teacher of oral expression. The questionnaire was anonymous and tends to investigate the teachers' perceptions toward pronunciation and their students' use of electronic dictionary

3.3.2 description of teachers' questionnaire

The teachers' questionnaire contained 15 questions .

- Closed questions : are questions where respondent have only to choose one answer from the already provided ones by ticking in the right box , multiple choice questions , or by giving a yes or no answer .The main advantage of this kind of questions is that they can be easily numerically coded , and are more objective , and they are sometimes referred to as “objective items” (Q3.4.5.6.7.8.10.11.12.13)
- Numeric items : these questions look for specific numeric value like the respondents word experience (Q1)
- Clarification questions : certain questions need some clarifications from the respondents that's why they are followed by other questions that ask the respondent to give further explanation for his answer and be more precise (Q6.9.14)
- Open ended questions : unlike closed ended questions here there are no alternative answers , the respondent are given the chance to answer the question by using their own words (Q15)

The questionnaire is divided into four main sections (see appendix 1)

Section one : in this section the teachers were asked to give information about their work experience and subjects they teach to know how deep those subjects are related to pronunciation

Section two : an overview on the use of electronic dictionary .

Teachers were intended to give their opinion about the importance of electronic dictionary on students' pronunciation . to distinguish the effectiveness of this modern technique and its use in EFL classrooms'

Section three : teachers' view points about pronunciation

The aim of this section is to know about teachers' notion about degree of difficulty of pronunciation in compared with other aspects , teacher focus when introducing the new words , teachers were interrogated to evaluate issues about achieving accurate pronunciation and their students level of pronunciation .

Section four : Further suggestions

One open ended question has been asked for further opinion about the subject

3.3.3 The analysis of the teachers' questionnaire

All the five teachers answered the multiple choices and yes ,no questions and also the open –ended question ,

Section one: General Information

How long have you been teaching English

The five asked teachers are teachers for many years two of them have been teaching for 10 years ,one for 12 years and one for 11 ,and the last is for 7 years. As we notice here that all of the five teachers have been teaching for a long time ,this long period give them great experience which give us helpful answers we rely on them in our research.

1. What modules do you teach ?

Subjects taught by informants are varied but relevant to introduce phonetic transcription in courses. Main common subjects are: phonetics, oral expression, written expression, literature, didactics and culture of the language. This diversity helps to get various viewpoints

Section two: an overview on the use of electronic dictionary

1. Do you oblige your students to use the dictionary for checking pronunciation?

Options	Numbers	Percentages
Never	0	0%
Rarely	1	20%
Sometimes	1	20%
Always	3	60%
Total	5	100%

Table 3. 1: Teacher obliges students to use the dictionary for checking pronunciation.

More than half of the asked teachers said that they oblige their students to use the dictionary for checking pronunciation(80%) between always and sometimes ,while just 1 teacher from the 5 said that he do not oblige them because the limited time .

2. Did you think that electronic dictionary is helpful than paper one?

Options	Numbers	Percentages
Yes	4	80%
No	1	20%
Total	5	100%

Table 3.2:Teacher think that electronic dictionary is helpful than paper one.

Almost all the asked teachers said that electronic dictionaries is helpful then paper ones 80%,this is due to the various advantages of those dictionaries . One teacher add that :it is easy and rapid

3. Using electronic dictionary can be considered as an effective technique in enhancing learner pronunciation

Options	Numbers	Percentages
Strongly disagree	0	0%
Disagree	0	0%
Agree	2	40%
Strongly agree	3	60%
Total	5	100%

Table 3. 3: Teacher' view about Using electronic dictionary can be considered as an effective technique in enhancing learner pronunciation

All the 5 teachers agree that using electronic dictionary can be considered as an effective technique in enhancing learner pronunciation , in addition to that 60% of them are not just agree but strongly agree ,this simply indicate the important of the different services this device offer to the students like availability of sound which enhance their pronunciation .

4. Using electronic dictionary in the classroom,are you:

Options	Numbers	Percentages
With	4	80%
Against	1	20%
Total	5	100%

Table 3.4: Teacher’ view about the use of Electronic Dictionary in classroom.

the table show that 80% are with, In addition to the consideration of that electronic dictionary is an affective technique almost all the asked teachers also agree the use of electronic dictionary in the classroom, only one teacher was against using it .

Why?

Teachers give many reasons to their agreement some answers was :

- It is easy, more rapid(it is not heavy).and students support using the e-dictionary .
- It provides students with both transcription and the audio pronunciation of words .
- easily accessible and students can even hear the pronunciation and imitate it.
- helpful , small size ,sound is available .

-the criticized teacher give his justification as :

Provided that it is under the supervision and monitoring of the teacher. The available electronic dictionaries are not accurate in pronunciation. They are not consistent in using British or American pronunciation. They give single word pronunciation not sentences like when we use videos and audiotapes to teach listening and repeating.

Section three :teacher's viewpoints concerning pronunciation

1. Which aspect of English language do you see most difficult to be taught?

Options	Numbers	Percentage
Grammar	1	20%
Vocabulary	1	20%
Pronunciation	3	60%
Total	5	100%

Table 3.5: teacher' subjects is difficult to teach.

Most of the asked teachers think that pronunciation is the difficult subject to be teach because 60% of the hole informants choose it ,while one of them said vocabulary is the difficult, and other choose the grammar module .

2. When you introduce a new word, do you focus much more on its :

Options	Numbers	Percentage
Meaning	1	20%
Pronunciation	1	20%
Both	3	60%
Total	5	100%

Table 3.6: teacher' method.

Three of the informants said that they focus on both meaning and pronunciation when introduce new word 60% this is mainly due to the importance of the both of those features in learning a foreign language ,and 20% choose just pronunciation which equal one teacher and the last one choose just the meaning of the introduced words

3. How often do you correct students' pronunciation in classroom?

Options	Numbers	Percentage
Never	0	0%
Rarely	1	20%
Sometimes	2	40%
Always	2	40%
Total	5	100%

Table 3.7: teacher correct students' pronunciation in classroom.

Even though correcting pronunciation depends on various circumstances, but 80% of respondents do it effectively, always or sometimes. This indicates that mispronunciation is considered a deficiency that should be repaired.

4. Do you think that accurate pronunciation is necessary?

Options	Numbers	Percentage
Yes	5	100%
No	0	0%
Total	5	100%

Table 3.8: teacher thinks that accurate pronunciation is necessary.

All the informants agree that accurate pronunciation is necessary .100% answer yes

Why?

Some teachers give those answers :

A1- ... as i am teaching phonetics; otherwise, in other modules, we may not put emphasis a lot on

A2-Absolutely, it is necessary to master correct pronunciation.

A3-Accurat pronunciation means good users of English ,pronunciation influences the targeted message, through the discourse(when it is well pronounced).

A4-it concerns the word meaning and its function.

5. How do you find the level of student in pronunciation?

Options	Numbers	Percentage
Very low	0	0%
Low	0	0%
Average	4	80%
Good or high	1	20%
Total	5	100%

Table 3.9: teacher 'view about students' level in pronunciation.

All teachers (80%) evaluate the students' level of pronunciation as 'average' and one consider that they have good or high level(20%) . This answers is reasonable because informants take in consideration some excellent students whose level is high.

6. According to you, what is the main reason that leads students to mispronounce English?

Options	Numbers	Percentage
The absence of media used in teaching pronunciation	4	80%
The short time devoted to teaching pronunciation	1	20%
An inappropriate course book	0	0%
Total	5	100%

Table 3.10: the main reason that leads students to mispronounce English?

Almost all the asked teachers also argue that the main reason leads to mispronunciation is the absence of media used in teaching pronunciation 80% of them ,and one see that the reason is the short of time devoted to teaching pronunciation .

-If there others ,mention them please:

1. I myself, as a teacher, use many authentic materials to teach students how to pronounce correctly.
2. Mother tongue interference

7. Do you correct your students' pronunciation?

Options	Numbers	Percentage
Always	2	40%
Sometimes	2	40%
Rarely	1	20%
Never	0	0%
Total	5	100%

Table 3. 11: teacher corrects students' pronunciation.

Most of teachers correct their students pronunciation (80%),this of course due to many reasons we will mention some of those reasons .

-Why?

1. To make them pronounce accurately and fluently so they don't mislead listeners in terms of the message they want to deliver through a conversation .
2. Because the aim of phonetics is to help students develop their pronunciation.
3. English pronunciation is very important to deliver the sought message like the lexical meaning.
4. Pronunciation is important because it is used to achieve meaning in context of use.
5. Many of them have a very acceptable pronunciation though they need to improve it .

Do you think that the teachers' corrections of learners' pronunciation is useful?

Options	Numbers	Percentage
Yes	5	100%
No	0	0%
Total	5	100%

Table 3.12: the teachers' corrections of learners' pronunciation is useful.

All the teachers (100%)agree that the teachers' corrections of their students' pronunciation is useful method ,and what all teacher have to do to enhance their students' pronunciation .

Section four :further suggestion

Q1.please could you give us further suggestions or recommendation concerning this questionnaire ?

Teachers give some points concerning pronunciation we will mention some of them :

One said that pronunciation teaching is not easy and it needs much support and equipment , but in Biskra University ,teachers are lack them. So this teacher suggested that it should be a

collaboration between the government and the people in the field (teacher) to improve the situation .other one argue that Smartphone pronouncing dictionaries are developed by different programmers who are not specialized in English pronunciation. However, some trusted applications yet give accurate pronunciation like Oxford and Cambridge .The last opinion was about the use of the electronic dictionaries and it was like that “these kinds of electronic tools are effective as they are easily accessed in the classroom and also motivating ; however, the teacher has to advise students to choose good dictionnaires because not all those free ones are good. He fneeds as well to acquaint them with different varieties of the English pronunciation.”

3.3.4.Summary of the results

The teachers‘ questionnaire reveals significant facts related to the research question. Almost all the asked teachers argue that pronunciation play major role in convening the meaning of the discourse and to better deliver the ideas to other and also for successful communication that is why they give more focus to this subject during their lessons . teachers confirm the advantages of the use of electronic dictionary and consider it as a helpful tool in enhancing learners pronunciation ,they also see that this technique is great facilitator of the learning process since it is fast and provide many service without forgetting the most important one which concern our research, which is the audio pronunciation of words .All the informants praise the electronic dictionary since it do not provide the learners with just the audio pronunciation of words but also the transcription . The table below display the summary of teachers‘ questionnaire

3.3.5 Discussion of the results

The analysis of the first section shows that almost all teachers have a long period of been teaching this period was between (7-12) years .Been teaching for a long time give them good experience to know what are the beneficial tools and methods for their learners to develop their pronunciation .In addition to that all of them have the experience of teaching phonetic module i.e. they are aware about students level of pronunciation and the best method could help them .

Second section results indicates that almost all teachers encourage their students to check pronunciation in their dictionary , this is due to the importance of pronunciation in learning a second language . In addition, all teachers think that using electronic dictionary is helpful then paper one and can be considered as an effective technique in enhancing learners pronunciation .(80%) Of teachers agree the use of this tool in classroom because it is easy to use more rapid and provide students with both transcription and audio words pronunciation and many others advantages .

The analysis of section three consist that (60%) of teachers see that pronunciation is difficult subject to teach , this is mainly due to the complication of English sounds and since teach in university level , learners in that age will face some difficulties in well pronounced the second language .Even though pronunciation is difficult subject to teach but almost all the teacher try to facilitate it for their students by correcting their students mistakes and encourage them to accurate pronunciation because they it very necessary .In addition (80%) of teachers see that the absence of media used in teaching pronunciation is the main reason leads to students to mispronunciation

The last section reveal that all the teacher supported the idea of using electronic dictionary from students to enhance their pronunciation . they said that this kind of dictionary are easy to use and access and they advise them to choose the best electronic dictionary .

3.4 the students' questionnaire

3.4.1 the sample

The questionnaire has been given to 55 second year students at Biskra university, the population were choosing randomly . The aim of the research is to explore how students are related to their electronic dictionaries and to investigate students' perceptions of good pronunciation .also , it gathered students' views toward the topic

3.4.2 Description of students' questionnaire

Students questionnaire is made up of 18 questions, all the questions are closed ended questions , multiple choices questions(Q12.17) , yes. no questions Q12

The learners questionnaire is divided into four sections .

Section one :general information

It seeks to obtain information about the participants :three questions (Q1toQ4) . their gender male or female , the type of baccalaureate Arabic language art , scientific , or technical : the nature of their choices of studying the English language whether it was personal or imposed , and the last question of the first section is the reasons behind the selection studying English as a language

Section two : An overview on the use of electronic dictionary

This section includes 10 items , it has relation with the first chapter . The main aim of this section is to investigate the habit of using electronic dictionaries to check more than meaning it dealt with the kind of dictionaries they prefer to use , the degree of using their electronic dictionaries

Section three :students' view point towards pronunciation

This section contain 4 items , it investigate students attitudes of pronunciation .Further more, what they prefer to use while checking pronunciation by the electronic dictionary , either reading the (IPA) or listen to words record pronunciation

Section four :open-ended question has been asked for free answers in the sack of adding related issues to the topic

3.4.3 Analysis of student' s questionnaire

Section one :general information

Q1. Gender

Options	Numbers	Percentage
Femal	47	88,68%
Male	6	11,32%
Total	53	100,00%

Table 3.13:student's gender

The findings reveal that the majority of students are female who represents 88,68% of the present sample, while male represents only 11,32% of the sample. It is clearly determined this difference, and thus the sample consists of male and female who provide different attitudes,

Q2.

a. What type of Bacculaureate do you hold?

Options	Numbers	Percentage
Literal	24	45,28%
Scientific	28	52,83%
Technical	1	1,89%
Total	53	100,00%

Table 3.14:student's branch in bacculaurean level.

The results demonstrate that students of the same class have different backgrounds, and different experiences with regard to the way they streamred in the secondary school. The

sample is considered representative in that the population is varied (Arabic language Arts: (52,83%), Sciences: (45,28%), and Technical :(1,89%) and consequently reflects a variety of perceptions. Therefore, participants who have technical stream and they are studying English, this is because their obtained level of Baccalaureate Exam did not allow them to select what they wanted.

b. Your choice of English was:

Options	Numbers	Percentage
Personal	48	90,57%
Imposed	5	9,43%
Total	53	100,00%

Table 3.15: student's choice about English.

The vast majority of participants 90,57% have chosen studying English personally according to their desire. These attitudes reflect the quality of the participations learning. However, only 5 of the whole sample are imposed in studying English, because of their obtained level did not allow them to choose the technical branches, representing 9,43% this accounts for their learning achievement.

Q3. If it is your personal choice, why did you choose it?

Options	Numbers	Percentage
You like English	40	75,47%
You want to travel abroad	6	11,32%
For job	7	13,21%
Total	53	100,00%

Table 3.16: student's reason about choosing English

More than half of the sample 75,47% of the participants who have chosen studying English personally because they like it since it is easier than French. On the other hand, there are other respondents like choosing to study English for the sake of traveling which was the aim of 11,32% from the students, whereas the rest participants choose it in order for job

13,21% was their percentage which represent 7 of the students .The results determine these differences of reasons among participants.

Section two: an overview on the use of electronic dictionary

Q1. Which kind of dictionary do you have?

Options	Numbers	Percentage
Paper dictionary	2	3,77%
Electronic dictionary	15	28,30%
Both	35	64,15%
None of these	2	3,77%
Total	53	100,00%

Table 3.17: The kind of dictionary that students have.

More than half of the students have both kinds of dictionaries 64,15%, and this is the minimum requested from an English language learner. whereas just 2 of them have only the paper one and 2 do not have any of the two types and 3,77% was the percentage for each option ,at the end we notice that 28,30 % from the hole sample have only the electronic dictionary ,which due to the fast use of this tool .

Q2. Do you bring you dictionary with you in classroom?

Options	Numbers	Percentages
Never	7	13,21%
Rarely	11	20,75%
Sometimes	13	24,53%
Always	22	41,51%
Total	53	100,00%

Table 3.18: the accompany of dictionary to classroom

Most of the answer is between always 41,51%and sometimes 24,53%this results show that the majority bring their dictionary (either electronic or paper one) to class while there are 7 of them did not bring them i.e 13,21%and they probably mean the paper dictionary because

almost all of them have dictionaries on their mobile device ,at the end 20,75% rarely bring it to class .

Q3. How often do you use the electronic dictionary to check pronunciation in the class?

Options	Numbers	Percentages
Never	10	18,87%
Rarely	9	16,98%
Sometimes	27	50,94%
Always	7	13,21%
Total	53	100,00%

Table 3.19:student’s use of electronic dictionary to check pronunciation in class.

13,21%confirm use the electronic dictionary regularly, an important section nearly 70% use it sometimes and rarely (16,98%& 50,94% respectively) and 10 of the participants i.e 18,87% never use it to check words pronunciation ,almost all the students use their dictionary to look for words pronunciation and this is an positive trait a language learner should follow .

Q4. How often do you use the electronic dictionary to check pronunciation out the class?

Options	Number	Percentage
Never	11	20.75%
Rarely	26	49.06%
Sometimes	9	16.98%
Always	7	13.02%
Total	53	100.00%

Table 3.20 : students’ use of electronic dictionary out of class .

Only 16 students said that they use their electronic dictionary out of class (sometimes 9 students , always 7)which equals (16,98%& 13,02% respectively) , such neglect due probably to Many reasons ; it could be unawareness, lack of time or other reasons .In addition 49,06% rarely use it and 20.75% said that never do.

Q5. How do you consider level in pronunciation?

Options	Numbers	Percentage
Very low	0	0,00%
Low	4	7,55%
Average	36	67,92%
Good or high	12	22,64%
Total	53	100,00%

Table 3.21:student's level in pronunciation.

Students judge them selves as they have an average level of pronunciation 67,92% which equals 36 student ,otherwise22,64% of them said that their level is good or high ,it is good behavior to be confident of their selves ,while just 4 of them class their average as low and no one said that he or she is very low .

Q6. Do your teachers oblige you to use dictionaries to check the correct pronunciation

Options	Numbers	Percentages
Never	19	35,85%
Rarely	10	18,87%
Sometimes	22	41,51%
Always	2	3,77%
Total	53	100,00%

Table 3.22:teachers oblige students to check the correct pronunciation.

22 of students said that their teacher oblige them to use dictionary which present 41,51% ,10 of them said it is rarely (18,87%) and 35,85% said that they never been obliged this may be due to the short of course's time ,also just 3,77% o who were obliged to use dictionary for pronunciation checking .

Q7. You do not have enough time to us the dictionary.

Options	Numbers	Percentages
Strongly disagree	9	16,98%
Disagree	26	49,06%
Agree	18	33,96%
Strongly agree	1	1,89%
Total	53	100,00%

Table 3.23:students have enough time to use dictionary.

Investigating students plenty of time reveals that, for (56,04%) of students, time is not a constraint. Even though time is not a problem, consulting a paper dictionary in an ordinary way is exhausting and time consuming, especially when a large number of words needed to be checked, this is what make electronic dictionary more helpful ,while (43,96) argue that they do not have enough time to use dictionary .

Q8. Do you like using electronic dictionary?

Options	Numbers	Percentages
Yes	48	90,57%
No	5	9,43%
Total	53	100,00%

Table 3.24:student's use electronic dictionary.

90,57% said they like using electronic dictionary , the different advantages of this tool like:easy to carry on , fast ,sound is available and others , is mainly the reasons of preferring using it .

Q9. If yes, which of those forms of electronic dictionary you use?

Options	Numbers	Percentage
Handheld dictionary or pocket electronic ones	3	5,66%
Dictionaries on mobile devices	48	90,57%
Online dictionaries	2	3,77%
Total	53	100,00%

Table 3.25:forms that student's use of electronic dictionary.

90,57% of the students use dictionaries on their mobile device since it the available means in Algeria ,and only 2(3,77%) use the online dictionary because of the absence of the internet outside their homes or on their educational schools or universities ,and 5,66% have the handheld dictionary this week percentage dues also to the lack of availability of this tool and its expensive price .

Q10. To what extent do you find using electronic dictionary helpful?

Options	Numbers	Percentages
Not at all	0	0,00%
Little	8	15,09%
Much	19	35,85%
Very much	26	49,06%
Total	53	100,00%

Table 3.26:student's view about electronic dictionary in helping.

84,91% of the asked students agree that electronic dictionary is helpful ,while only 15,09% Consider it as unhelpful one .

Section three: student's points view towards pronunciation

Q1. Do you fear of making pronunciation?

Options	Numbers	Percentage
Not at all	3	5,66%
Little	17	32,08%
Much	19	35,85%
Very much	14	26,42%
Total	53	100,00%

Table 3.27:student's fear in making pronunciation.

Some of the participants said that they feel fear of making pronunciation mistakes 35,85% much feel fear and 26,42% are very much ,and32,08% a little means that they feel fear just some times and only 5,66% are strong and confident to talk in free manner without fear

Q2. To what extent did the use of electronic dictionary help you to improve you pronunciation?

Options	Numbers	Percentages
Not at all	3	5,66%
Little	15	28,30%
Much	22	41,51%
Very much	13	24,53%
Total	53	100,00%

Table 3.28:students improve pronunciation by using electronic dictionary.

Half of the students (66.00%) agree much and very much that electronic dictionary help them improving their pronunciation , and (28,30%) said that it give a little help while only 5,66% who do not at all think that it is helpful

Q3. When you check the meaning of a word, do you check the pronunciation too?

Options	Numbers	Percentages
Never	1	1,89%
Rarely	11	20,75%
Sometimes	21	39,62%
Always	20	37,74%
Total	53	100,00%

Table 3.29:student’s check the meaning and the pronunciation in the same time

77,35% of the asked students said that they check words pronunciation when checking meaning this of course influence their concern toward pronunciation ,and since they use the electronic dictionary ,they find it easy to just listen to the record which may also facilitate for them the reading of the (IPA) i.e the transcription .

Q4. When checking the pronunciation you:

Options	Numbers	Percentage
Read the international phonetic alphabet symbol (IPA)	12	22,64%
Listen its pronunciation	41	77,36%
Total	53	100,00%

Table 3.30:when students check the pronunciation.

Almost all the students prefer to listen to the words pronunciation or the recorded pronunciation of the terms giving in the electronic dictionary (77,36%),since this feature is easy to use and very beneficial and provide more reality because the recorded are by human voice , otherwise 22,64% of them said that they read the (IPA).

Section four: further suggestions

Q1. Please feel free about suggest any idea about pronunciation.

Informants' propositions were varied. While some suggested listening to audios and podcasts, others focus on videos, especially with subtitles. A portion pointed out extensive practice of phonetic transcription and the speaking outside the classroom. In addition, some proposed note cards to learn pronunciation. Finally, 6 respondents answers: that they do not know This expresses students' concern and interest for pronunciation.

3.4.4. summary of the results

Data analysis clarifies different sides of the topic in question. In general, the analysis of the results obtained by the questionnaire show the students strong relationship with their electronic dictionary and the big help this device offer to them for their better pronunciation. The table below display the summary of the students' questionnaire.

3.4.5 Discussion of the results

Data gathered were significant. Both teachers and students were very interested into the topic. almost both of them answer the questions .

The analysis of the first section shows that (88.68%) of the students are females , this is because females prefer literature branches unlike males .also we notice that more than half of the students were studying scientific branch in their baccalaureate level .

The results of the second section shows that most of the students have the electronic dictionary and the majority of them bring it with them to their classroom .But they sometimes use it for checking pronunciation inside the class and rarely do that outside the class .Students consider their level of pronunciation as average and this also was the answer of their teachers .Students said that their teachers rarely oblige their students to check pronunciation and this is also due to the time limitation of the courses designed for phonetic .

The analysis of the third section reveal that not all the students feel fear of making pronunciation mistakes , but most of them do so . In addition , the majority of students said that they improve their pronunciation by using the electronic dictionary and this what make them check pronunciation when check meaning .

The last section's results shows different students' point view concerning pronunciation .some of them suggest solutions for enhancing teaching pronunciation like using videos or listening to audios and podcast and other methods . The noticeable element is that students prefer using the new information communication technologies and this what make electronic dictionary have a positive effect on their learning .

Chapter summary

The obtained from students' questionnaire show a clear link between electronic dictionary use and pronunciation level ,all the students confirm that they prefer using this tool for enhancing their pronunciation , they also consider it as helpful device for them .The results of this study reveal students' strong relationship with their electronic dictionary specially those kind of dictionary in their mobile , and they argue that they give more awareness to pronunciation when using this kind of dictionary .

General conclusion

Pronunciation can be define as a reproduction of language sounds in such a way that the intended message is passed easily , and is properly understood by a fluent speaker of the language , it can be also said that proper pronunciation is the one that native speaker do not notice . At the same time it can be one of the most difficult parts for language learner to master ,and one of least favorite topics for teachers to address in the class .

Learning English necessitate accurate pronunciation , this can be achieved by using different method . Using the electronic dictionary is one of those methods , it can be considered also as a the best ,easy and very beneficial to use . Those kinds of dictionary contains the phonetic transcription of words and audio pronunciation recorded by humans. But unfortunately learners use dictionaries in general just to look for words meaning , and rarely check its pronunciation .

This study aimed to emphasize the role of electronic dictionary in enhancing learners' pronunciation and demonstrate that using electronic dictionaries contribute in developing students' pronunciation . The basic view we adopted all along this dissertation is that students' pronunciation will be developed if they use their electronic dictionary in regularly way and insist on checking words pronunciation .

The study is limited to LMD second year students of English at the university of Biskra , and the teachers of phonetics . the sample belong to academic year 2016-2017 , it represents 55 students and 5 teachers .

We administrate a questionnaire to gather data about students' opinions about the degree of help of the electronic dictionary use and its impact on their pronunciation .In addition to that ,a questionnaire administrated to teachers of phonetics to know about their views

concerning their students' level of pronunciation and how electronic dictionary could help them to achieve accuracy utterances .

The analysis of the study revealed very important results .First , electronic dictionary is great tool for students to develop their pronunciation .Second the recorded pronunciation could be the perfect method and the easiest one that improve students' pronunciation .Third , teachers should stimulate their students to use their electronic dictionary and alert them that if they use them in good way , they will have a positive impact on their pronunciation .

We hope that this study will give more incentive to students to benefit from pronunciation located in their electronic dictionary , whether it is the written one (transcription) or the oral (recoded pronunciation) .Thus , the electronic dictionary can give their students opportunities to develop their pronunciation aspects and speak fluently .

Recommendations

Teachers' emphasis on the use of dictionary directs students' awareness to the importance of the lexicon to a language learner. This could lead them to own an electronic dictionary.

Teachers should guide their students, and lead them to the better choice of the electronic dictionary because not all of them are good, and give them some features they have to look for them while decide to use an electronic dictionary

Teacher should also support their students to use the electronic dictionary inside or outside their classes.

Finally, teacher could draw the attention to master the right pronunciation, at least, for words said or written in classroom. Teachers can suitably provide the maximum transcription possible, or ask their students to listen to the recorded pronunciation on their electronic dictionary and imitating it

English learner should be aware about phonetic and try to use different method to enhance their pronunciation.

They are specialist of the language; they are learning the language for the sake of the language itself. This obliged them to be at least comprehensible.

In addition, students are aware that teachers could not do everything, so they need to learn autonomously.

Moreover, repetition has a great role in learning in general and in pronunciation in particular. so they can listen to words pronunciation on their e- dictionaries and imitating it as much as possible

Finally, future research may take enough time for such researches and try to use an experiment as a method.

References

- Olivera.,A, P, &Bergenholtz.,F,H.(2011). *E- lexicography: the internet, digital initiate and lexicography*(illustrated, reprint ed). Retrieved April 15. 2017.
- Avery, P. and Susan, E (1992). *Spelling and Pronunciation*. Teaching American English pronunciation. Oxford university press.
- Ball, M, &Rahilly, J (1999). *Phonetics*. London: Arnold.
- Benson, M. *A Collocation Dictionary Of Russian*. The Slavic an east.
- Blaxter, L., C, Haughers ,& M. Tight. (2006). *How to use research*(3rd edition). Open University Press.
- Brown, H.D. (2000). *Principles of language learning and teaching*. (4thed) White. Plains, NJ: Addison Wesley Longman.
- Chiho Kobayashi, A. M. (2006).The use of pocket electronic dictionaries as compared with printed dictionaries by Japanese learners of English (Unpublished doctoral dissertation). The Ohio State University . Retrieved April 16,2017,from https://etd.ohiolink.edu/!etd.send_file?accession=osu1155615693&disposition=inline
- Dalton, Ch, &Seidlhofer, B (1994). “*Pronunciation*”. Oxford: OUP.
- Dorneyeri, Z. (2002). *Questionnaire in second language research: construction, administration and processing* .Mahuch , MJ: Lawrence Erlbaum.
- Electronic Dictionary*. In Wikipedia retrieved March 2017. Oxford English dictionary. The definitive record of English language. (2014, October 23). Retrieved April 15, 2017. From [http:// public.oed.com/ how to use oed/ key to pronunciation](http://public.oed.com/how-to-use-oed/key-to-pronunciation).

Fuertes-Olivera, P. A., & Bergenholtz, H. (2013). *E-lexicography: the internet, digital initiatives and lexicography*. London: Bloomsbury.

Georffery, G.F. (2001). *Prospeech*. Los Angeles: performing Arts Global Publishing.

Gilles- Maurice de schryver, & davidJoffe. (2004). *On how Electronic Dictionary really used international congress*. P. 187- 196.

International Phonetic Alphabet. (n.d.). In *Wikipedia*. Retrieved April, 2017, from https://en.wikipedia.org/wiki/International_Phonetic_Alphabet

Jeong, D.S. (2006). *Teaching Pronunciation of Initial in Perception and Production to Korean Adult Learners*. Michigan, USA: proquest information and learning company. Retrieved from Google book.

Kenworthy, J. (1987). *Teaching English Pronunciation*. London: Longman.

Lemeberg, E.H.(1967). *The Geological Foundation of Language*. New York, John Wiley and Sous.

Marianne, CM, & al (1996). *Teaching Pronunciation*. Cambridge University Press

Nesi, H.(1993). *How many words is a picture worth? A review illustration in dictionary*. In M. L. Tichoo (ed). *Learners' dictionary: state of the art*. Singapore: SEMEO, pp. 124- 134.

Nesi, H (1999). *A user's guide to Electronic Dictionary for language learners*. *International journal of lexicography*, volume. 12 (1): 55-66.

Nesi, H, & Warwich, UK. (2000). *Electronic Dictionary in second language vocabulary comprehension and acquisition*. The state of art. *Electronic dictionary in second language comprehension*.

PourhoseinGilakjani, A. (2012b). The Significance of Pronunciation in English Language Teaching. *English Language Teaching*, , 4(4), 96-107.

Penfield, W, & Roberts, J.(1959). *Speech and Brain Mechanism*. Princeton, NJ: PrincetonUniversity Press.

Richards, J, Platt, J, & Weber, H. (1985). *Longman Dictionary of applied linguistics*. Harlow, Essesc, England: Longman.

Roach, P. (2011). *Glossary*. A little Encyclopeida of phonetics.

<http://www.cambridge.org/elt/peterroach>.

Reogres, H.(2013). *Le sound of language*. Hoboken: Toylor and Francis.

Singleton, D.M, &Rayan, L.(2004). *Language Acquisition*. The age factor (2nded). British Library Cataloging in publication data.

Sulviane, G, &Magali. P. (2012). *Electronic lexicography*. Retrieved from google looks.

Zenanova, S. (2007). *Teaching English Pronunciation To Adult Learners*. Diploma thesis, university of Masaryk. Cited in: shahriari, H, &Dastgahian, B. (2014). A descriptive overview of pronunciation Instruction in Iranian High schools. *International journal of English linguistics*. Vol.4, No. 2.

Appendices

Appendix one

Teachers' Questionnaire

Dear teachers,

I would very much appreciate if you can give some of your time to answer this questionnaire which is a part of a research work about the intensive use of the electronic dictionary to help the student to better perform in pronunciation ,among second-year student at the level of biskra university .Your answers will be valuable for the completion of this work, and will be treated with great confidence.

Please tick (√) the appropriate box or give full answer where necessary

May I thank you very much in advance for your cooperation.

Absi nour el yakine, Master II researcher

Section one :general information

2. How long have you been teaching English ?

.....

3. What modules do you teach ?

- 1)
- 2)
- 3)
- 4)

Section two:an overview on the use of electronic dictionary

4. Do you oblige your students to use the dictionary for checking pronunciation?

Never rely sometimes always

5. Did you think that electronic dictionary is helpful than paper one ?

Yes no

6. using electronic dictionary can be considered as an effective technique in enhancing learner pronunciation

Strongly disagree disagree agree strongly agree

7. Using electronic dictionary in the classroom ,are you:

With against

Why:

.....
.....

Section three: teacher's viewpoints concerning pronunciation

8. Which aspect of English language do you see most difficult to be taught?

Grammar Vocabulary Pronunciation

9. When you introduce a new word, do you focus much more on its :

Meaning Pronunciation

10. How often do you correct students' pronunciation in classroom?

Never Rarely Sometimes Always

11. Do you think that accurate pronunciation is necessary ?

Yes no

Why.....
.....
.....

12. How do you find the level of student in pronunciation?

Very low low average good or high

13. According to you, what is the main reason that leads students to mispronounce

- English?
- The absence of media used in teaching pronunciation
 - The short time devoted to teaching pronunciation
 - An inappropriate course book

If there are others, mention them please:

.....
.....
.....
.....

14. Do you correct your students' pronunciation?

Always Sometimes Rarely Never

Why?.....
.....

15. Do you think that the teachers' corrections of learners' pronunciation is useful?

Yes no

Section four:

16. Please could you give us further suggestions or recommendation concerning this questionnaire?

.....
.....
.....
.....
.....

Thanks very much for your collaboration

Appendix two

Student's Questionnaire

Dear fellow Students,

This questionnaire is not a test, there are no “right” or “wrong” answers. We are interested in your personal opinion about the use of electronic dictionary to better perform in your pronunciation. Please give your answers sincerely as only this will guarantee the success of this investigation. Thank you very much for your help.

Please tick the appropriate box and answer whenever necessary.

Section One :General Information

1. Gender

Male Female

2. What type of Baccalaureate do you hold?

Literal Scientific Technical

Your choice of English was:

- Personal
- Imposed?

3. If it is your personal choice, why did you choose it?

- You like English
- You want to travel abroad
- For job

Section two :An overview on the use of electronic dictionary

4. Which kind of dictionaries do you have?

Paper dictionary Electronic dictionary Both None of these

5. Do you bring your dictionary with you in the classroom?

Never Rarely Sometimes Always

6. How often do you use the electronic dictionary to check pronunciation in the class?

Never Rarely Sometimes Always

7. How often do you use the electronic dictionary to check pronunciation out of the class?

Never Rarely Sometimes Always

8. How do you consider your level in pronunciation?

Very low Low Average Good or high

9. Do your teachers oblige you to use dictionaries to check the correct pronunciation?

Never Rarely Sometimes Always

10. You do not have enough time to use the dictionary.

Strongly disagree Disagree Agree Strongly agree

11. Do you like using electronic dictionary ?

Yes No

12. If yes, which of those forms of electronic dictionary you use?

- Handheld dictionaries or pocket electronic ones
- Dictionaries on mobile devices
- Online dictionaries

13. To what extent do you find using electronic dictionary helpful ?

Not at all Little Much Very Much

Section three :student's viewpoints towards pronunciation

14. Do you fear of making pronunciation mistakes

Not at all Little Much Very much

15. To what extent did the use of electronic dictionary help you to improve your pronunciation?

Not at all Little Much Very much

16. When you check the meaning of a word, do you check the pronunciation too?

Never Rarely Sometimes Always

17. When checking the pronunciation you:

- Read the International Phonetic Alphabet symbols (IPA)
- Listen to word record pronunciation

Section Four: Further Suggestions

18. Please feel free about suggest any idea about pronunciation

.....
.....
.....
.....
.....

Thanks very much for your collaboration

ملخص

النطق هو عنصر أساسي في تعلم اللغة الإنجليزية، ولكن على الرغم من ضرورة جعل المحادثة الدولية فعالة من حيث وضوحها هو المهم من كل ركن من أركان العالم، غير الناطقين باللغة الإنجليزية لا تمكن من إيجاد وسيلة ل إتقان مهارات النطق. المتعلمين يساءون الكلمات وفقا لأسباب كثيرة، واحدة من تلك الأسباب هي الصعوبات التي يواجهها الطلاب في قراءة الكلمات النسخ على القاموس ورقة. هذه الدراسة تبحث في آثار استخدام قواميس اللغة الإنجليزية الإلكترونية لتحسين النطق المتعلمين من خلال اكتشاف الضوء على نطق الصوت المسجلة من الكلمات. ويمكن اعتبار اثنين من الاستراتيجيات المذكورة أعلاه على القاموس الإلكتروني باعتبارها مفيدة جدا في تعزيز النطق. في هذا البحث نفترض أنه إذا استخدم الطلاب القاموس الإلكتروني، فإنهم سيعززون نطقهم بالمقارنة مع أولئك الذين يستخدمون القاموس الورقي، وتم اختيار المشاركين عشوائيا بين المتعلمين في السنة الثانية الذين أكملوا ثلاثة فصول دراسية في قسم اللغة الإنجليزية في قسم اللغة الأجنبية في جامعة بسكرة. وللإفصاح إلى أي مدى يساعد القاموس الإلكتروني الطلاب في نطقهم، ومعرفة وجهة نظر المعلمين تجاه هذه الأداة الجديدة، تم تصميم استبيانين لتحقيق الأهداف المذكورة أعلاه، وتم توجيه استبيان للمعلمين إلى خمسة معلمين. تم إدارتها إلى خمسين طالبا. النتائج النهائية لهذه الأطروحة تبين أن القاموس الإلكتروني يساهم بشكل فعال في تحسين نطق المتعلمين للغة المكتسبة.