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THE EFFECTS OF USING ENGLISH DICTIONARIES ON STUDENTS' PRONUNCIATION

A CASE STUDY OF SECOND-YEAR STUDENTS OF ENGLISH AT BISKRA UNIVERSITY

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

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Dedication

To my family

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Abstract

Although English language is characterised of being easy to learn, its accurate pronunciation is out of reach for many students. This is due to the irregularity between English spelling and sound systems. This study investigates the effects of using English dictionaries to improve learner's pronunciation. It aims to bring a technique to benefit from the phonetic transcription in dictionary. This strategy could be convenient for all EFL learners. An experiment is carried out to test the hypothesis. The participants were selected randomly among second year learners who completed three semesters at the English Division of the Department of Foreign Languages at Biskra University. A control group ($N = 14$) and an experimental group ($N = 17$) were tested before and after the treatment, but only the experimental group were provided by handouts where the phonetic transcriptions followed immediately the target words. Those handouts are parts of second year students' courses. In addition, two questionnaires were administered to support the study. The data were analysed using Statistical Package of Social Sciences (SPSS) software. The outcomes confirmed the significance of using the dictionary, mainly phonetic transcription, to enhance students' pronunciation. Consequently, the technique used in this study is worth to be applied in all modules for all levels. In this regard, the study is concluded by recommendations and proposals for both stakeholders of the teaching learning process, namely, the teachers and the students on how to better use this valuable technique in teaching English.

Keywords: Dictionary, phonetic transcription, pronunciation.

List of Abbreviations

CALD: Cambridge Advanced Learner's Dictionary

CEPD: Cambridge English Pronunciation Dictionary

IPA: International Phonetic Alphabet

SAMPA: Speech Assessment Methods Phonetic Alphabet

SPSS: Statistical Package for Social Sciences

UPA: Uralic Phonetic Alphabet

List of Symbols

٪ : Percentage

CI : confidence interval

df: Degrees of freedom

F: Frequency

H_0: Null hypothesis

H_1: the alternative hypothesis

M: Mean (usually, the sample mean)

N: Total number in sample

N: Total number in sample

p : Probability

S^2 : *S*ample variance

SD: Standard Deviation

t : t-test value

$\overline{X}$: Mean (usually, the sample mean)

X: The Value

α : alpha, the probability of making a Type 1 error in hypothesis testing

Σ : Sum

ΣX: The Sum of Values

List of Tables

List of Figures

CONTENTS

Chapter Two: Overview about Pronunciation

Chapter Three: Experiment Implementation

GENERAL

INTRODUCTION

Introduction

<div align="center">**General Introduction**</div>

1. Background of the Study

English language pronunciation is a challenge that faces all EFL learners. Therefore, students should focus on it from the beginning. Knowing how to articulate is the major factor of any success in language learning.

Being aware of the importance of a precise and an accurate pronunciation, learners cannot ignore the insistent use of dictionary as a tool to improve their pronunciation of English. In order to be a competent articulator (speaker), the learner should develop not only fluency but also a good articulation, which could be acquired by the perseverance use of a dictionary or a lexicon. However, the dictionary is rarely used among students, especially after the second year wherein they stop studying phonetics.

Pronunciation, which is the dependent variable of this study, plays an important role not only in conveying messages, but also in reflecting the social image of the speaker. A good articulator is always seen as an intelligent and handsome thinker. Therefore, learners should keep handling the dictionary, which is the most useful tool that contributes a lot in improving their accurate pronunciation and fluency.

2. Statement of the Problem

Although English dictionaries are provided with International Phonetic Alphabet (IPA) transcription, most of learners ignore that very useful quality of these dictionaries. This study is limited to the population of second-year students, who normally have been exposed to the study of phonetics for a whole year in their first year, in order to achieve an intermediate level in the rules of pronunciation. However, the weak performance of students in pronouncing even some frequent words is a prevalent phenomenon among second-year students.

Accordingly, the researcher endeavours to explore this problem at the level of the Biskra University.

3. Aims of the Study

The study aims to examine the importance of using the dictionary to help students to better perform in pronunciation among second-year students of English Section at the level of Biskra University. In the same regard, the research will attempt to make students more aware of the importance of using the dictionary in the classroom or in self-study tasks to be more autonomous in improving their overall pronunciation.

4. Research Question

What effects would the use of dictionary have on students' pronunciation in term of accuracy?

5. Hypothesis of the Study

This study is designed to test the following hypothesis:

Students, who use the dictionary with perseverance, would better ameliorate their pronunciation in terms of accuracy if compared to those who do not use the dictionary.

6. Significance of the Study

The findings of this study will have a significant clarification of the role of transcription in the dictionary use to enhance students' pronunciation. It is expected that this study will improve that the phonemic transcription should be embedded in all second-year courses. The study will encourage students to profit from every opportunity to use dictionaries in the classroom to enhance their pronunciation.

7. Research Methodology

7.1 Mixed Method Study

   The subjects in this study are volunteers. They are chosen randomly from a population of 247 students in second-year of English at Biskra University. Both qualitative and quantitative methods are employed. This design requires a pre-test and a post-test for the experimental study. In addition, two questionnaires will be administered to teachers and students.

7.2 The Sample

   The students who participated in the experiment consist of two groups of students , a control group ($N = 14$) and an experimental group ($N = 17$) registered in the second year at the Department of Foreign Languages, Section of English at the University of Biskra for the academic year 2015-2016. The subjects in the sample are merely volunteers for the experiment, which is used for scientific purposes.

7.3 Data Gathering Tools

   Two pilot questionnaires are utilised; one is administered to teachers whereas the other one is handed to second-year students in order to survey the viewpoints of all the stakeholders towards a new strategy to use the dictionary.

   A qualitative study is conducted on a group of second-year students ($N = 17$), for investigating how to use the dictionary with intensive practice. The students are trained to use a dictionary in a perfect way. In this methodology, then, students will learn how to develop their ability to pronounce words as accurate as they are transcribed on dictionaries and as spoken by native-speakers. They must become more aware of using phonetic symbols.

8. Structure of the Dissertation

This dissertation is divided into four chapters. The first two chapters are devoted to review the related literature. The third and fourth chapters are devoted to the practical part of the study.

The first chapter attempts to review dictionaries by examining their main features that are related to the study. It includes definition of dictionaries and its functions, English sound system, and phonetic detail in the lexicon. The second chapter gives an overview about pronunciation, mainly intelligibility. The third chapter describes the experimental design and the fourth chapter deals with the findings and interpretation.

Chapter One

Dictionaries and English Lexicography

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Dictionaries and English Lexicography

Introduction

The totality of a language's vocabulary is called lexicon. This word-stock is gathered in what is called a 'dictionary'. Dictionaries serve in gaining knowledge. They have an immense importance in all fields of education. In addition, a dictionary is the best primary source that can provide maximum useful information about words from spelling to pronunciation to meaning and use. Dictionaries serve as repositories of words. The science of 'dictionary making' is called lexicography, which is always described as 'art and craft' than a usual work. Moreover, the widespread use of dictionaries makes lexicography in continuous development to fulfil learners' needs. Technology gave a great hand to compiling dictionaries. It substitutes electronic dictionaries for paper ones. This alteration made dictionaries much lighter to carry and easier to use. So, it saves time and effort. This chapter studies the science of making dictionaries. It clarifies different parts of knowledge found in lexicons. In addition, it examines the English sound system and the need to International Phonetic Alphabet, also known as 'IPA'. Finally, it deals with the training to use dictionaries effectively.

1.1 Lexicography

According to Hartman /ˈhɑːt.mən/ & James /dʒeɪmz/ (1998), lexicography /ˌlek.sɪˈkɒg.rə.fi/ is the professional activity and academic field concerned with *Dictionaries* and other *Reference Works*. It is divided to two fields: dictionary-making and dictionary-research. The primary purpose of dictionary making is commercial book publishing, but the end of dictionary research is scholarly and academic. Lexicography has two parts: theory and practice (figure1).
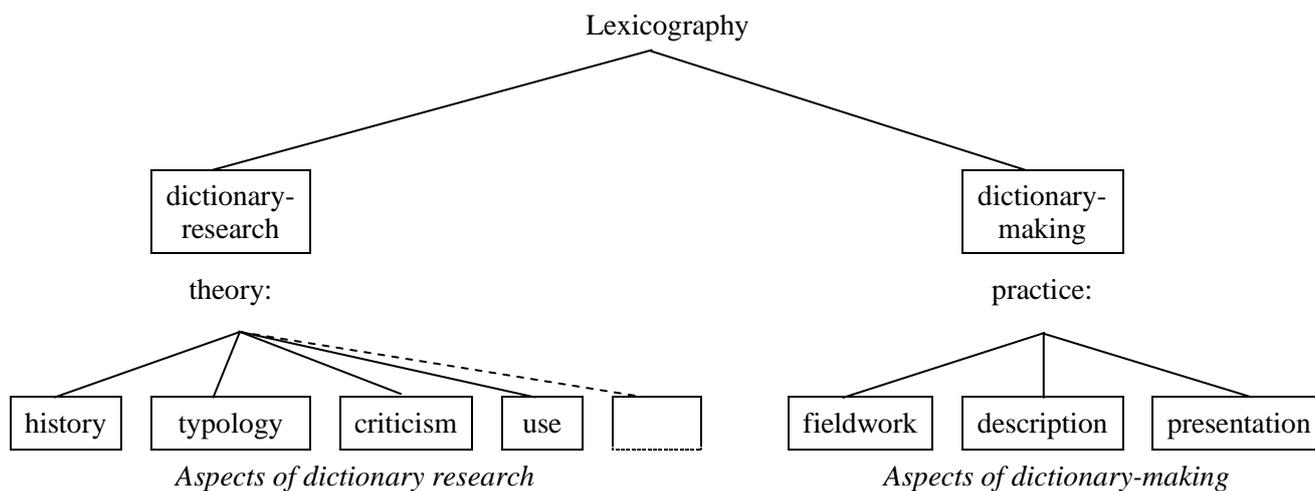
Figure1. **Lexicography: Theory and Practice according to Hartmann & James (1998, p 86)**

The other field related to dictionaries is lexicology /ˌlek.sɪˈkɒl.ə.dʒi/ or the science of the word. According to Hartmann & James (1998), lexicology is "a branch of linguistics concerned with the study of the basis units of vocabulary" (p. 86). Lexicology helps lexicography to define the correct word to use while making dictionaries. Lexicology studies words' creation, combination, and modification. So, lexicology and lexicography are two separate disciplines, but they are deeply interrelated. They overlap in many important aspects because they work on the same subject, which is 'the word'.

Lexicology is a word stock. It deals with changing, growing and decaying vocabulary. It studies the laws governing the formation and usage of words and word-groups. The practical application of Lexicology is Lexicography. In conclusion, the compilers of dictionaries take their raw material from the word-stock (i.e. Lexicology).

1.2 Origin of the Term Dictionary

The term dictionary comes from the Latin adjective *dictionarus* 'of words', a derivative of Latin *diction* 'saying' or 'word'. It was introduced into English by the French word 'dictionnaire'.

6

1.3 Definitions of Dictionary

The dictionary is one of the most important tools for a language learner. It offers various kinds of help. It contains an inventory of all the words in a particular language.

Cambridge Advanced Learner's Electronic Dictionary (2013) defines a dictionary as:

dictionary / ˈdɪk.ʃᵊn. ᵊr.i / US /-erɪ / *noun* [C]
    1 a book that contains a list of words in alphabetical order and that explains their meanings, 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, look it up in a dictionary.

    2 a book that gives information about a particular subject, in which the entries (= words or phrases) are given in alphabetical order:
        a biographical/science dictionary
        a dictionary of quotations

From this definition, a dictionary is a glossary of words with their significances. Moreover, the majority of English language learners' dictionaries are provided with phonemic transcription which is vital in the case of English wherein pronunciation is not identical to spelling form.

Any dictionary contains an introduction, a key to pronunciation, 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.

In addition, a dictionary is more than a store to investigate the meaning and spelling of new words. The wealth of knowledge contained in the dictionary is designed purposely for speakers of English as a second or foreign language. Dictionaries afford diverse information:

Pronunciation: Dictionaries present the pronunciation of the word. It is the phonetic transcription that represents a word as it is enunciated. In this regard, pronunciation keys and

examples are provided at the beginning of the dictionary. Both Received Pronunciation and General American are given, especially in electronic dictionaries.

e.g., pronunciation /prəˌnʌnt.siˈeɪ.ʃᵊn/

Syllabication: Dictionaries split the word into its correct syllables. Each syllable must contain one single vowel. To indicate syllables, a dot (.) or a light hyphen (-) may be used.

e.g., The word 'syllable' contains three syllables: /ˈsɪl.ə.bl̩z/

Stress marks: Stress placement is also mentioned, whether it is primary or secondary stress. Stress shift in connected speech is marked. In addition, compound words' stress is also showed, like in the example below.

e.g, ˈstress ˌmark *noun* [C]

Part of Speech: The grammatical classification (word class) is one of the great help given by a dictionary. The parts of speech of a word are shown by appropriate abbreviations: *n*, noun; *adj.* adjective; *vt*, verb transitive. A deep detail could be found like countable and uncountable nouns, and transitive and intransitive verb.

e.g, word / wɜːd / US / wɝːd / *noun* (LANGUAGE UNIT)

word / wɜːd / US / wɝːd / *verb* [T usually + adv/prep]

Definition: "A word should be defined in terms simpler than itself" (Zgusta, 1971, p.257). Multiple probable meanings of words are listed, generally with exemplification. More information may be found like: use of the word, synonyms, or derivation.

e.g., tree /triː/ *noun* [C]
  1 a tall plant which has a wooden trunk and branches that grow from its upper part:
    a plum/apple/chestnut tree
    We sat under a tree for shade.
  2 another type of tall plant, without a wooden trunk:
    palm trees

Formality: The terms 'formal' or 'informal' are related to the formality of the context in which they are used in. In some dictionaries, the term 'colloquial' is sometimes used instead of 'informal'.

> e.g., sir / sɜː ͬ / US / sɝː / *noun* [as form of address] (ALSO **Sir**) FORMAL
> kid / kɪd / *noun* (CHILD)
> [C] INFORMAL a child:
> [C] INFORMAL a young person:
> [as form of address] *What's up, kid?*
> MAINLY US INFORMAL someone's younger sister or brother (CALD4, 2013)

Status: It means the propriety of the use of a word. It includes the terms 'taboo', 'swear' and 'slang'.

> e.g., **chicken out** SLANG DISAPPROVING — *phrasal verb* with **chicken** / ˈtʃɪk.ɪn / *verb*

Effect: Some labels reflect the attitude of the speaker or writer. It includes the terms: 'derogatory' (expressing disrespectful), 'pejorative' (showing contempt), 'appreciative' (expressing positive attitude), 'humorous' or 'jocular' (conveying a light-hearted attitude). It includes also the terms 'literary' and 'poetic'.

> e.g., babble / ˈbæb.ļ / *verb* [I] LITERARY (WATER NOISE) (CALD4, 2013)

History (**Etymology**)**:** To mark words that are no longer current, most dictionaries use terms like: 'dated', 'archaic', and 'historical' or 'old-fashioned'. The term 'rare' express that the word is used but not in normal use.

> e.g., thee / ðiː / *pronoun* OLD USE (CALD4, 2013)

Topic or field: It means the classification of a word according to its pertinent field (science, technology, geography, history, computing, law, business, sports, etc.)

> e.g., alluvium / əˈluː.vi.əm / *noun* [U] SPECIALIZED
> earth and sand that has been left by rivers, floods, etc. (CALD4, 2013)

Disputed usage: The term 'disp.' marks words whose usage is a matter of controversy.

Standardisation: The label 'nonstandard' is used to describe words that are commonly used but considered incorrect. The term 'substandard' marks frequent used words that do not belong to Standard English.

Related entries: Dictionaries provide learners with other related word.

Thesaurus: Electronic dictionaries offer thesaurus where words with similar meanings are grouped together. There is also a kind of specialised dictionaries called 'thesaurus'.

Homophones: Some dictionaries show homophone, a word which is pronounced the same as another word but has a different meaning or a different spelling or both: The words 'so' and 'sew' are homophones.

Abbreviation: The initial letters of group of words are presented in the dictionary. It is called acronym, and it is pronounced as a single word.

e.g., asap, ASAP / ˌeɪ.es.eɪˈpiː / ABBREVIATION FOR as soon as possible (CALD4, 2013)

Names of people and places: The transcription of those words is found in specialised pronunciation dictionaries, as Cambridge English Pronunciation Dictionary (CEPD).

e.g., Birmingham
place in UK : /ˈbɜː.mɪŋ.əm/ , US ˈbɝː-
places in US : /ˈbɜː.mɪŋ.hæm/ , US ˈbɝː- (CEPD18, 2011)

Illustrative Examples: Illustrative examples are a good way to understand a word usage. Illustration depends on the type of dictionaries. It varies from a simple everyday example to a masterpiece of literature.

1.4 Types of dictionaries

The first purely English alphabetical dictionary was *A Table Alphabeticall*, written by English schoolteacher Robert /ˈrɒb.ət/ Cawdrey /ˈkɔː.dri/ in 1604. The only surviving copy is found at the Bodleian /ˈbɒd.li.ən/ Library in Oxford /ˈɒks.fəd/ (Wikipedia, 2016).

Oxford University Press (OUP) began writing and releasing the Oxford English Dictionary (OED) from 1884 onwards. It took nearly 50 years to complete the work, and they finally released the complete OED in twelve volumes in 1928. It remains the most comprehensive and trusted English language dictionary to this day, with revisions and updates every three months (Wikipedia, 2016).

Dictionaries could be classified depending on various perspectives. There are specialised dictionaries, bilingual dictionaries, electronic dictionaries, encyclopaedic dictionaries, monolingual dictionaries, children's dictionaries, advanced dictionaries, slang dictionaries, reverse (back-to-front) dictionaries, visual dictionaries and sound dictionaries.

From the perspective of sound, dictionaries are classified into three main categories:

1.4.1 Phonetic Dictionary: A phonetic dictionary is a dictionary that allows locating words by the "way they sound". Such a dictionary starts from pronunciation respelling to the identification of a word.

1.4.2 Pronouncing Dictionary: Pronouncing dictionary, such as the Cambridge English Pronouncing Dictionary (CEPD), starts from a written word to its pronunciation. Its purpose is to provide the orthographic representation of a word with a pronunciation. Alternative pronunciations may be supplied.

1.4.3 Rhyming Dictionary: Rhyming dictionaries are compiled on the base of pronunciation. They are designed to help in writing poetry and lyrics. A good example is *Walker's Rhyming Dictionary*, which was made by John /dʒɒn/ Walker /ˈwɔː.kəʳ/ and released in 1775. Some ordinary electronic dictionaries could be used as rhyming dictionaries. It demands just to enter the symbol asterisk (*) followed by the needed rhyme to provide the list of rhyming words.

Some of major English dictionaries used in a very spread way are:

 - *Collins Concise Dictionary* (1982; 1988; 1992; 1999, edited by Diana /daɪˈæn.ə/ Treffry).

- *Concise Oxford Dictionary* (1911 edited by H.G. and F.W. Fowler /ˈfaʊ.ləʳ/, 1999 edited by Judy /ˈdʒuː.di/ Pearsall /ˈpɪə.sɔːl/).

- *Longman Dictionary of the English Language* (1984, 1991 edited by Brian /braɪən/ O'Kill).

- *Cambridge International Dictionary of English* (1995) edited by Paul Proctor /ˈprɒk.təʳ/.

- *Oxford Advanced Learner's Dictionary of Current English* (1948 edited by A.S. Hornby /ˈhɔːn.bi/, E.V. Gatenby and H. Wakefield /ˈweɪk.fiːld/; 2000 edited by Sally /ˈsæl.i/ Wehmeier): This dictionary achieved lately an international recognition as a most valuable practical reference book to English as a foreign language.

- *Cambridge Dictionary of American English* (2000) edited by Sidney /ˈsɪd.ni/ Landau /ˈlæn.dɔː/.

The era of the Internet brought dictionaries to the desktop and, more practically, to the smartphone and tablets. Almost every new edition of hardcopy dictionaries has an electronic application on all the platforms (iOS, Android, Macintosh, Windows and Blackberry) and an online entry in a website.

1.5 English Sound System

The relationship between the English sound system and the English spelling system is considered very weak, more particularly for vowels where the correspondence is rare.

A perfect phonemic system would possess an exact one-to-one relationship between graphemes and phonemes. Rogers /ˈrɒdʒ.əz/ (2013) states that no standard writing system completely satisfies this property. Therefore; The International Phonetic Alphabet (IPA) transcription is considered as an ideal system to substitute that deficiency. For example, the IPA transcription of the word 'teacher' is /ˈtiː.tʃəʳ/. The transcription reflects the same number of speech sounds, and every phoneme has a visual representation.

Moreover, phonemic accuracy can be considered in two directions: from letters to phonemes, and vice versa. English is not consistent in both ways. For instance, the stem morpheme of verb forms 'hearer' and 'heard' is spelled identically (hear) but pronounced differently: /ˈhɪə.rəʳ/ and /hɜːd/. The words 'sew' and 'so' are different in spelling but they have the same sound components /səʊ/.

Finally, some English sounds are not lexicalised. For example, the combination of the two sounds [-s + j-], as in phrases like 'this year', could be produced as [-ʃj-].

1.6 The Spelling System and the Sound System

English spelling system is one of the most irregular spelling systems. It is an unfortunate feature of the English language, which was always described as an easy language to learn; especially its grammar.

English alphabet consists of 26 letters, but in the same time British English sound system contains 44 distinct sounds or phonemes; 20 vowel sounds and 24 consonantal sounds. This classifies English as an unphonetic language par excellence.

Some languages have a good correspondence between pronunciation and spelling as in languages like Spanish, Welsh, and Finnish. Those mentioned languages do not need to include any additional respelling system in their monolingual dictionaries.

In English, a single vowel letter of the alphabet can refer to at least two vowel sounds; and a single vowel sound can be spelled by at least two different ways. (Tench, 2011) /tentʃ/ states:

> In fact, it is not too difficult to think of ten ways of pronouncing the use of the letter <a> in spelling, and ten ways of pronouncing each of the other vowel letters. Equally, it is not too difficult to think of ten ways of spelling most of the vowel sounds. (p. 3)

This makes a moderate pronunciation of English out of reach for many foreign learners, especially those who have a different sound system. It is definitely impossible to deduce the pronunciation of words from their written form.

A partial solution to the phenomenon in question was the invention of International Phonetic Alphabet (IPA), which is an international set of symbols that reflects sounds graphically.

1.7 International Phonetic Alphabet (IPA)

In 1886, a group of French and British language specialists directed by the French linguist Paul /pɔːl/ Passy (1859-1940) formed what was known from 1897 onwards as the International Phonetic Association.

The International Phonetic Alphabet (unofficially abbreviated IPA [ˌaɪ.pʰiːˈeɪ]) is an alphabetic system of phonetic notation based initially on the Latin alphabet (Wikipedia, 2016).

There are no 'silent letters' nor are there any spoken sounds that are not represented in the transcription.

"Transcription is the use of phonetic symbols to write down the way an utterance (a stretch of speech) is pronounced" (Rogers, 2013, p. 16). It aims to represent as accurate 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 mean for capturing speech sounds on paper, using largely the IPA as the central tool" (Ball /bɔːl/ & Rahilly, 1999, p. 140).

The basic purpose of the IPA is to provide a unique letter for each distinctive sound (speech segment). Even though, The IPA is more common in bilingual dictionaries, it is indispensible in monolingual English dictionaries. Therefore, the necessity to teach transcription in English language classrooms is unquestionable.

1.8 Importance of transcription

Phonetic transcription in learners' dictionaries is a supply which is often overlooked by students of English as a Second or Foreign Language. The IPA transcription is very important and very useful for many reasons:

- It saves the sounds of both live and dead languages.

- It permits everyone, not just specialists in the field, to learn the pronunciation of any utterance.

- The IPA has one phoneme (symbol) per sound. The complete IPA table includes all the phonemes for every single sound in every language.

- Because the IPA concerns all languages, anyone can learn it and use it simply and easily.

- Phonetic transcription can provide a function that orthography cannot.

- The IPAs allows the language learner to acquire precise and clear pronunciation that listening cannot afford because utterances may be received imperfectly by ear.

Even though the existence of other respelling systems, like *Uralic Phonetic Alphabet* and *SAMPA* (Speech Assessment Methods Phonetic Alphabet), the IPA stands as the complete, academic and more suitable transcription.

1.9 The Chaos of English Language

One of the best examples of the non-concordance of English language spelling and pronunciation is a poem written by the Dutch writer Gerard /ˈdʒer.ɑːd/ Nolst /nəʊlst/ Trenité

(1870–1946). 'The Chaos' was the title. It contains about 800 examples of irregular spelling. Here is the first paragraph:

Dearest creature in creation	[ˈdɪərɪst ˈkriːtʃər ɪn krɪˈeɪʃən]
Studying English pronunciation,	[ˈstʌdɪ.ɪŋ ˈiːŋglɪʃ prəˌnʌnt.siˈeɪ.ʃən]
I will teach you in my verse	[aɪ wɪl ˈtiːtʃ jʊ ɪn maɪ ˈvɜːs]
Sounds like corpse, corps, horse and worse.	[ˈsaʊndz laɪk ˈkɔːps ˈkɔː ˈhɔːs ənd ˈwɜːs]
I will keep you, Susy, busy,	[aɪ wɪl ˈkiːp jʊ ˈsuːzɪ ˈbɪzɪ]
Make your head with heat grow dizzy;	[ˈmeɪk jə ˈhed wɪð ˈhiːt ˈgrəʊ ˈdɪzɪ]
Tear in eye, your dress you'll tear;	[ˈtɪər ɪn ˈaɪ jə ˈdres jʊl ˈteə]
Queer, fair seer, hear my prayer.	[ˈkwɪə ˈfeə ˈsɪə ˈhɪə maɪ ˈpreə]

This poem has a great importance because it gathers a huge number of English irregular spelling words that could be useful to master patterns of pronunciation. Inspired by the way this poem is constructed, many poems are written nowadays to teach pronunciation for all levels from elementary to advanced levels.

1.10 Training Language Learners in Dictionary Use

In spite of the importance of providing foreign language learners with phonemic transcription to acquire pronunciation independently, and in addition to the spread use of dictionaries among learners, there appears to be a remarkable lack in dictionary training.

In addition, as (Nation, 2001, p. 283) points out, "there has been little research on the effects of training on language learners' dictionary use".

"If we want students to use dictionaries it will probably not be sufficient just to recommend a dictionary and tell them how useful it is" (Harmer /ˈhɑː.məʳ/, 2007, p. 171). Most learners turn to dictionaries to check vocabulary and spelling. Consulting dictionaries should be encouraged to benefit from all its advantages, mainly pronunciation.

In order to make maximum use of their dictionaries, learners need to be trained (Atkins & Varantola, 1998, p.115). To enhance students' level, it is significant to explicitly teach them learning strategies, but the more important is to instruct the learners how to apply those learning strategies. Training extends learners' metacognitive awareness and ability. The systematic use of dictionary guides to better accuracy.

As far as teaching/learning pronunciation is concerned, there are many important things to do to achieve best results of the training on dictionary usage:

・Explain what is in the dictionary, where to find it and how it can help.

・Train to use the dictionary effectively every time

・Make learners confident dictionary users

・Focus on the use of transcription

・Teach the International Phonetic Alphabet as a main alphabet of English

・Train learners to guess the meaning and the pronunciation pattern before checking the dictionary

・Integrate dictionary work throughout all activities

・Make the dictionary use as an everyday habit

Conclusion

Without the help of dictionaries, learners' level of pronunciation will not advance. It is important to use the dictionary in every available opportunity. Using dictionary should become a habit. It is preferable to be used everywhere; inside and outside the classroom. Practising using dictionaries must focus on all offered information about a word in the dictionary, namely phonetic transcription which is the key to accurate pronunciation.

17

Electronic dictionaries on computers and mobile devises have enormously facilitated the task. Users of those devises do not even need to type the target word, they only need to say it loudly and the device will do the rest.

Chapter Two

Overview of Pronunciation

Chapter Two

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Overview about Pronunciation

Introduction

Even though pronunciation is one of the important pillars in English language teaching, it is always neglected. It is perceived to be very difficult to learn. Learning phonetics, mainly transcription, is indispensible to make communication intelligible. This chapter deals with pronunciation, its features and main factors influencing learning and teaching pronunciation. Moreover, it explains when to teach pronunciation and gives some effective techniques to perform better. Finally, it underlines the autonomy as a main way to learn to speak.

2.1 Definitions of Pronunciation

According to Longman Dictionary of Applied linguistics, pronunciation is "the way a certain sound or sounds are produced. Unlike articulation, which refers to the actual production of speech sounds in the mouth, pronunciation stresses more the way sounds are perceived by the hearer" (Richards /ˈrɪtʃ.əd-z/ & Schmidt /ʃmɪt/, 2002, p. 469).

The focus on the hearer in this definition means that comprehension is the first aims of pronunciation. Any pronunciation that does not lead to an understood message is not considered. Articulation refers to the process in which speech organs are used to produce sounds. It is a physical ability. Pronunciation refers to the way words need to be sounded to be understood.

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.

2.2 Main Features of English Pronunciation

The major features that form the production of sounds in English are illustrated in figure2.
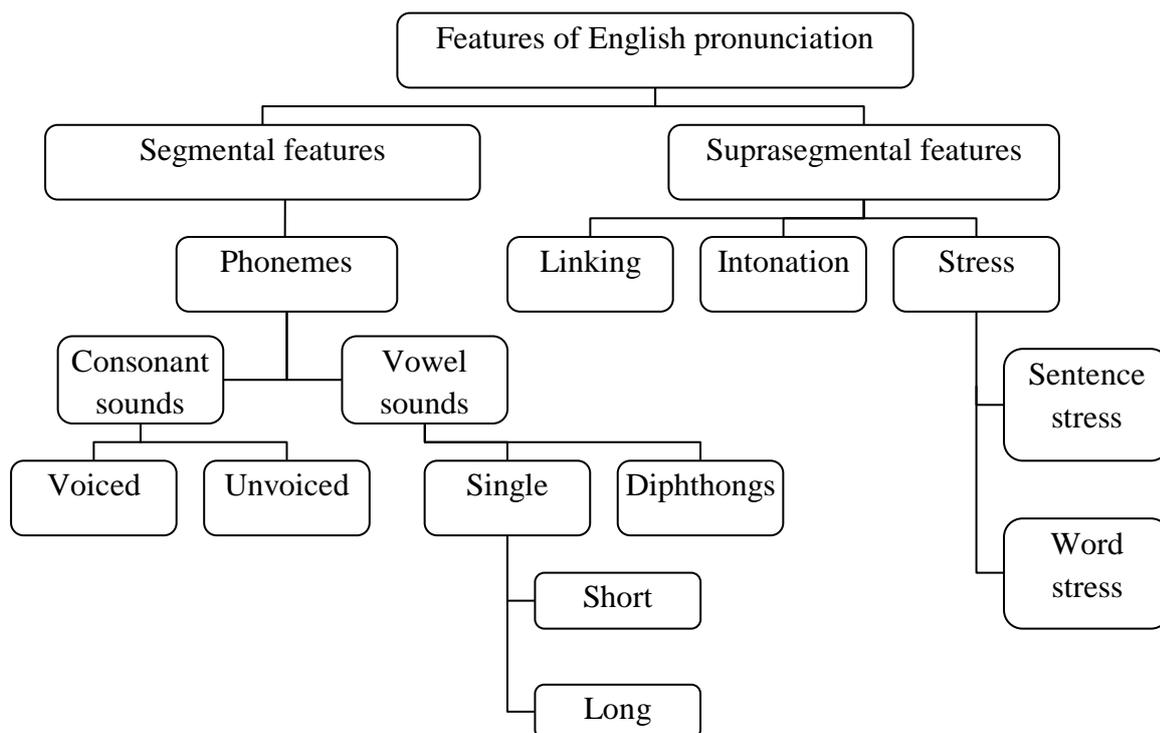
Figure2. Features of English Pronunciation according to Burns & Claire (2003, p. 6)

In figure (2), pronunciation features are divided into two levels: the segmental (micro) level and the supra-segmental (macro) level. Roach /rəʊtʃ/ (2011) states:

> The term suprasegmental was invented to refer to aspects of sound such as intonation that did not seem to be properties of individual segments (i.e. the vowels and consonants of which speech is composed). There has never been full agreement about how many suprasegmental features are to be found in speech, but *pitch*, *loudness*, *tempo* /ˈtem.pəʊ/, *rhythm* and *stress* are the most commonly mentioned ones. (p. 86)

Both segmental and suprasegmental features of language are important to be taught, even though the great importance should be given to the features beyond the word. Burns /bɜːnz/ and Claire /kleə r/ (2003, p.6) argued that while focusing ''on suprasegmental features, learners' intelligibility is greatly enhanced.''

According to Burns and Claire (2003, p.5), the major key factors in effective communication are:

• Intelligibility (the speaker produces sound patterns that are recognisable as English)

• Comprehensibility (the listener is able to understand the meaning of what is said)

• Interpretability (the listener is able to understand the purpose of what is said).

It is the speaker's responsibility to articulate in an intelligible manner.

2.3 Intelligibility

Native-like pronunciation is an ideal goal to achieve. Instead, intelligible pronunciation is not less effective or less sufficient than native-like competences. "Intelligibility is being understood by a listener at a given time in a given situation" (Kenworthy, 1988, p. 13). In oral communications, words are represented by sounds. Therefore, if a foreign speaker produces sounds close to the original ones, he/she could be understood easily. For example, the message could be conveyed successfully without aspiration of the sounds /p,t,k/, even though aspiration is a real feature of English pronunciation. The important thing that matters is the closeness to the standard sounds.

There are various factors that affect intelligibility. This is due mainly to the lack of practice. For some learners, certain vowels are hard to articulate namely diphthongs. Other learners could not distinguish short and long vowels. The famous example is ship /ʃɪp/and sheep /ʃiːp/. French learners of English often mispronounce "ch" as "sh", /θ/as /t/, and /ð/ as /d/. Germans pronounce the sound /w/ as /v/, especially in the word "will" which exists in both languages. Arabic learners sometimes find the sound /p/ difficult to produce.

In addition, English words of two or more syllables take a stress on one syllable. Stressed syllables are "longer, louder, and higher in pitch" (Celce-Murcia, et al. 1996, p.131). Native speakers rely much on that stress pattern. This stress placement changes the meaning.

More than that, wrong stress placement may fail the communication and the message will not be received correctly. For instance, the word 'comfortable' /ˈkʌmp.fə.tə.bl̩/ stressed on the syllables 'com-' and '-ta-' could be received as 'come for a table' /kʌm fəʳ ə ˈteɪ.bl̩/. The polysyllabic word 'productivity' which has the pattern [*pro duc tiv i ty*] may be pronounced with a stress on 'duc-' and on '-ty' [*pro duc tiv i ty*]. This misplacement makes the word sound like 'productive tea'.

Intelligibility can be a goal in itself. Regardless of other language errors, a speaker with good pronunciation becomes intelligible (Fraser /ˈfreɪ.zə r/, 2000). It requires a moderate level of assimilation of standard sounds but not a native-like pronunciation. Munro /mʌnˈrəʊ/ and Derwing (2006, p.521) stated that "intelligibility refers to how much a listener actually understands". It could be described as functional intelligibility. So, good pronunciation is articulating the words properly as Kenworthy (1988: p. 3) stated "for the majority of learners a far more reasonable goal is to be comfortably intelligible."

2.4 Pronunciation and Speaking

Harmer /ˈhɑː.mə r/ (2007) argues that "it is thanks to pronunciation teaching that students not only become aware of different sounds and sound features, but can also improve their speaking immeasurably". He adds:

> Concentrating on sounds, showing where they are made in the
> mouth, making students aware of where words should be stressed,
> all these things give them extra information about spoken English
> and help them achieve the goal of improved comprehension and
> intelligibility (p. 183).

So, fluent speaking necessitates knowledge about pronunciation. Pronunciation concerns individual words, but speaking concerns group of words; where, when and how to say words together. (Ur /ɜː r/, 2000) states:

Of all the four skills (listening, speaking, reading and writing), speaking seems intuitively the most important: people who know a language referred to as 'speakers' of the language, as if speaking included all other kinds of knowing, and many if not most foreign language learners are primarily interested to speak (p.120).

Speaking is the first characteristic of a language learner. Someone who seeks a person knowing his language may ask: 'do you speak my language?'

Learners with moderate pronunciation are presumably understood even if they commit errors in other areas, whereas learners with bad articulation will possibly not be understood, even if their grammar and vocabulary are excellent. Such learners tend to avoid speaking in public, and experience social problems. Since people are generally classified by the way they speak, learners with poor pronunciation may be ranged as incompetent. More than that, pronunciation is like the appearance of the speaker. It reflects personality.

2.5 Significance of pronunciation teaching

Generally, foreign language teaching focuses on the four basic skills of listening, speaking, reading, and writing. Pronunciation is neglected even it is a separate area of learning. It is taught only for the first or second year.

Pronunciation is the basis of communication and should be valued in the same weight as other components and skills of language, such as vocabulary, grammar, reading, and writing (Pourhosein Gilakjani, 2012b). It should be considered necessary to be taught even in high levels of proficiency by implementing it in all related fields like speaking and reading.

Kelly /ˈkel.i/ (1969) made an analogy of pronunciation as the "Cinderella of language teaching" (p. 87). The ignorance of teaching-learning pronunciation is due to its complexity, to the scarcity of teaching material and to the belief that pronunciation is difficult to teach and learn. Practical skills and effective methods are necessary in the field. However, Madden

/ˈmæd.ən/ and Moore /mɔː r/ (1997, p. 3) argued that "pronunciation is the most obvious and unavoidable marker of a language learner's proficiency".

Pronunciation is widely marginalised as Marks /mɑːks/ (2006) describes:

> All too often, pronunciation appears at the end of a unit, in the bottom right-hand corner of a page, which only serves to reinforce its lowly status as the thing most likely to be omitted if time is short (p. 35).

Timetables of English lessons neglect to add pronunciation items and all the emphasis is given to grammatical structures and lexical syllabus.

Even at the level of applied linguistics, both grammar and vocabulary took the main consideration and care. Most researches in the field focus on how to acquire linguistic rules or how to improve communication competence. Derwing and Munro (2005, p. 383) stated that "there is relatively little published research on pronunciation teaching"

2.6 Factors influencing pronunciation

There are some factors (internal and external) that affect acquiring pronunciation skills.

2.6.1 Internal Factors

Internal factors are related the characteristics of the learner itself. Here are some subjects which are involved into foreign language learning:

> **Age**: It is proved that anyone at any age can learn a new language. In terms of acquiring new language, young learners have more dispositions and more tendencies. However, adults can make progress in obtaining pronunciation skills successfully by their experience in learning in general. They have a clear understanding why they are learning and how to get the maximum of it. As

modern theories of second language acquisition claim, success is guaranteed for both children and adults.

Personality: "Who we are?" effects "what we do". Learners bring a wide rage of 'personality variables' to language learning. Learners with introvert character are usually afraid to speak loudly in front of people; they skip any opportunities to express themselves. On other side, learners with extrovert character ignore the judgement of the others and take part in every conversation possible.

Attitude and identity: Attitudes are feelings learners have about learning a language. For example, one may think: 'Everyone has an accent except me.' Another one is wrongly convinced that 'adults cannot learn a new language, or at least cannot reach native-like pronunciation'. Those attitudes affect second language learning in general and pronunciation in particular.

Motivation: There are two types of motivation (intrinsic and extrinsic). Learners who are intrinsically motivated enjoy their learning. They satisfy an internal starvation to knowledge. Others, who are extrinsically motivated, may be pushed by a need to new job or by a desire to reach a higher social position. Those also have best possibilities to succeed.

Experiences: Learners' experience, especially in the field of learning languages, counts enormously. A polyglot once stated that the better way to learn a language is to learn nine or ten languages. The acquaintance of languages gives a general process to how languages work. It is important for any language learner to attempt to learn an additional language.

Cognition: Individuals possess different systems of information processing. Linguists claim that the cognitive abilities, depending on the learner, may lead to faster language progress.

Native language: Learners who learn a foreign language which belongs to the same language family as their mother tongue have greater chance than those learners who try to acquire a language from a different family group from their native tongue. (Shoebottom, 2012)

2.6.2 External Factors

These factors characterize the particular language learning situation.

Curriculum: English language learners should have in their syllabus an appropriate knowledge of phonetics that fulfils their needs.

Instruction: The ways learners are taught influence their level in pronunciation. Experienced teachers reach the goals more than novice ones.

Culture and Status: Learners, who try to learn a language whose culture is very different from theirs, make little success than others who belong to close cultures. Some learners may face sociological issues to accept outside cultures.

Motivation: The environment has a great influence on the learner. Therefore, learners supported by schools and families always get better results.

The opportunity to speak: Learners may lose the fears to communicate when they find the possibility to speak with other language speakers like teachers, peers, or other people. Another allowed and beneficial tool is the oral chat on the net via social sites like Skype. Native speakers provide a linguistic model and an appropriate feedback for students (Shoebottom, 2012). Speaking to natives

directly using the internet is priceless opportunity which was not afford little time ago.

Effective methods: Human element is the first component of language learning, but some effective techniques can save time and effort imaginably. Some of good methods are: The Pimsleur Method, the Michel Thomas Method, The Paul Noble Method and the Effortless English Method.

Availability of material: Materials like dictionaries, books, laboratories and electronic devices facilitate the task.

Exposure to target language: Language learners need to be exposed to language constantly. All language skills are important but the receptive skills take the first place. It was generally agreed on that 'a good listener is a good speaker and a good reader is a good writer'.

2.7 When to Teach Pronunciation

According to (Harmer, 2007), including pronunciation notions and practice in lesson sequences is indispensible. Teachers have various possibilities.

Whole lessons: Devoting the entire lesson to pronunciation teaching does not mean to stick to the time table literary; the course may combine theory and practice. Choices are not limited. For example, some grammatical notions about asking questions would be suitable before teaching questions' intonation.

Discrete slots: In general, pronunciation notions are various. It is preferable to divide the lesson of pronunciation into sections. Each item will get the appropriate time to be studied and saved time will be used for practice. In addition, the lesson may contain more than one item.

Integrated phases: Pronunciation could be taught as a related task. Through listening, learners are exposing to language and justifying their pronunciation. It is an opportunity to consolidate the information taught theoretically.

Opportunistic teaching: Introducing pronunciation in the classroom should not interrupt the stream of the lesson but some hints from time to time can give great results.

A mixture of the ways suggested above could be a good solution for limited timetable classes (Harmer, 2007, pp. 251-252). In addition, teachers may focus on 'repetition' which is a vital key in learning languages.

There are other possibilities among them:

Pronunciation Workshop: Using multimedia laboratories gives the opportunity to examine pieces of speech at the minute detail.

Transcription as footnote: Phonetic transcription could be used as footnotes in learners' books and handouts.

Transcription in the margin: As another variation of the precedent method, transcription is put in the margin to make verifying pronunciation easier.

Embedding transcription in written material: Phonetic transcription could be easily embedded within written materials. It allows learners to learn two things at same time: spelling and pronunciation. It facilitates learning pronunciation process.

e.g.;

The Tragedy /ˈtrædʒ.ə.di/ of Macbeth /məkˈbeθ, mæk-/
Drama /ˈdrɑː.mə/ by William /ˈwɪl.jəm/ Shakespeare /ˈʃeɪk.spɪəʳ/ 1564–1616
ACT /ækt/ 5 /faɪv/
Scene /siːn/ *1 Dunsinane* /dʌnˈsɪn.ən/. *Ante* /ˈæn.ti/*-room in the castle* /ˈkɑː.sl̩/.
 [*Enter* /ˈen.təʳ/ *a* Doctor of Physic /ˈfɪz.ɪk/ *and a* Waiting Gentlewoman /ˈdʒen.tl̩ˌwʊm.ən/.]
Doctor. I have two nights watched with you but can perceive /pəˈsiːv/ no truth /truːθ/ in your report /rɪˈpɔːt/. When was it she last /lɑːst/ walked /wɔːk-t/?

Gentlewoman. Since his Majesty /ˈmædʒ.ə.sti/ went into the field, I have seen her rise /raɪz/ from her bed, throw /θrəʊ/ her nightgown /ˈnaɪt.ɡaʊn/ upon /əˈpɒn/ her, unlock /ʌnˈlɒk/ her closet /ˈklɒz.ɪt/, take forth /fɔːθ/ paper /ˈpeɪ.pəʳ/, fold /fəʊld/ it, write upon't, read it, afterwards /ˈɑːf.tə.wədz/ seal /siːl/ it, and again /əˈɡen/ /-ˈɡeɪn/ return to bed; yet all this while in a most fast /fɑːst/ sleep /sliːp/.

2.8 Availability of Phonetic Software:

As all kinds of knowledge are available on the Internet, there is also a place reserved for all kinds of lexicographical sources, comprehensive dictionaries for small highly targeted dictionaries, monolingual, bilingual or multilingual, for the general English or English for Specific Purposes.

Since the importance of dictionaries in language learning is indisputable, the emergence of online dictionaries has revolutionised the way foreign languages are learned. Various sites offer phonetic transcription. It needs only 'copy-paste' to get the transcription on Microsoft Word application. Those sites are effective, easy and time preserving. In addition, they provide sound. To transcribe a whole text, learners can choose among many:

- www.phonetizer.com

- www.photransedit.com

- http://upodn.com/phon.asp

- http://lingorado.com/ipa/

For single word transcription, almost all dictionaries have on-line entries, like:

http://www.oxfordlearnersdictionaries.com/definition/english/transcription

http://dictionary.cambridge.org/dictionary/english/

http://www.merriam-webster.com/help/pronunciation-key

http://www.macmillandictionary.com/british-and-american-pronunciation.html

http://www.thefreedictionary.com/dictionary

http://www.wordreference.com/

2.9 Influence of the French Language

Before studying English, Pupils in the Algerian educational system are taught French for three year. During this period, children are exposed to the French at least for six hours per week. Since the English and French languages are very similar at a certain point, learners are fossilised by the sound of French letters, especially vowels which are very different from the English. What could be added to that is the influence of the mother tongue (Arabic) where the spelling system is different from the written Latin phonemic orthography. For example, many learners misuse and mix the sounds /p/ and /b/ even grownup ones at university. In addition, syllabification varies from French to English. For example, the word 'chocolate' appears to have four syllables, but, in fact, it has three syllables in French and only two in English (/ˈtʃɒk.lət/). It is valuable to notice that Arabic has a rich sound system compared to Spanish that lack the /z/sound or to Italian and French systems where the sounds /θ/ and /h/ do not exist.

2.10 Assessing Pronunciation

Acceptable pronunciation is not difficult to reach. It needs only practice and everyday articulation training. This practice necessitates regular and continuous assessment to control and improve the outcomes.

As Lindsay /ˈlɪndzi/ and Knight /naɪt/ (2006) state, assessment is "the process of analyzing and measuring knowledge and ability to communicate" (p.121). This indicates that all kinds of knowledge must be evaluated. The evaluation could be formal or informal depending on the situation and the context. Small tests could take place at the beginning of the lesson, in the middle or at the end of it. It is preferable to mix assessment kinds. For example, teachers have the choice to evaluate an individual, a group or a whole class. In addition, they may vary the evaluation from written to oral. They may use both positive

comments and or marks as assessments. Finally, it is easy to a creative teacher to make assessment a tool of learning.

2.11 Significance of Autonomy in Learning Pronunciation

Autonomous learning is the most successful mode of learning. People who depend on their own to learn produce better results. Benson /ˈbent.sən/ (2001, p.01) stated that, autonomous learners are more educated individuals who have the ability to take the charge and contribute not only to their learning process, but also in their social life. Then, autonomous learners do not restrict themselves to teachers' instructions; they go beyond what they are asked to do.

An autonomous learner is an independent learner and a self-assessor. He studies beyond the classroom using his own strategies. He is aware of his needs and weaknesses. He could easily define the area to focus on. The internet and the different types of Information and Communication Technology (ICT) are mainly the most used tools to increase learners' independency.

Furthermore, the physical part of pronunciation, which is the articulation of speech organs, is properly an individual work and learners should condense their training to exercise speech organs. Griffiths /ˈgrɪf.ɪθ-s/ (2008) stated that: "Writers have often compared the process of learning to pronounce another language with that of learning other physical activities, such as swimming" (p.197). This helps to develop what is known as a muscle memory. Sometimes the learner knows how a word sound, but he or she fails to articulate it correctly.

Ultimately, learners' independence outside the formal study has a considered importance in foreign language learning. Learners' autonomy should be encouraged to accelerate language acquisition pace.

Conclusion:

Pronunciation is the face of learner especially for non phonetic languages like English. It should take a lot of care from both teachers and learners. Achieving native-like accent is proved to be reachable. All what is demanded is intensive training using phonetic transcription, which is the real English alphabet. A lot of helping material is available to accelerate learning and save time. An effective example is phone dictionaries on smart phones. In addition, using transcription embedded within written material could enormously enhance IPA alphabet acquisition and acquaintance. It returns to teachers' creativity to select what suits better their learners. As far as pronunciation is concerned, accuracy is a great goal.

Chapter Three

Experiment Implementation

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Introduction

The experiment was conducted in order to confirm the effects of the dictionary, especially the phonetic transcription, to enhance pronunciation. The experiment revealed the need to effective techniques to benefit from the dictionary, the indispensible tool for language learners.

3.1 Description of the Experiment

The wide irregularity between English spelling and pronunciation is the first constraint for students to progress their pronunciation skill. Mispronunciation became a general characteristic of English learners. The purpose from conducting this experiment is to contribute in improving pronunciation level through an *effective technique* to get the maximum profit from phonetic transcription.

The experiment consists of using transcriptions in English learners' dictionary. For best practicality, phonetic transcription is introduced within the main text of lectures. Each target word is followed by an IPA transcription. The main purpose is to save time and effort.

3.2 The Sample

The participants in this experiment were students from second year in English Division at Biskra University. Two groups were selected randomly; an experimental group ($N = 17$) and a control group ($N = 14$). The participants completed three semesters of study, including Phonetics module. They are supposed to have a moderate background of theoretical phonetics. In addition, they completed all lessons in the predetermined syllabus. They studied all the segmental features of pronunciation and some suprasegmental ones. The experiment focused on pronouncing words in isolation, which is the basis of accurate pronunciation and fluent connected speech.

3.3 Experimental Procedures

The experiment was accomplished through three phases: pre-test, treatment, and post test.

3.3.1 Pre-test

A pre-test was directed to the two involved groups; the control group ($N = 14$) and the experimental group ($N = 17$). It is divided into three parts. In the first section, subjects are invited to select the correct transcription from two proposed ones (8 items). The second section was the contrary. Students choose the right selling for a transcription (8 items). In the last part, some words are given to be transcribed (4 items).

There is to mention that items in the pre-test are selected according to the general level of students in the second year. The pre-test took fifteen (15) minutes.

In relation to the research question and hypothesis, the pre-test was designed to explore accuracy in pronunciation.

3.3.2 Treatment

The experiment consists of the use of phonetic transcription to ameliorate pronunciation. The material used was taken from lectures given to all second year students. So, all subjects in the experiment (control group and experimental group) were exposed to the same lectures. Lately, the experimental group was provided by phonetic transcription for those same lectures.

The courses used in this experiment were chosen on basis of availability. Those were the most shared among all second year courses.

3.3.3 Post test

Having the form as the pre-test, the post test was conducted to compare the differences. There was a little difference in the number of items given in the first and second sections. The items increased to twelve in section one, and decreased to four in section two.

3.3.4 Content of the Experiment

The experiment consisted of using phonetic transcription to better pronounce words. It enrolled on the last three week of February 2016 and the first week of March 2016. Four training courses were given, with a medium of 20 minutes each. To facilitate the task and preserve time and effort, phonetic transcription is given within the target text. The phonetic transcription was given in a different colour to facilitate the task.

After a second or third reading, learners will focus only on the spelling and jump the transcription automatically. The colour of transcription will provide a great help for the eye.

Even though the four courses differ in content, they have the same lesson plan, as detailed below:

Lesson focus: Accurate pronunciation will be emphasised, especially its segmental features like: articulation of diphthongs, and stress placement.

Objectives: By the end of the course, students will be able to:
- pronounce correctly the transcribed words, which part of them is related to the field of the module itself. As an example, part of words taught is first course are linked to literature. The rest are common between all modules; it concerns everyday language use.

Basic competency: Students can, at least, read phonetic transcription safely.

Target competency: Using transcription, students pronounce target words correctly.

Required materials and /or resources:

- The transcribed course

- Electronic dictionaries (on computers and / or on smart phones)

- Data show projector

Specific goal: The core goal of this experiment is to put learners in direct contact with phonetic transcription. This will familiarise them with transcription. It will speed their reading for transcription as they read a normal text.

Course design: Each of the four courses is divided into three steps; introduction, practice, and revision.

a. **Introduction:** Students' are invited to pronounce some words which form part from the target words. Those words are written on board or projected by a data show.

b. **Practice:** After distributing the handouts, students try to read and discover their mispronunciation, even for every day words.

c. **Revision:** A bunch of words are chosen randomly to prove students memorisation.

d. **As an effective trick of the trade,** Students are invited to just read the transcribed lecture several times without trying to memorise. Actually those handouts are part of the courses that students will be examined on. Students will be forced to read them as a revision.

3.3.4.1 The first course: The Tragedy /ˈtrædʒ.ə.di/ of Macbeth /məkˈbeθ, mæk-/. Drama /ˈdrɑː.mə/ by William /ˈwɪl.jəm/ Shakespeare /ˈʃeɪk.spɪəʳ/. ACT /ækt/ 5 /faɪv/

Module: Literary texts

Description of the course: This course is given in 'Literary Texts' module. It contains names of persons and places. In addition, it contains words from the English renaissance era.

The first section is given below. The whole course is on appendix 1.

The Tragedy /ˈtrædʒ.ə.di/ of Macbeth /məkˈbeθ, mæk-/
Drama /ˈdrɑː.mə/ by William /ˈwɪl.jəm/ Shakespeare /ˈʃeɪk.spɪəʳ/ 1564–1616
ACT /ækt/ 5 /faɪv/
Scene /siːn/ *1 Dunsinane* /dʌnˈsɪn.ən/. *Ante* /ˈæn.ti/-*room in the castle* /ˈkɑː.sl̩/.
[*Enter* /ˈen.təʳ/ *a* Doctor of Physic /ˈfɪz.ɪk/ *and a* Waiting Gentlewoman /ˈdʒen.tl̩ˌwʊm.ən/.]
Doctor. I have two nights watched with you but can perceive /pəˈsiːv/ no truth /truːθ/

in your report /rɪˈpɔːt/. When was it she last /lɑːst/ walked /wɔːk-t/?

Gentlewoman. Since his Majesty /ˈmædʒ.ə.sti/ went into the field, I have seen her rise /raɪz/ from her bed, throw /θrəʊ/ her nightgown /ˈnaɪt.gaʊn/ upon /əˈpɒn/ her, unlock /ʌnˈlɒk/ her closet /ˈklɒz.ɪt/, take forth /fɔːθ/ paper /ˈpeɪ.pəʳ/, fold /fəʊld/ it, write upon't, read it, afterwards /ˈɑːf.tə.wədz/ seal /siːl/ it, and again /əˈgen/ /-ˈgeɪn/ return to bed; yet all this while in a most fast /fɑːst/ sleep /sliːp/.

Doctor. A great /greɪt/ perturbation /ˌpɜː.təˈbeɪ.ʃᵊn/ in nature/ˈneɪ.tʃəʳ/, to receive at once /wʌnts/ the benefit /ˈben.ɪ.fɪt/ of sleep and do the effects /ɪˈfekt/ of watching. In this slumbery /ˈslʌm.bᵊr.i/ agitation /ˌædʒ.ɪˈteɪ.ʃᵊn/, besides /bɪˈsaɪdz/ her walking and other /ˈʌð.əʳ/ actual /ˈæk.tʃu.əl/ performances /pəˈfɔː.mənts/, what at any time have you heard /hɜːd/her say?

Gentlewoman. That, sir, which I will not report after her.

Doctor. You may to me, and 'tis most meet you should /ʃʊd/.

Gentlewoman. Neither /ˈnaɪ.ðəʳ/ /ˈniː-/ to you nor anyone, having no witness /ˈwɪt.nəs/ to confirm /kənˈfɜːm/ my speech /spiːtʃ/.

3.3.4.2 The second course: SENTENCE /ˈsen.tənts/ STRESS /stres/ PATTERNS /ˈpæt.ᵊn-z/

Module: Phonetics

Description of the course: This course contains the transcription of original course presented by the teachers in 'Phonetics' module. In addition to words of common use, it contains specific term of the module.

As an example, the first part is given below. The whole course is on appendix 2.

I. <u>Sentence Stress</u>

Sentence stress is considered /kənˈsɪd.əd/ as free /friː/ because /bɪˈkəz/ /-ˈkɒz/ it is largely /ˈlɑːdʒ.li/ determined /dɪˈtɜː.mɪnd/ by the meaning /ˈmiː.nɪŋ/ to be conveyed /kənˈveɪ-d/. Some words are predisposed /ˌpriː.dɪˈspəʊzd/ by their function /ˈfʌŋk.ʃᵊn/ in the language /ˈlæŋ.gwɪdʒ/ to receive /rɪˈsiːv/ the accent /ˈæk.sᵊnt/. They are called /kɔːld/ content /ˈkɒn.tent/ (lexical /ˈlek.sɪ.kᵊl/ words) such as *main* /meɪn/ *verbs* /vɜːb-z/, *nouns* /naʊn-z/, *adjectives* /ˈædʒ.ek.tɪv-z/, *and adverbs* /ˈæd.vɜːb-z/.

1.1 <u>Content words</u> have in connected /kəˈnek.tɪd/ speech /spiːtʃ/ the qualitative

/ˈkwɒl.ɪ.tə.tɪv/ pattern of their isolated /ˈaɪ.sə.leɪ.tɪd/ forms /fɔːm-z/; therefore /ˈðeə.fɔːʳ/, they retain /rɪˈteɪn/ some qualitative prominence /ˈprɒm.ɪ.nənts/ even when no pitch /pɪtʃ/ is associated /əˈsəʊ.si.eɪ.tɪd/ to them and when they are relatively /ˈrel.ə.tɪv.li/ unstressed /ʌnˈstrest/.

1.2 <u>Function</u> /ˈfʌŋk.ʃᵊn/ <u>words</u> (grammatical /grəˈmæt.ɪ.kᵊl/, structural /ˈstrʌk.tʃᵊr.ᵊl/ words) belong /bɪˈlɒŋ/ to the category /ˈkæt.ə.gri/ of unstressed words, but they may be exceptionally /ɪkˈsep.ʃᵊn.ᵊl.i/ stressed if the meaning requires /rɪˈkwaɪə-z/ it. They are words such as auxiliary /ɔːgˈzɪl.i.ᵊr.i/ verbs, modals /ˈməʊ.dᵊl-z/, conjunctions /kənˈdʒʌŋk.ʃᵊn/, prepositions /ˌprep.əˈzɪʃ.ᵊn−z/, pronouns /ˈprəʊ.naʊnz/, articles /ˈɑː.tɪ.kl̩z /...

3.3.4.3 The third course: <u>_American_</u> /əˈmer.ɪ.kən/ <u>_Structuralism_</u> /ˈstrʌk.tʃᵊr.ᵊl.ɪ.zᵊm/ (<u>The American school of structural linguistics</u>):

Module: Linguistics

Description of the course: As a specialised lecture in 'Linguistics', this course gathers some words of the field.

The first paragraph is given below as an example. The whole course is on appendix 3.

<u>Introduction</u> /ˌɪn.trəˈdʌk.ʃᵊn/:

American and European /ˌjʊə.rəˈpiː.ən/ structuralism shared /ʃeəd/ a number /ˈnʌm.bəʳ/ of features /ˈfiː.tʃəz/. In insisting /ɪnˈsɪstɪŋ/ upon /əˈpɒn/ the necessity /nəˈses.ɪ.ti/ of treating /triːtɪŋ/ each language as a more or less coherent /kəʊˈhɪə.rənt/ and integrated /ˈɪn.tɪ.greɪ.tɪd/ system, both /bəʊθ/ European and American linguists of this period /ˈpɪə.ri.əd/ tended /tendɪd/ to emphasize /ˈemp.fə.saɪz/, if not /nɒt/ to exaggerate /ɪgˈzædʒ.ə.reɪt/, the structural uniqueness /jʊˈniː.k.nəs/ of individual /ˌɪn.dɪˈvɪd.ju.əl/ languages. There was especially /ɪˈspeʃ.ᵊl.i/ good reason /ˈriː.zᵊn/ to take this point of view given the conditions /kənˈdɪʃ.ᵊnz/ in which American linguistics developed /dɪˈvel.əpt/ from the end of the 19th century. There were hundreds of indigenous /ɪnˈdɪdʒ.ɪ.nəs/ <u>American Indian</u> /ˈɪn.di.ən/ <u>languages</u> that had never been previously /ˈpriː.vi.ə.sli/ described /dɪˈskraɪbd/.

3.3.4.4 The fourth course: *Paradise* /ˈpær.ə.daɪs/ *Lost* /lɒst/ by *John*/dʒɒn/ *Milton* /ˈmɪl.tᵊn/ *(1608-1674)*

Module: Literary texts

Description of the course: This course deals with 'Literary Texts' module. It contains some archaic vocabulary. The first segment is given below (see appendix 4).

Of man's first disobedience /ˌdɪs.əʊˈbiː.di.ənts/, and the fruit /fruːt/

Of that forbidden /fəˈbɪd.ᵊn/ tree whose mortal /ˈmɔː.tᵊl/ taste /teɪst/

Brought /brɔːt/ death into the world /wɜːld/, and all our woe /wəʊ/,

With loss /lɒs/ of Eden /ˈiː.dᵊn/, till one greater /ˈgreɪ.təʳ/ Man

Restore /rɪˈstɔːʳ/ us, and regain /rɪˈgeɪn/ the blissful /ˈblɪs.fᵊl/ seat,

Sing, Heavenly /ˈhev.ᵊn.li/ Muse /mjuːz/, that on the secret top

Of Oreb, or of Sinai/ˈsaɪ.naɪ, -ni.aɪ, -neɪ/, didst /dɪdst/ inspire

That shepherd /ˈʃep.əd/ who first taught the chosen /ˈtʃəʊ.zᵊn/ seed /siːd/

In the beginning how the heavens and earth /ɜːθ/

Rose /rəʊz/ out of Chaos /ˈkeɪ.ɒs/: or, if Sion /ˈsaɪ.ən, ˈzaɪ-/ hill

Delight /dɪˈlaɪt/ thee /ðiː/ more, and Siloa's brook /brʊk/ that flowed /fləʊd/

Fast by the oracle /ˈɒr.ə.kl̩/ of God, I thence /ðents/

Invoke thy /ðaɪ/ aid to my adventurous /ədˈven.tʃᵊr.əs/ song /sɒŋ/,

That with no middle flight intends to soar /sɔːʳ/

Summary and Conclusion

Phonetic transcription is the remedy to English spelling system disadvantage. The training in the experiment aims at fulfilling students' lack of effective techniques. Four different lectures were transcribed to acquaint students with International Phonetic Alphabet symbols. Participants were very astonished how they mispronounce simple common words like: upon /əˈpɒn/, of /ɒv/, only /ˈəʊn.li/, and Edward /ˈed.wəd/. They expressed their joy to

read correctly. In addition, they appreciated the easiness of the method, and they solicit to generalise the method to all modules.

In purpose to be on a high level when they will get their Master Degree, Some students decided to apply the same procedure on their own in the future with all modules.

Chapter Four

Evaluation of the Results and Findings

Chapter Four

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Chapter Four

Evaluation of the Results

Introduction

      This chapter presents the results obtained by the experiment. Statistical Package for Social Sciences (SPSS 18.0) is used to analyse data and present relevant results. The mean (M) and the standard deviation (SD) are used to prove development from pre-test to post test through experimental design. Supplement data are gathered from two questionnaires administered to teachers and students.

4.1 The sample

      For the experiment, two groups were concerned: a control group ($N = 14$) and an experimental group ($N = 17$). The participants share approximately the same background knowledge of English. They were exposed to the same amount of vocabulary given in the experiment. Lectures transcribed for the experiment were shared by all second year students, but only the experimental group benefits from phonetic transcription for almost all the courses involved.

4.2 The pre-test

      As Cohen (2007) mentioned:" The pre-test may have questions which differ in form or wording from the post-test, though the two tests must test the same content" (p. 432). The pre-test consists of three parts. In the first and the second, two multiple choice activities are designed (8 items each). The third part, informants are asked to transcribe words (4 items). Data gathered will be a reference to the results after finishing the experiment.

4.3 The post test

      Constructed as the pre-test, the post test will reveal the development in the dependent variable. Cohen (2007) stated that "the level of difficulty must be the same in both tests" (p. 462).

4.4 Quantitative Results

Informant answers are evaluated on scale of twenty marks. Each correct answer scores one mark. Means and standard deviation are calculated to express the results **as descriptive statistics**. The dependent variable in this research is accuracy.

4.4.1 Quantitative Results of the Control group

4.4.1.1 Control Group Pre-test Achievements

After examination, scores are displayed in the table below.

Scores	F	%	Cum. %	M	SD
7	1	7.1	7.1		
9	4	28.6	35.7		
10	3	21.4	57.1	10.4	2.1
11	4	28.6	85.7		
14	1	7.1	92.9		
15	1	7.1	100.0		
Total	14	100.0			

Table: 4.1 Control group pre-test statistics

According to the cumulative percentage, only 35.7 % of control group participants get a score low than the average (10/20). The mean is 10.4, which reflects a moderate level of the whole control group.

4.4.1.1 Control Group Post-test Achievements

After inspection of the post test, the results obtained are organised in the next table.

Scores	F	%	Cum. %	M	SD
6	4	28.6	28.6		
7	1	7.1	35.7		
8	4	28.6	64.3	8.21	1.9
9	1	7.1	71.4		
10	1	7.1	78.6		
11	3	21.4	100.0		
Total	14	100.0			

Table: 4.2 Control group post-test statistics

The results indicate a decrease in control group's scores. The highest score registered is 11, after it was 15 in the pre-test. A mean of 8.2 is considerably lower than the average.

4.4.2 Quantitative Results of the Experimental Group

In purpose to fulfil the experimental design, a pre-test and post test are conducted.

4.4.2.1 Experimental Group Pre-test Achievements

Collected data from the pre-test are presented in the table below.

Scores	F	%	Cum. %	M	SD
5	1	5.9	5.9		
6	1	5.9	11.8		
7	2	11.8	23.5		
9	3	17.6	41.2	9.9	2.7
10	2	11.8	52.9		
11	3	17.6	70.6		
12	4	23.5	94.1		
16	1	5.9	100.0		
Total	17	100.0			

Table: 4.3 Experimental group pre-test statistics

The mean recorded is 9.9, with a suitable standard deviation of 2.7 for the entire group. Students' level of Phonetics is largely different; the lowest score is 5 and the highest is 16.

4.4.2.2 Experimental Group Post-test Achievements

After carrying out the treatment, new different data are revealed. The table below expresses them.

Scores	F	%	Cum. %	M	SD
6	1	5.9	5.9		
8	1	5.9	11.8		
9	3	17.6	29.4		
10	4	23.5	52.9	11.2	3.1
11	1	5.9	58.8		
12	3	17.6	76.5		
13	2	11.8	88.2		
18	2	11.8	100.0		
Total	17	100.0			

Table: 4.4 Experimental group post-test statistics

After the treatment, a portion of 29.4% is under the average. The mean is 11.2 with a standard deviation of 3.1 which means that the results recorded are slightly dispersed.

4.5 Comparative Evaluation of Results and Achievements

The outcomes registered in both tests (pre-test and post-test) for the two involved groups will be contrasted to reveal any changes.

4.5.1 Comparison of the Control Group Pre-test and Post-test Achievements

Students	Pre-test	Post-test	Difference
1	11	6	-5
2	7	6	-1
3	9	8	-1
4	9	11	2
5	11	7	-4
6	11	11	0
7	9	6	-3
8	10	8	-2
9	9	6	-3
10	10	8	-2
11	11	9	-2
12	15	10	-5
13	14	11	-3
14	10	8	-2

Table 4.5 Comparison of the control group pre-test and post-test

	N	Min	Max	M	SD
Pre_test	14	7	15	10.4	2.06
Post_test	14	6	11	8.21	1.93
Difference				-2.21	-0.14

Table 4.6: Comparison of the control group pre-test and post-test (recap)

The post test results indicate that the control group could not maintain the same level. Outcomes were even less than the average. The difference recorded as (-2.21) is reasonably considerable. The informants' level of written pronunciation (i.e. phonetic transcription) is not sufficient even though they studied all the content of the post test in formal lectures. As a conclusion, students need to practice the use of dictionary. Another alternative is to provide them phonetic transcription within the handouts.

4.5.2 Comparison of the Experimental Group Pre-test and Post-test Achievements

Students	Pre-test	Post-test	Difference
1	9	10	1
2	12	12	0
3	7	8	1
4	12	18	6
5	11	10	-1
6	11	12	1
7	12	13	1
8	7	13	6
9	6	9	3
10	9	9	0
11	10	11	1
12	9	9	0
13	12	12	0
14	16	18	2
15	5	6	1
16	11	10	-1
17	10	10	0

Table 4.7 Detailed comparison of the experimental group pre-test and post-test

	N	Min	Max	M	SD
Pre_test	17	6	16	9.9412	2.70
Post_test	17	6	16	11.1765	3.14
			Difference	1.2353	.44

Table 4.8 Comparison of the experimental group pre-test and post-test

Even though the scores register an increase of 1.23 in the mean, this moderate progress is very significant when it is compared to the outcomes of the control group which decreases by 2.21 in the mean.

4.6 Comparative Evaluation between Experimental and Control Groups

The next table summarises the outcomes of both groups.

Test	Control Group			Experimental Group		
	N	M	SD	N	M	SD
Pre_test	14	10.42	2.06	17	9.94	2.70
Post_test		8.21	1.93		11.18	3.14
Diff.		-2.21	.14		1.24	.44

Table 4.9 Comparative evaluation between experimental and control groups

Before the experiment, the two groups scored a close mean, with a slight difference of 0.48 in favour of the control group. After the treatment, the experimental group recorded fairly improvement while the control group could not maintain the same level. The significant difference between the two group's results confirms the efficiency of the experiment.

4.7 Hypothesis Testing (inferential statistics)

4.7.1 Testing hypothesis using the traditional method

Inferential statistics helps researchers to reveal information more than the described data they have. Triola (2010, p. 402) stated that there are equivalence methods to test hypothesis, among them: The *P*-value method of hypothesis testing, the traditional method (*t* distribution with the test statistic), and confidence intervals method.

In the traditional method, a t-test is a suitable tool to compare two means (a pre-test and a post test means). T-tests are two types: independent *t*-test and unpaired test for different groups, and dependent test and paired test for a same group.

The appropriate t-test for the present experiment is the independent t-test because the groups differ. In addition, the test is one-tailed test where the effectiveness of using dictionaries to enhance pronunciation is tested.

The test determines if the results are likely to occur under the null hypothesis. If the probability is less than, or equal to .05, the null hypothesis is rejected in favour of the alternative hypothesis

In order to achieve that, some measures are taken:

- An independent sampled-test to check the hypothesis,
- The significance level $\alpha = 0.05$
- Degree of freedom suitable for this *t* test is: $df = N_1 + N_2 - 2$

- Critical value: gathered from t distribution table, according to the probabilities of alpha value and the degrees of freedom.

The following stages will be followed to calculate the independent t-test for two different samples (Miller (1984) as cited in Chelli (2012), p. 239)

I. Calculate the two means ($\bar{X}_1$, $\bar{X}_2$) using the formula: $\bar{X} = \dfrac{\sum X}{N}$

II. Calculate the two samples' variances $S_1{}^2$ and $S_2{}^2$ using the formula: $S^2 = \dfrac{\sum X^2}{N} - \overline{X^2}$

III. Substitute the values for: $\bar{X}_1$, $\bar{X}_2$, $S_1{}^2$, $S_2{}^2$, N_1, N_2 in the computational formula for t:

$$t_{N_1 + N_2 - 2} = \frac{(\bar{X}_1 - \bar{X}_2)\sqrt{(N_1 + N_2 - 2)\, N_1\, N_2}}{\sqrt{(N_1\, S_1{}^2 + N_2\, S^2{}_2)(N_1 + N_2)}}$$

The assumptions in this test are:

H_0 = the intensive use of dictionary, mainly phonetic transcription, will not improve pronunciation.

H_1 = the intensive use of dictionary, mainly phonetic transcription, will improve pronunciation.

- The significance level is $\alpha = 0.05$

- Degree of freedom suitable for this T-test is: $df = N_1 + N_2 - 2 = 17 + 14 - 2 = 29$

- Critical value: **1.69**

Before calculating the *t* value, many procedures are necessary: calculation of the mean, the standard deviation, and then the mathematical formula.

	Experimental Group			Control Group	
N_1	X_1	X_1^2	N_2	X_2	X_2^2
1	10	100	1	6	36
2	12	144	2	6	36
3	8	64	3	8	64
4	18	324	4	11	121
5	10	100	5	7	49
6	12	144	6	11	121
7	13	169	7	6	36
8	13	169	8	8	64
9	9	81	9	6	36
10	9	81	10	8	64
11	11	121	11	9	81
12	9	81	12	10	100
13	12	144	13	11	121
14	18	324	14	8	64
15	6	36			
16	10	100			
17	10	100			
Sum	190	2282		115	993

Table 4.10: Experimental and control groups scores differences

$$\bar{X}_1 = \frac{\sum \bar{X}_1}{N_1} = \frac{190}{17} = 11.18 \qquad \bar{X}_2 = \frac{\sum \bar{X}_2}{N_2} = \frac{115}{14} = 8.21$$

$$S_1{}^2 = \frac{\sum X_1{}^2}{N_1} - \bar{X}_1{}^2 = \frac{2282}{17} - 124.91 = 134.24 - 124.91 = 9.32$$

$$S_2{}^2 = \frac{\sum X_2{}^2}{N_2} - \bar{X}_2{}^2 = \frac{993}{14} - 67.40 = 70.93 - 67.40 = 3.52$$

$$t_{N_1 + N_2 - 2} = \frac{(\bar{X}_1 - \bar{X}_2)\sqrt{(N_1 + N_2 - 2) N_1 N_2}}{\sqrt{(N_1 S_1{}^2 + N_2 S^2{}_2)(N_1 + N_2)}}$$

$$t_{(17+14-2)} = \frac{(11.18 + 8.21)\sqrt{(17 + 14 - 2)\, 17 * 14}}{\sqrt{(17 * 9.32 + 14 * 3.52)(17 + 14)}}$$

$$t_{29} = 3.07$$

Interpretations

The calculated t value (t_{29} = 3.07) is greater than the critical value for twenty-nine degrees of freedom (**1.69,** see appendix 7). Then, the alternative hypothesis is accepted and the null hypothesis is rejected. As a conclusion, the treatment realized through the intensive use of dictionary had great positive effects on the learners' level of English language pronunciation. The more the learners use phonetic transcription, the more they master accurate pronunciation. In addition, the embedded transcription helps informants to be familiarised with the International Phonetic Alphabet.

4.7.2 Testing hypothesis using *P*-value method

The *P*-Value is calculated from the *t*-distribution, with a significance level $\alpha = .05$:

- If *P*-value $\leq \alpha$, *reject H$_0$*.

- If *P*-value $> \alpha$, *fail to reject H$_0$*.

The procedure is:

- The calculated t value is $t = 3.07$

- Using a t-table and a degrees of freedom $df = 29$;

- Find the values for which the absolute value of the test statistic $t = 3.07$ lies in between.

- The two value are 2.756 and 3.396

- Look up at the top of the table for "Area in One Tail" and you will notice that these two values correspond with 0.005 and 0.001

- This tells that since $2.756 < 3.07 < 3.396$ then the *P*-value lies between .005 and .001.

- Since $.005 < P\text{-Value} < .001$ then definitely: *P*-value $< \alpha$; it means *P*-value $< .05$

- Seeing that *P*-value $< \alpha$, the null hypothesis is rejected in favour of the alternative hypothesis.

49

4.8 Calculating _t_ value and _P_-value using software

   Statistical software are specialised computer programs compiled to identify statistical tools that may help researchers. Among many, there are: Statistical Package for the Social Sciences (SPSS) and Micro Soft Excel application.

   After introducing the data of the two groups into SPSS, the following outputs are displayed:

	Levene's Test for Equality of Variances		t-test for Equality of Means						95% Confidence Interval of the Difference	
	_F_	_Sig._	_t_	_df_	**_Sig. (2-tailed)_**	_Mean Difference_	_Std. Error Difference_	_Lower_	_Upper_
Equal variances assumed	1.609	.215	3.073	29	.005	2.96218	.96382	.99094	4.93343
Equal variances not assumed			3.216	27.008	.003	2.96218	.92104	1.07240	4.85197

Table 4.11: Independent samples test displayed by SPSS

Interpretations

   Before interpreting the data, there is to mention that this software calculates _p_-value for two tailed test. To get a _p_-value for one-tailed test, the _p_-value (mentioned in the table above as **_Sig. (2-tailed)_**) should be divided by two. So, the accurate _p_-value for one-tailed test is: (.005 / 2 = .0025)

   This independent-samples _t_ test revealed that the effects of the use of dictionary to enhance pronunciation was significantly higher among the experimental group (_M_ = 11.08 , _SD_ = 3.14) than among the control group (_M_ = 8.21 , _SD_ = 1.92), _t_(29) = 3.07, and _p_ =.002. We can be 95% confident that true difference between the means is CI = [.99, 4.93].

The *p*-value displayed by the software is the accurate *p*-value. In addition to software, many on-line sites give the exact *p*-value using calculated *t*-value and degrees of freedom. Among them, there are: www.easycalculation.com/statistics/p-value-t-test.php and http://www.graphpad.com/quickcalcs/pValue1/.

Using one of the former sites as an example, the accurate *p*-value for one-tailed test (*t* (29) = 3.07) is *p* = 0.002307

4.9 Summary of the experimental design

As a result of the experimental design, the independent samples test failed to reject the alternative hypothesis. Two different methods were used; the traditional method and the *p*-value method. Both confirmed the refusal of the null hypothesis.

4.10 Analysis of the Questionnaires

The purpose of this study is to probe the relationship between the intensive use of phonetic dictionaries and the level of pronunciation. Data are collected from ten (10) English teachers and from forty (40) second year students in the branch of English at Biskra University. The gathered data helped to reveal how much students are aware about the vital role of phonetic dictionaries for EFL learners. In addition, the data clarified the teacher's collaboration to improve pronunciation.

4.10.1 Piloting the Questionnaires

The two questionnaires have been piloted to check clarity and appropriateness. They were given to two teachers and five students. For the teachers' questionnaire, one item was reordered. Concerning students' questionnaire, two items were omitted, two items reformulated and one item reordered.

4.10.2 Description of the Questionnaires

The close-ended questions are mainly used in these 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 to facilitate the task for the informants.

Both questionnaires are divided into four sections. Teachers' Questionnaire contains 14 items and students' questionnaire consists of 19 items.

4.10.3. Teachers' Questionnaire

Teacher's questionnaire intends to investigate the teachers' viewpoints of pronunciation and the use of dictionaries. Also, it aims to collect effective techniques used by experienced teachers to increase the level of students in pronunciation.

4.10.3.1 Description of teachers' questionnaire

The questionnaire is designed for English division teachers at Biskra University. It has been administered randomly to ten teachers teaching different subjects. The questionnaire consists of 14 items grouped into four sections.

Section One: General information

This section seeks information about the subjects taught by informants to know how deep those subjects are related to phonetic transcription in dictionaries.

Section Two: Teachers' viewpoints of pronunciation

This section includes seven questions. Informants were interrogated to evaluate issues about the integration of phonetic transcription in courses and about achieving accurate pronunciation.

Section Three: An overview on the use of dictionaries

Through five questions, the teachers were invited to give their opinion about the important role of dictionaries for EFL learners.

Section Four: Further Suggestions

This last section consists of one open-ended question. It aims to give free space for teachers to express their opinion about the subject.

4.10.3.2 The analysis of teachers' questionnaire

Statistical Package for Social Sciences (SPSS 18.0) is used to analyse the data through descriptive statistics. Tables are used to represent and interpret data.

The results of the participants' views and evaluation of each question were interpreted according to the values represented in the following table:

Estimation	Frequency	Four-point Likert scale	Statistical Mean		Percentage Weight	
			From	To	From	To
1-Very Low	1-Never	1- Strongly Disagree	1.00	1.75	0	24.99
2-Low	2-Rarely	2- Disagree	1.76	2.50	25	49.99
3-High	3-Sometimes	3- Agree	2.51	3.25	50	74.99
4-Very High	4-Always	4- Strongly Agree	3.26	4.00	75	100.00

Table 4.12: The statistical reference for the results obtained

The mean is the average of the sum of all the scores divided by the number of scores.

4.10.3.2.1 Section One: General information

Item 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.

4.10.3.2.2 Section Two: Teachers' viewpoints of pronunciation

Item 2: How often do you correct students' pronunciation in classroom?

Scale options	F	%	M	SD	Result
1Never					
2 Rarely	2	20.0			
3 Sometimes	5	50.0	3.10	.738	Sometimes
4 Always	3	30.0			
Total	10	100.0			

Table 4.13: Teachers' correction of students' mispronunciation

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.

Item 3: Achieving '***accurate***' pronunciation is:

Scale options	F	%	M	SD	Result
1 Very difficult	1	10.0			
2 Difficult	7	70.0	2.10	.568	Difficult
3 Easy	2	20.0			
4 Very easy					
Total	10	100.0			

Table 4.14: Teachers' viewpoints of accuracy

The majority of informants (80%) confirm that accurate pronunciation is difficult to achieve. The basic reason, before all, would be the unreliability between English spelling and pronunciation.

Item 4: The integration of phonemic transcription in lectures, like in the example below, is appropriate, clear and effective.

e.g.; **American** /əˈmer.ɪ.kən/ **Structuralism** /ˈstrʌk.tʃᵊr.ᵊl.ɪ.zᵊm/:

Introduction /ˌɪn.trəˈdʌk.ʃᵊn/:
American and European /ˌjʊə.rəˈpiː.ən/ structuralism shared /ʃeəd/ a number /ˈnʌm.bəʳ/ of features /ˈfiː.tʃəz/. In insisting /ɪnˈsɪstɪŋ/ upon /əˈpɒn/ the necessity /nəˈses.ɪ.ti/ of treating /triːtɪŋ/ each language as a more or less coherent /kəʊˈhɪə.rənt/ and integrated /ˈɪn.tɪ.greɪ.tɪd/ system, both /bəʊθ/ in this period /ˈpɪə.ri.əd/ tended /tendɪd/ to**…**

Scale options	F	%	M	SD	Result
1 Strongly disagree					
2 Disagree	4	40.0	2.90	.876	Agree
3 Agree	3	30.0			
4 Strongly agree	3	30.0			
Total	10	100.0			

Table 4.15: Teachers' perception of the integration of phonemic transcription in lectures

For this question, more than the half of teachers (60%) agree or strongly agree with this technique. The rest (40%) disagree because this method seems to be complicated to be applied, but in reality, it needs only 'copy-paste' from electronic dictionary.

Item 5: The integration of phonemic transcription like in the example above is *necessary* in all courses (modules) to enhance pronunciation.

Scale options	F	%	M	SD	Result
1 Strongly disagree					
2 Disagree	4	40.0	3.00	.943	Agree
3 Agree	2	20.0			
4 Strongly agree	4	40.0			
Total	10	100.0			

Table 4.16: Teachers' perception of the necessity of transcriptions in all courses

This question has the same ratio of answer as the previous because they are related. In addition, there is to note that one (1) respondent changes his attitude from agree to strongly agree. The majority require the combination of transcription with texts in handouts.

Item 6: How do you find the level of students in pronunciation?

Scale options	F	%	M	SD	Result
1 Very low					
2 Low	1	10.0	2.90	.316	Average
3 Average	9	90.0			
4 Good or high					
Total	10	100.0			

Table 4.17: Teachers' evaluation of students' level in pronunciation

Almost all teachers (90%) evaluate the students' level of pronunciation as 'average'. This answer is reasonable because informants take in consideration some excellent students whose level is high.

Item 7: Do you introduce some Phonemic transcriptions in your lectures?

Scale options	F	%	M	SD	Result
1 Never	2	20.0			
2 Rarely	1	10.0	2.80	1.135	Sometimes
3 Sometimes	4	40.0			
4 Always	3	30.0			
Total	10	100.0			

Table 4.18: Teachers' use of phonemic transcriptions in lectures

The major answers (70%) are 'always' and 'sometimes'. This means that transcription is significant in all subjects not only 'Phonetics module'. The other 30% do not use transcription. It could be because the enormous number of required words to transcribe. All words have the same importance to be described. So, they cannot choose and as a result they transcribe nothing.

Item 8: Do you insist on *accurate* pronunciation?

Scale options	F	%	M	SD	Result
1 Never					
2 Rarely	1	10.0	3.20	.632	Sometimes
3 Sometimes	6	60.0			
4 Always	3	30.0			
Total	10	100.0			

Table 4.19: Teachers' emphasise on accuracy

Emphasising pronunciation accuracy takes 90% of votes. This is due to its importance to English language learner. It is almost the same ratio in 'item 3' that judged 'achieving accuracy' as difficult.

4.10.3.2.3 Section Three: An overview on the use of dictionaries

Item 9: Do you impose the use of dictionary to check pronunciation?

.Scale options	F	%	M	SD	Result
1 Never					
2 Rarely			3.50	.527	Always
3 Sometimes	5	50.0			
4 Always	5	50.0			
Total	10	100.0			

Table 4.20: Teachers' directions about using dictionaries

All respondents agree about imposing the use of dictionary. Half of them do it only 'some times'. It may be because the lack of time or the nature of the course.

Item 10: Imposing the use of dictionary to check phonemic transcription is highly recommended for language learners, especially English Language Learners.

Scale options	F	%	M	SD	Result
1 Strongly disagree					
2 Disagree			3.80	.422	Strongly
3 Agree	2	20.0			agree
4 Strongly agree	8	80.0			
Total	10	100.0			

Table 4.21: Teachers' perception of the indispensability of dictionaries

Informants totally 'strongly agree' (80%) or 'agree' (20%) that transcription is extremely indispensible, especially for English language apprentice more than any other language learners. This is the reason that 99% of English dictionaries are provide by phonemic transcription, even bilingual ones.

Item 11: Students need an *effective technique* to benefit from the phonemic transcription.

Scale options	F	%	M	SD	Result
1 Strongly disagree					
2 Disagree	1	10.0	3.50	.707	Strongly
3 Agree	3	30.0			agree
4 Strongly agree	6	60.0			
Total	10	100.0			

Table 4.22: Teachers' viewpoints about the need for an effective technique

Almost all the teachers 'strongly agree' or 'agree' (60% and 30% respectively) that an effective technique is strongly needed to profit from the transcription provided mainly by dictionaries. As far as English language learner is concerned, usual techniques – like checking pronunciation in paper dictionaries – are largely criticised as time consuming at least.

Item 12: While using dictionaries for transcription, students show interest.

Scale options	F	%	M	SD	Result
1 Never					
2 Rarely			3.50	.527	Always
3 Sometimes	5	50.0			
4 Always	5	50.0			
Total	10	100.0			

Table 4.23: Teachers' perception about students' interest regarding dictionaries

This question is about teachers' judgement of students' tendency towards the first key tool to a language learner (i.e. dictionary). In general, all students are evaluated as interested in using dictionaries to check transcription.

Item 13: Students can use International Phonetic Alphabet symbols (IPA):

Scale options	F	%	M	SD	Result
1 Very difficult					
2 Difficult	7	70.0	2.30	.483	Difficult
3 Easy	3	30.0			
4 Very easy					
Total	10	100.0			

Table 4.24: Teachers' perception about students' competence to use the IPA

The answer of this question reveals that 70% of teachers found that transcription is difficult for second year students. This is logical, because mastering the International Phonetic Alphabet symbols need practice which is not scheduled separately from 'Phonetics module'.

4.10.3.2.4 Section Four: Further Suggestions

Item 14: From your experience, how could students improve their pronunciation?

Nine teachers out of ten expressed their views. The main points are:

-   Intensive listening to native speakers

-   Combining listening and reading

-   Using electronic dictionaries

-   Training and practicing all time

-   Thinking to talk to oneself in English

-   Using language laboratories

-   Creating an English speaking milieu inside the university

4.10.3.3 Summary of teachers' questionnaire

The teachers' questionnaire reveals significant facts related to the research question. Almost all the informants agree on the indispensability to master and use phonetic transcription for an English language learner who is a specialist and who is learning English for the sake of learning it. This transcription is primarily found in dictionaries. In addition, they insist on implantation of phonetic transcription with written texts in handouts. Finally, the need to an effective technique to maximum benefit from the International Phonetic Alphabet is strongly emphasised. Teachers' questionnaire is summarised in the table below:

Item	*Result*
Item2 Teachers' correction of students' mispronunciation	Sometimes
Item3 Teachers' viewpoints of accuracy	Difficult
Item4 Teachers' perception of the integration of phonemic transcription in lectures	Agree
Item5 Teachers' perception of the necessity of phonemic transcriptions in all courses	Agree
Item6 Teachers' evaluation of students' level in pronunciation	Average
Item7 Teachers' use of phonemic transcriptions in lectures	Sometimes
Item8 Teachers' emphasise on accuracy	Sometimes
Item9 Teachers' directions about using dictionaries	Always
Item10 Teachers' perception of the indispensability of dictionaries	Strongly agree
Item11 Teachers' viewpoints about the need to an effective technique	Strongly agree
Item12 Teachers' perception about students' interest regarding dictionaries	Always
Item13 Teachers' perception about students' competence to use the IPA	Difficult

Table 4.25: Teachers' questionnaire summary

4.10.4. Students' Questionnaire

Student's questionnaire is determined to explore how students are related to their dictionaries. In addition, it investigates students' perception of accurate pronunciation. Also, it intends to gather students' views about the topic.

4.10.4.1 Description of students' questionnaire

The questionnaire is prepared for second year students in English department at Biskra University. It has been administered randomly to forty (40) students. The questionnaire contains 19 items assembled into four sections.

Section One: General information

This section gathers relevant information about gender and baccalaureate options.

Section Two: An overview on the use of dictionaries

This section, related to the first chapter, investigates the habit of using dictionaries to check more than meaning. It includes ten items.

Section Three: Students' Perceptions of Pronunciation

Using six items, this section elicits students' attitudes of pronunciation. Furthermore, it checks students' ability to read and write International Phonetic Alphabet.

Section Four: Further Suggestions

Formed of one open-ended question, this section offers free room for students to add related issues to the topic.

4.10.4.2 The analysis of teachers' questionnaire

4.10.4.2.1 Section One: General information

Item 1: Students' gender

Gender	F	%	M	SD	Result
1 Male	2	5.0	1.95	.221	Female
2 Female	38	95.0			
Total	40	100.0			

Table 4.26: Students' gender

This distribution (5% vs. 95%) is quite representative to the whole population. The students' gender would not affect the results since all informants are taught in almost the same conditions.

Item 2: Baccalaureate option

Baccalaureate option	F	%	M	SD	Result
1 Literary	15	37.5			
2 Scientific	20	50.0	1.75	.670	Scientific
3 Technical	5	12.5			
Total	40	100.0			

Table 4.27: Baccalaureate option

Half of informants (50%) have a scientific baccalaureate, which increases their choices to continue their university studies in scientific fields as in literary fields. English language is one of main chosen subjects.

4.10.4.2.2 Section Two: An overview on the use of dictionaries

Item 3: How is '***phonetics***' related to other modules?

Scale options	F	%	Valid %	M	SD	Result
1 Not related at all	2	5.0	5.1			
2 Little related	11	27.5	28.2			
3 Fairly related	12	30.0	30.8			Fairly
4 Very related	14	35.0	35.9	2.97	.932	related
Total	39	97.5	100.0			
Missing answer	1	2.5				
Total	40	100.0				

Table 4.28: Phonetics' relationship to other modules

There is no doubt that phonetics is related to other subjects, but a significant section (33.3%) considers phonetics not related or little related to the rest of modules. This ignorance could lead to low level of pronunciation. There is to mention that one informant give no answer to this question.

Item 4: Which kind of dictionaries do you have?

Scale options	F	%	M	SD	Result
1 Paper dictionary	4	10.0			
2 Electronic dictionary	8	20.0	2.60	.672	Both
3 Both	28	70.0			
4 None of these					
Total	40	100.0			

Table 4.29: Kind of dictionary

Each student possesses at least one dictionary even if 10% have only paper ones, which are time consuming. This is the minimum requested from an English language learner.

Item 5: Do you bring your dictionary with you in the classroom?

Scale options	F	%	M	SD	Result
1 Never	3	7.5			
2 Rarely	6	15.0	2.95	.846	Sometimes
3 Sometimes	21	52.5			
4 Always	10	25.0			
Total	40	100.0			

Table 4.30: The accompany of dictionary to class

More than three quarters of students bring their dictionaries to class. This positive behaviour should be taken in consideration while planning lessons.

Item 6: How often do you use the dictionary to check pronunciation in the class?

Scale options	F	%	M	SD	Result
1 Never	2	5.0			
2 Rarely	11	27.5	2.88	.853	Sometimes
3 Sometimes	17	42.5			
4 Always	10	25.0			
Total	40	100.0			

Table 4.31: Frequency of pronunciation checking in classrooms

A quarter of informants confirm using dictionaries in classrooms regularly. An important section (70%) use it sometimes or rarely (25% and 42.5% respectively). Compared to the previous item, almost all students who accompany their dictionaries are using them. It is another positive behaviour that needs to be reinforced.

Item 7: How often do you use the dictionary to check pronunciation out of the class?

Scale options	F	%	M	SD	Result
1 Never	3	7.5			
2 Rarely	17	42.5	2.60	.871	Sometimes
3 Sometimes	13	32.5			
4 Always	7	17.5			
Total	40	100.0			

Table 4.32: Frequency of pronunciation checking out of classrooms

Only half of the students consult dictionaries (always or sometimes) for pronunciation out of classroom. Many reasons are behind such neglect; it could be unawareness, lack of time or lack of an effective technique.

Item 8: How do you consider your level in pronunciation?

Scale options	F	%	M	SD	Result
1 Very low	1	2.5			
2 Low	4	10.0	2.98	.577	Average
3 Average	30	75.0			
4 Good or high	5	12.5			
Total	40	100.0			

Table 4.33: Students' self-evaluation of pronunciation

In teachers' questionnaire, 90% of teachers' evaluate students' level of pronunciation as average. This time students themselves (87.5%) judge their level as average or good.

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

Scale options	F	%	M	SD	Result
1 Never	7	17.5			
2 Rarely	20	50.0	2.17	.747	Rarely
3 Sometimes	12	30.0			
4 Always	1	2.5			
Total	40	100.0			

Table 4.34: Students' obligation to use dictionary

A large section (67.5%) claims that they are not invited to use dictionaries. This could be due to limitation of time, large number of students, or nature of course.

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

Scale options	F	%	M	SD	Result
1 Strongly disagree	2	5.0			
2 Disagree	29	72.5	2.20	.564	Disagree
3 Agree	8	20.0			
4 Strongly agree	1	2.5			
Total	40	100.0			

Table 4.35: Students' additional time to use dictionary

Investigating students plenty of time reveals that, for (77.5%) 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. Plenty of time is not an advantage without an effective technique.

Item 11: To what extent do you find using electronic dictionaries helpful?

Scale options	F	%	M	SD	Result
1 Not at all					
2 Little	2	5.0	3.35	.580	Very much
3 Much	22	55.0			
4 Very much	16	40.0			
Total	40	100.0			

Table 4.36: The electronic dictionaries' degree of help

Electronic dictionaries are one part of solution. They are, at least, time preserving. Almost the totality (95%) of informants found electronic dictionaries helpful.

Item 12: You need an *effective way* to benefit from transcription in dictionaries.

Scale options	F	%	M	SD	Result
1 Strongly disagree					
2 Disagree	5	12.5	3.05	.552	Agree
3 Agree	28	70.0			
4 Strongly agree	7	17.5			
Total	40	100.0			

Table 4.37: The need to an *effective way* to benefit from transcription

A large section of respondents (87.5%) needs an effective technique to benefit from transcription in dictionaries. The rest (12.5%) may have already their own strategies, or may believe that usual ways are sufficient.

4.10.4.2.3 Section Three: Students' Perceptions of Pronunciation

Item 13: Do your teachers correct your pronunciation?

Scale options	F	%	M	SD	Result
1 Never					
2 Rarely	8	20.0			
3 Sometimes	19	47.5	3.13	.723	Sometimes
4 Always	13	32.5			
Total	40	100.0			

Table 4.38: Teachers' correction for students' mispronunciation

Teachers play a great role in acquiring pronunciation. Correcting pronunciation could be a solution of lack of listening, and also for low frequency use of dictionary. The majority (80%) are corrected by their teachers. The same percentage was got in teachers' questionnaire about adjusting mispronunciation.

Item 14: Do you fear of making pronunciation mistakes?

Scale options	F	%	M	SD	Result
1 Not at all	4	10.0			
2 Little	22	55.0			
3 Much	7	17.5	2.42	.903	Little
4 Very much	7	17.5			
Total	40	100.0			

Table 4.39: The fear of making pronunciation mistakes

A positive indication is that 65% of students speak freely without panic of mispronunciation. In the time, a considerable section (35%) fear speaking publicly.

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

Scale options	F	%	M	SD	Result
1 Not at all	2	5.0			
2 Little	11	27.5			
3 Much	19	47.5	2.83	.813	Much
4 Very much	8	20.0			
Total	40	100.0			

Table 4.40: The degrees of dictionaries help to improve pronunciation

Even though the dictionary is the central tool to accurate pronunciation, a proportion of 32.5% find dictionaries helpless. This could be a result of misuse and low estimation of this tool itself.

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

Scale options	F	%	M	SD	Result
1 Never	2	5.0			
2 Rarely	10	25.0			
3 Sometimes	14	35.0	3.00	.906	Sometimes
4 Always	14	35.0			
Total	40	100.0			

Table 4.41: Checking pronunciation while checking meaning

Phonetic transcription, provided just next to the word entry in dictionary for the sake to be verified first, is neglected by a considerable section of informants (30%). The reason could be revealed into the next two items.

Item 17: You can read International Phonetic Alphabet symbols (IPA):

Scale options	F	%	M	SD	Result
1 Very difficult	1	2.5			
2 Difficult	18	45.0			
3 Easy	19	47.5	2.55	.639	Easy
4 Very easy	2	5.0			
Total	40	100.0			

Table 4.42: Stusents'ability to read IPA

The fact that approximately the half (47.5%) of the students face difficulties to read International Phonetic Alphabet explains the reason behind avoiding transcription while checking meaning.

Item 18: You can write International Phonetic Alphabet symbols (IPA):

Scale options	F	%	M	SD	Result
1 Very difficult	1	2.5			
2 Difficult	20	50.0			
3 Easy	15	37.5	2.55	.714	Easy
4 Very easy	4	10.0			
Total	40	100.0			

Table 4.43: Stusents'ability to Write IPA

More than the half (52.5%) of learners do not master International Phonetic Alphabet symbols. If student cannot read transcription correctly, the writing task is eventually hard.

4.10.4.2.4 Section Four: Further Suggestions

Item 19: Please, feel free to suggest any ideas 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, one respondent answers: "I do not know". This expresses students' concern and interest for pronunciation.

4.10.4.3 Summary of Students' Questionnaire

Data analysis clarifies different sides of the topic in question. In general, the analysis of the results obtained by the questionnaire reveals the need to an effective technique to benefit from phonetic transcription in dictionary. The table below display the summary of students' questionnaire:

Item	Result
Item1 Student's gender	Female
Item2 Baccalaureate option	Scientific
Item3 Phonetics' relationship to other modules	Fairly related
Item4 Kind of dictionary	Both
Item5 The accompany dictionary to class	Sometimes
Item6 Frequency of pronunciation checking in classrooms	Sometimes
Item7 Frequency of pronunciation checking out of classrooms	Sometimes
Item8 Students' self-evaluation of pronunciation	Average
Item9 Students' obligation to use dictionary	Rarely
Item10 Students' additional time to use dictionary	Disagree
Item11 Electronic dictionaries' degree of help	Very much
Item12 The need to an effective way to benefit from transcription	Agree
Item13 Teachers' correction for students' pronunciation	Sometimes
Item14 The fear of making pronunciation mistakes	Little
Item15 The degrees of dictionaries help you to improve pronunciation	Much
Item16 Checking pronunciation while checking meaning	Sometimes
Item17 Ability to read IPA	Easy
Item18 Ability to write IPA	Easy

Table 4.44: Students' questionnaire summary

4.10.5 Testing the reliability of the Questionnaires

Analysing data using statistics software generally makes the research more manageable and more efficient. To measure the internal consistency and reliability of items and scales in a questionnaire, "coefficient [Cronbach's] alpha is the preferred statistic for obtaining an estimate of internal consistency reliability" (Cohen & Swerdlik, 2010, p.149). Using SPSS software, results are as follows:

a. Teachers Questionnaire Reliability

Cronbach's Alpha	N of Items
.796	12

Table 4.45: Teacher Questionnaire Reliability Statistics

The result displayed is 79.6% of reliability in all questionnaire items. It is significant since the edge of reliability of Cronbach's Alpha is 70%. This reliability can increase to 81.9% if item 6 is deleted. Results for each item are:

Item	Cronbach's Alpha if Item Deleted
Item2 Teachers' correction of students' mispronunciation	.769
Item3 Teachers' viewpoints of accuracy	.804
Item4 Teachers' perception of the integration of phonemic transcription in lectures	.756
Item5 Teachers' perception of the necessity of phonemic transcriptions in all courses	.750
Item6 Teachers' evaluation of students' level in pronunciation	.819
Item7 Teachers' use of phonemic transcriptions in lectures	.757
Item8 Teachers' emphasise on accuracy	.746
Item9 Teachers' directions about using dictionaries	.785
Item10 Teachers' perception of the indispensability of dictionaries	.791
Item11 Teachers' viewpoints about the need to an effective technique	.767
Item12 Teachers' perception about students' interest regarding dictionaries	.815
Item13 Teachers' perception about students' competence to use the IPA	.785

Table 4.46: Teachers' Questionnaire Items Reliability Statistics

b. Students' Questionnaire Reliability

Cronbach's Alpha	N of Items
.626	18

Table 4.47: Student's Questionnaire Reliability Statistics (a)

As it appeared in the table above, 62.6% is considered a low level of reliability. To get 66.0% or more of reliability it is suitable to delete item14.

Item	Cronbach's Alpha if Item Deleted
Item1 Student's gender	.619
Item2 Baccalaureate option	.652
Item3 Phonetics' relationship to other modules	.573
Item4 Kind of dictionary	.628
Item5 The accompany of dictionary to class	.626
Item6 Frequency of pronunciation checking in classrooms	.584
Item7 Frequency of pronunciation checking out of classrooms	.582
Item8 Students' self-evaluation of pronunciation	.635
Item9 Students' obligation to use dictionary	.635
Item10 Students' additional time to use dictionary	.658
Item11 Electronic dictionaries' degree of help	.617
Item12 The need to an effective way to benefit from transcription	.612
Item13 Teachers' correction for students' pronunciation	.573
Item14 The fear of making pronunciation mistakes	.660
Item15 The degrees of dictionaries help you to improve pronunciation	.578
Item16 Checking pronunciation while checking meaning	.572
Item17 Ability to read IPA	.612
Item18 Ability to write IPA	.567

Table 4.48: Student's Questionnaire Items Reliability Statistics (a)

After excluding item14 from the alpha test, the new reliability is:

Cronbach's Alpha	N of Items
.660	17

Table 4.49: Student's Questionnaire Reliability Statistics (b)

69

At the level of 66.0%, items' reliability is moderately acceptable. The detail for each item is the following:

Item	Cronbach's Alpha if Item Deleted
Item1 Student's gender	.656
Item2 Baccalaureate option	.684
Item3 Phonetics' relationship to other modules	.617
Item4 Kind of dictionary	.662
Item5 The accompany of dictionary to class	.662
Item6 Frequency of pronunciation checking in classrooms	.624
Item7 Frequency of pronunciation checking out of classrooms	.619
Item8 Students' self-evaluation of pronunciation	.670
Item9 Students' obligation to use dictionary	.673
Item10 Students' additional time to use dictionary	.685
Item11 Electronic dictionaries' degree of help	.651
Item12 The need to an effective way to benefit from transcription	.649
Item13 Teachers' correction for students' pronunciation	.614
~~Item14 The fear of making pronunciation mistakes~~	-
Item15 The degrees of dictionaries help you to improve pronunciation	.616
Item16 Checking pronunciation while checking meaning	.612
Item17 Ability to read IPA	.647
Item18 Ability to write IPA	.611

Table 4.50: Student's Questionnaire Items Reliability Statistics (b)

Interpretations

Data gathered were significant. Both teachers and students were very interested into the topic. They show real attention to the way that phonetic transcription was embedded into text. In general, the test of reliability of both questionnaires shows a reasonable consistency of the items.

4.11 Implications for Teachers

Teachers are considerately invited to implement phonetic transcription in handouts as done in the experiment. This method sticks the transcription to the target word and helps students to better assimilate accurate pronunciation in a short period.

Furthermore, 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.

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.

4.12 Implications for Students

English language learners should be aware that, for grant, phonetic transcription is the safer way for accurate 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. Student should only read their handouts provided with transcription to memorise the accurate articulation.

4.13 Limitations of Study and Recommendations for Future Research

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.

Students at the university are not familiar with experiments. It takes time and efforts to convince them to participate in an experiment. More than that, it takes a great effort to maintain them in the experiment. The experiment started with 30 participants in each group, but ended with 17 in the experimental group and 14 in the control group.

Sample size affects the results. A larger sample size helps to avoid type II error when a false null hypothesis is accepted. In addition, larger sample size increases the power of the statistical analysis.

Moreover, the pre-test and the post test were designed in a specific way to avoid subjectivity while assessing the tests, but it would be better if the tests were evaluated by two or three examiners. This limitation could be a recommendation for future studies.

Furthermore, the technique used in the experiment could be generalised over all students from first year 'Licence' to second year 'Master'.

Finally, although teachers' questionnaire showed adequate reliability, students' questionnaire showed lower reliability. It is obvious that lower reliability of a measure may hinder detection of the expected effects. Future studies may consider the acceptable level of reliability in such constructs.

Conclusion

The data analysis revealed a clear link between dictionary use and pronunciation level. An important feature of the experimental design is the use of phonetic transcription next to the aimed words. The strategy used in the experiment tried to familiarise students with the International Phonetic Alphabet. According to the teachers' suggestions, speaking English out of classrooms has a great impact to enhance pronunciation. Then, teachers need to encourage students to use transcription in every opportunity. In addition, some second year students still cannot even read phonetic transcription.

CONCLUSION

General conclusion

English language is characterised by the irregularity of its spelling and sound systems. This creates many problems and makes English pronunciation out of reach for the majority of learners. Thus, learning English necessitates mastering phonetic transcription to be able to pronounce accurately. This transcription is mainly found in dictionaries, the first important tool for a language learner. Unfortunately, the dictionary is used in a limited way. Learners usually use the dictionary to check meaning but rarely to verify pronunciation. This study aimed to emphasise the role of dictionary to enhance pronunciation. The strategy given in this research stands on providing phonetic transcription just next to the target word. Previous strategies provide transcriptions in the margin or as footnote, which disrupts the learner and takes more time and great concentration. In the experiment, transcriptions were provided by a different colour to facilitate reading the handouts. The purpose under that technique is that after the second or the third reading; learners focus only on spelling and jump transcription because they already have mastered it. Both learners and teachers found the technique very useful. Some teacher adopted the idea to be used in the future.

Considering the role of dictionary to improve pronunciation, this research was conducted. Second year student were the appropriate English Division learners to participate in the experiment. They previously studied phonetics for complete three semesters and they are supposed to manipulate phonetic transcription easily. Data needed were collected through two questionnaires and two tests. This investigation aims to inspect a technique that facilitates the use of dictionary, mainly phonetic transcription.

As mentioned in chapter one, the majority of dictionaries provide transcription even by sound, but learner need an effective technique to completely benefit from it. Students' level of pronunciation can improve through many techniques, but phonetic transcription is safe and

73

effective way to be sure of the accurate pronunciation. For example, listening is good but it does not lack deficiency.

As it is stated in chapter two, learners are not asked to be native speakers, but at least to be intelligible. To achieve this goal, students should be acquainted with transcription as they are familiarised with the spelling of English. The new design of handouts allows learners to face transcription immediately without returning to the dictionary, especially paper ones.

The experiment's outcomes confirm the hypothesis formulated in this research; the use of dictionary improves pronunciation. Compared to the control group, the experimental group realised a considerable progress. To analyse the results of the tests, two methods were used: *t*-value method, and the *P*-value method. Both outcomes succeeded to reject the null hypothesis in favour of the alternative. Statistical Package for Social Sciences (SPSS) was used to analyse the two questionnaires and the tests results. Reliability test (Cronbach's Alpha) for teachers questionnaire reveal 79.6% of reliability. This result is above the significant level of 70% on Alpha test. Students' questionnaire scores only 62.6%. This level of consistency could be increased if one or two items were deleted; it could be increased to 66% if item14 is neglected. It is one of the characteristic of the software to suggest items to be preferably omitted.

Based on the creative way of 'repetition' in learning, the strategy used in the experiment allows learners to benefit from transcription without any effort. Without the intention to memorise pronunciation, this method depends on natural way of acquisition, which is exposure. While reading and revising, students grasp the right pronunciation effortlessly.

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Appendices

Appendix I

The First Course: The Tragedy /ˈtrædʒ.ə.di/ of Macbeth /məkˈbeθ, mæk-/

Drama /ˈdrɑː.mə/ by William /ˈwɪl.jəm/ Shakespeare /ˈʃeɪk.spɪəʳ/ 1564–1616

ACT /ækt/ 5 /faɪv/

Scene /siːn/ *1 Dunsinane* /dʌnˈsɪn.ən/. *Ante* /ˈæn.ti/-*room in the castle* /ˈkɑː.sl̩/.

[*Enter* /ˈen.təʳ/ *a* Doctor of Physic /ˈfɪz.ɪk/ *and a* Waiting Gentlewoman /ˈdʒen.tl̩ˌwʊm.ən/.]

Doctor. I have two nights watched with you but can perceive /pəˈsiːv/ no truth /truːθ/ in your report /rɪˈpɔːt/. When was it she last /lɑːst/ walked /wɔːk-t/?

Gentlewoman. Since his Majesty /ˈmædʒ.ə.sti/ went into the field, I have seen her rise /raɪz/ from her bed, throw /θrəʊ/ her nightgown /ˈnaɪt.gaʊn/ upon /əˈpɒn/ her, unlock /ʌnˈlɒk/ her closet /ˈklɒz.ɪt/, take forth /fɔːθ/ paper /ˈpeɪ.pəʳ/, fold /fəʊld/ it, write upon't, read it, afterwards /ˈɑːf.tə.wədz/ seal /siːl/ it, and again /əˈgen/ /-ˈgeɪn/ return to bed; yet all this while in a most fast /fɑːst/ sleep /sliːp/.

Doctor. A great /greɪt/ perturbation /ˌpɜː.təˈbeɪ.ʃᵊn/ in nature/ˈneɪ.tʃəʳ/, to receive at once /wʌnts/ the benefit /ˈben.ɪ.fɪt/ of sleep and do the effects /ɪˈfekt/ of watching. In this slumbery /ˈslʌm.bᵊr.i / agitation /ˌædʒ.ɪˈteɪ.ʃᵊn/, besides /bɪˈsaɪdz/ her walking and other /ˈʌð.əʳ/ actual /ˈæk.tʃu.əl/ performances /pəˈfɔː.mənts/, what at any time have you heard /hɜːd/her say?

Gentlewoman. That, sir, which I will not report after her.

Doctor. You may to me, and 'tis most meet you should /ʃʊd/.

Gentlewoman. Neither /ˈnaɪ.ðəʳ/ /ˈniː-/ to you nor anyone, having no witness /ˈwɪt.nəs/ to confirm /kənˈfɜːm/ my speech /spiːtʃ/.

[*Enter* Lady Macbeth *with a taper* /ˈteɪ.pəʳ/.]

Doctor. How /haʊ/ came /keɪm/ she by that light?

Gentlewoman. Why, it stood /stʊd/by her. She has light by her continually /kənˈtɪn.ju.ə.li/. 'Tis her command /kəˈmɑːnd/.

Doctor. You see her eyes are open /ˈəʊ.pᵊn/.

Gentlewoman. Ay, but their /ðeəʳ/ sense are shut /ʃʌt/.

Doctor. What is it she does now? Look how she rubs /rʌbz/her hands /hændz/.

Gentlewoman. It is an accustomed /əˈkʌs.təmd/ action with her to seem thus /ðʌs/ washing /ˈwɒʃ.ɪŋ/ her hands. I have known her continue /kənˈtɪn.juː/ in this a quarter /ˈkwɔː.təʳ/ of an hour /aʊəʳ/.

Lady /ˈleɪ.di/ **Macbeth.** Yet here's a spot /spɒt/.

Doctor. Hark /hɑːk/, she speaks. I will set down what comes from her, to satisfy /ˈsæt.ɪs.faɪ/ my remembrance /rɪˈmem.brᵊnts/ the more strongly /ˈstrɒŋ.li/.

Lady Macbeth. Out, damned /dæmd/ spot, out, I say! One. Two. Why then, 'tis time to do't. Hell is murky /ˈmɜː.ki/. Fie /faɪ/, my lord, fie, a soldier /ˈsəʊl.dʒəʳ/ and afeard /əˈfɪəd/? What need we fear who knows it, when none /nʌn/ can call our power to account? Yet who would have thought the old man to have had so much blood /blʌd/ in him?

Doctor. Do you mark that?

Lady Macbeth. The Thane /θeɪn/ of Fife /faɪf/ had a wife. Where is she now? What, will these hands ne'er be clean? No more o' /ə/ that, my lord, no more o' that. You mar /mɑːʳ/ all with this starting.

Doctor. Go to, go to. You have known what you should not.

Gentlewoman. She has spoke /spəʊk/ what she should not, I am sure of that. Heaven /ˈhev.ᵊn/ knows what she has known /nəʊn/.

Lady Macbeth. Here's the smell of the blood still. All the perfumes /ˈpɜː.fjuːmz/ of Arabia /əˈreɪ.bi.ə/ will not sweeten /ˈswiː.tᵊn/ this little hand. O, O, O!

Doctor. What a sigh /saɪ/ is there! The heart is sorely /ˈsɔː.li/ charged.

Gentlewoman. I would not have such a heart in my bosom /ˈbʊz.ᵊm/ for the dignity /ˈdɪg.nɪ.ti/ of the whole /həʊl/ body /ˈbɒd.i/.

Doctor. Well, well, well.

Gentlewoman. Pray /preɪ/ God /gɒd/ it be, sir.

Doctor. This disease /dɪˈziːz/ is beyond /biˈjɒnd/ my practice /ˈpræk.tɪs/. Yet I have known those which have walked in their sleep, who have died holily /ˈhəʊ.lɪl.i/ in their beds.

Lady Macbeth. Wash /wɒʃ/ your hands. Put on your nightgown. Look not so pale /peɪl/. I tell you yet again, Banquo's /ˈbæŋ.kwəʊ/ buried /ˈber.id/; he cannot come out on 's grave.

Doctor. Even so?

Lady Macbeth. To bed, to bed. There's knocking /ˈnɒk.ɪŋ/ at the gate /geɪt/. Come /kʌm/, come, come, come. Give me your hand. What's done /dʌn/ cannot be undone /ʌnˈdʌn/. To bed, to bed, to bed.

[Lady Macbeth *exits.*]

Doctor. Will she go now to bed?

Gentlewoman. Directly.

Doctor. Foul /faʊl/ whisperings /ˈwɪs.p-ᵊr.ɪŋ/ are abroad /əˈbrɔːd/. Unnatural /ʌnˈnætʃ.ᵊr.ᵊl/ deeds /diːdz/

Do breed /briːd/ unnatural troubles /ˈtrʌb.l̩d/. Infected minds

To their deaf /def/ pillows /ˈpɪl.əʊz/ will discharge their secrets /ˈsiː.krəts/.

More needs she the divine /dɪˈvaɪn/ than the physician /fɪˈzɪʃ.ᵊn/.

God, God forgive us all. Look after her.

Remove /rɪˈmuːv/ from her the means of all annoyance /əˈnɔɪ.ᵊnts/

And still keep eyes upon her. So good night.

My mind she has mated /meɪt-ɪd/, and amazed my sight.

I think but dare not speak.

Gentlewoman. Good night, good doctor.

[*They exit.*]

The Second Course: SENTENCE /ˈsen.tənts/ STRESS /stres/ PATTERNS /ˈpæt.ᵊn-z/

I. Sentence Stress

Sentence stress is considered /kənˈsɪd.əd/ as **free** /friː/ because /bɪˈkəz/ /-ˈkɒz/ it is largely /ˈlɑːdʒ.li/ determined /dɪˈtɜː.mɪnd/ by the **meaning** /ˈmiː.nɪŋ/ to be conveyed /kənˈveɪ-d/. Some words are predisposed /ˌpriː.dɪˈspəʊzd/ by their function /ˈfʌŋk.ʃᵊn/ in the language /ˈlæŋ.gwɪdʒ/ to receive /rɪˈsiːv/ the accent /ˈæk.sᵊnt/. They are called /kɔːld/ content /ˈkɒn.tent/ (lexical /ˈlek.sɪ.kᵊl/ words) such as *main* /meɪn/ *verbs* /vɜːb-z/, *nouns* /naʊn-z/, *adjectives* /ˈædʒ.ek.tɪv-z/, *and adverbs* /ˈæd.vɜːb-z/.

1.1 Content words have in connected /kəˈnek.tɪd/ speech /spiːtʃ/ the qualitative /ˈkwɒl.ɪ.tə.tɪv/ pattern of their isolated /ˈaɪ.sə.leɪ.tɪd/ forms /fɔːm-z/; therefore /ˈðeə.fɔːʳ/, they retain /rɪˈteɪn/ some qualitative prominence /ˈprɒm.ɪ.nənts/ even when no pitch /pɪtʃ/ is associated /əˈsəʊ.si.eɪ.tɪd/ to them and when they are relatively /ˈrel.ə.tɪv.li/ unstressed /ʌnˈstrest/.

1.2 Function /ˈfʌŋk.ʃᵊn/ **words** (grammatical /grəˈmæt.ɪ.kᵊl/, structural /ˈstrʌk.tʃᵊr.ᵊl/ words) belong /bɪˈlɒŋ/ to the category /ˈkæt.ə.gri/ of unstressed words, but they may be exceptionally /ɪkˈsep.ʃᵊn.ᵊl.i/ stressed if the meaning requires /rɪˈkwaɪə-z/ it. They are words such as auxiliary /ɔːgˈzɪl.i.ᵊr.i/ verbs, modals /ˈməʊ.dᵊl-z/, conjunctions /kənˈdʒʌŋk.ʃᵊn/, prepositions /ˌprep.əˈzɪʃ.ᵊn-z/, pronouns /ˈprəʊ.naʊn−z/, articles /ˈɑː.tɪ.kl̩ −z /...

Content Words		Function Words	
Main Verbs	*talk, writing, decide, go*	***Main Verb 'to be'***	*am, is, was, were, be, been*
Nouns	*student, desk, teacher*	***Pronouns***	*You, he, she, them, us, him*
Adjectives	*big, clever, good, few*	***Prepositions***	*for, at, from, of, to, there*
Adverbs	*quickly, loudly, soon*	***Articles***	*the, a, an, some*
Negative /ˈneg.ə.tɪv/ ***Aux. Verbs***	*can't, don't, haven't aren't*	***Auxiliary Verbs***	*Can, should, must, would*

Many function words may have **2** or more qualitative /ˈkwɒl.ɪ.tə.tɪv/ and quantitative /ˈkwɒn.tɪ.tə.tɪv/ patterns according /əˈkɔː.dɪŋ/ to whether /ˈweð.əʳ/ they are accented /əkˈsen.tɪd/ or unaccented /ˌʌn.əkˈsen.tɪd/.

*The accented **form** is called the **'strong** /strɒŋ/ **form'** and the unaccented form is called the **'weak** /wiːk/ **form'**

* If we want /wɒnt/ to show /ʃəʊ/ stress and intonation /ˌɪn.təˈneɪ.ʃᵊn/ at sentence level /ˈlev.ᵊl/, several /ˈsev.ᵊr.ᵊl/ principles /ˈprɪnt.sɪ.pl̩ −z/ should be kept /kept/ in mind /maɪnd/:

- In isolation /ˌaɪ.sᵊl.eɪ.ʃᵊn/ every word has a primary /ˈpraɪ.mə.ri/ stress (although /ɔːlˈðəʊ/ stress of monosyllabic words is not indicated).

- Monosyllabic /ˌmɒn.əʊ.sɪˈlæb.ɪk/ words are not stressed in isolation; however /ˌhaʊˈev.əʳ/, they always receive stress in a sentence.

- In words stress we identified /aɪˈden.tɪ.faɪd/ different /ˈdɪf.ᵊr.ᵊnt/ degrees /dɪˈgriːz/ of stress, we may /meɪ/ do so /səʊ/ in sentence stress, too.

- In sentence stress, the last /lɑːst/ syllable /ˈsɪl.ə.bl̩/ is the strongest /strɒŋ-gɪst, -gəst/. It is called the nucleus /ˈnjuː.kli.əs/ (in neutral /ˈnjuː.trᵊl/ intonation)

* Sentence stress falls on the **stressed** /stres-t/**syllables** of all the **content words;** however, the nucleus depends on the meaning to be conveyed /kənˈveɪd/. Transcribe /trænˈskraɪb/ these words.

* **In neutral intonation, the last stressed syllable is the nucleus.**

Remark: Function words can be pronounced /prəˈnaʊntst/ in full in isolation, when they occur at the end of sentences, or when emphasized /ˈemp.fə.saɪzd/.

2. Exceptions /ɪkˈsep.ʃᵊnz/

* Function words may carry /ˈkær.i/ sentence stress if **emphasized.**

I don't think I can do it. /   /

But I think you can do it. /   /

* **Polysyllabic** /ˌpɒl.ɪ.sɪˈlæb.ɪk/ function words may carry sentence stress.

behind /   /   ago /   /   until /   /

* **Adverbs** are usually /ˈjuː.ʒu.ə.li/ stressed, even if they are technically /ˈtek.nɪ.kli/ structural words.

It's too late to change our minds. /   /

* **Adverbs of position** /pəˈzɪʃ.ᵊn/ carry sentence stress.

I'm not coming here again.   /   /

 I left it over there.   /   /

* **Demonstratives** /dɪˈmɒnt.strə.tɪvz/ cany sentence stress.

This book is really worth reading. /
/

That's the stupidest idea I've ever heard. /   /

* **Negatives** /ˈneg.ə.tɪvz/ are stressed.

I'm not coming here again. /   /

We can't expect everything. /   /

I hope you won't be annoyed. /

* **Interrogative** /ˌɪn.təˈrɒg.ə.tɪv/ **pronouns** /ˈprəʊ.naʊn/ carry sentence stress.

Why are they here? /   /

Appendix III

The Third Course: <u>American</u> /əˈmer.ɪ.kən/ <u>Structuralism</u> /ˈstrʌk.tʃˤr.ˤl.ɪ.zˤm/

(<u>The American school of structural linguistics</u>):

<u>Introduction</u> /ˌɪn.trəˈdʌk.ʃˤn/:

American and European /ˌjʊə.rəˈpiː.ən/ structuralism shared /ʃeəd/ a number /ˈnʌm.bəʳ/ of features /ˈfiː.tʃəz/. In insisting /ɪnˈsɪstɪŋ/ upon /əˈpɒn/ the necessity /nəˈses.ɪ.ti/ of treating /triːtɪŋ/ each language as a more or less coherent /kəʊˈhɪə.rənt/ and integrated /ˈɪn.tɪ.greɪ.tɪd/ system, both /bəʊθ/ European and American linguists of this period /ˈpɪə.ri.əd/ tended /tendɪd/ to emphasize /ˈemp.fə.saɪz/, if not /nɒt/ to exaggerate /ɪgˈzædʒ.ə.reɪt/, the structural uniqueness /jʊˈniːk.nəs/ of individual /ˌɪn.dɪˈvɪd.ju.əl/ languages. There was especially /ɪˈspeʃ.ˤl.i/ good reason /ˈriː.zˤn/ to take this point of view given the conditions /kənˈdɪʃ.ˤnz/ in which American linguistics developed /dɪˈvel.əpt/ from the end of the 19th century. There were hundreds of indigenous /ɪnˈdɪdʒ.ɪ.nəs/ <u>American Indian</u> /ˈɪn.di.ən/ <u>languages</u> that had never been previously /ˈpriː.vi.ə.sli/ described /dɪˈskraɪbd/. Many /ˈmen.i/ of these were spoken /ˈspəʊ.kˤn/ by only /ˈəʊn.li/ a handful /ˈhænd.fʊl/ of speakers and, if they were /wɜːʳ/ not recorded /rɪˈkɔː.dɪd/ before /bɪˈfɔːʳ/ they became /bɪˈkeɪm/ extinct /ɪkˈstɪŋkt/, would be permanently /ˈpɜː.mə.nənt.li/ inaccessible /ˌɪn.əkˈses.ɪ.bl̩/. Under these circumstances /ˈsɜː.kəm.stɑːnts-ɪz/, such linguists as <u>Franz</u> /frænz/ <u>Boas</u> /ˈbəʊ.æz/ (died 1942) were less concerned with the construction /kənˈstrʌk.ʃˤn/ of a general theory /ˈθɪə.ri/ of the structure of human /ˈhjuː.mən/ language than they were with prescribing /prɪˈskraɪbɪŋ/sound methodological /ˌmeθ.ə.dˤlˈɒdʒ.ɪ.kˤl/ principles for the analysis of unfamiliar /ˌʌn.fəˈmɪl.i.əʳ/ languages. They were also fearful /ˈfɪə.fˤl/ that the description of these languages would be distorted /dɪˈstɔː.tɪd/ by analyzing /ˈæn.ˤl.aɪz ɪŋ/ them in terms of categories /ˈkæt.ə.griz/ derived /dɪˈraɪvd/ from the analysis /əˈnæl.ə.sɪs/ of the more familiar Indo-European languages.

    After Boas, the two most /məʊst/ influential /ˌɪn.fluˈen.tʃˤl/ American linguists were <u>Edward</u> /ˈed.wəd/ <u>Sapir</u> /səˈpɪəʳ, sæpˈɪəʳ/ (died 1939) and Leonard /ˈlen.əd/ Bloomfield /ˈbluːm.fiːld/ (died 1949). Like his teacher Boas, Sapir was equally /ˈiː.kwə.li/ at home in anthropology /ˌænt.θrəˈpɒl.ə.dʒi/ and linguistics, the alliance /əˈlaɪ.ˤnts/ of which disciplines /ˈdɪs.ə.plɪnz/ has endured /ɪnˈdjʊəd/ to the present /ˈprez.ˤnt/ day in many /ˈmen.i/ American /əˈmer.ɪ.kən/ universities. Boas and Sapir were both /bəʊθ/ attracted by the Humboldtian /ˈhʌm.bəʊlt/ view of the relationship between language and thought /θɔːt/, but it was left to one of Sapir's pupils /ˈpjuː.pˤlz/, <u>Benjamin</u> /ˈben.dʒə.mɪn/ <u>Lee</u> /liː/ <u>Whorf</u> /hwɔːf/, to present/prɪˈzent/ it in a sufficiently /səˈfɪʃ.ˤnt.li/ challenging /ˈtʃæl.ɪn.dʒɪŋ/ form to attract /əˈtrækt/ widespread /ˌwaɪdˈspred/ scholarly /ˈskɒl.ə.li/ attention. Since the

republication /ˌriːˌpʌb.lɪˈkeɪ.ʃᵊn/ of Whorf's more important papers in 1956, the thesis /ˈθiː.sɪs/ that language determines /dɪˈtɜː.mɪnz/ perception /pəˈsep.ʃᵊn/ and thought has come to be known as the <u>Whorfian hypothesis</u> /haɪˈpɒθ.ə.sɪs/.

Sapir's work has always /ˈɔːl.weɪz/ held an attraction /əˈtræk.ʃᵊn/ for the more /mɔːʳ/ anthropologically /ˌænt.θrə.pəˈlɒdʒ.ɪ.kli/ inclined /ɪnˈklaɪnd/ American linguists /ˈlɪŋ.gwɪsts/. But it was Bloomfield who prepared /prɪˈpeəd/ the way for the later phase /feɪz/ of what /wɒt/ is now thought of as the most distinctive /dɪˈstɪŋk.tɪv/ manifestation /ˌmæn.ɪ.fesˈteɪ.ʃᵊnz/ of American "structuralism." When he published /ˈpʌb.lɪʃt/ his first book /bʊk/ in 1914, Bloomfield was strongly influenced by Wundt's psychology of language. In 1933, however, he published a drastically /ˈdræs.tɪ.kli/ revised and expanded /ɪkˈspænd-ɪd/ version /ˈvɜː.ʃᵊn/ /-ʒᵊn/ with the new title <u>*Language*</u>: this book dominated /ˈdɒm.ɪ.neɪt.ɪd/ the field for the next 30 years. In it Bloomfield explicitly /ɪkˈsplɪs.ɪt.li/ adopted /əˈdɒp.tɪd/ a <u>behaviouristic</u> /bɪˌheɪ.vjəˈrɪs.tɪk/ approach to the study of language, eschewing /ɪsˈtʃuː-ɪŋ/ in the name of scientific objectivity /ˌɒb.dʒekˈtɪv.ɪ.ti/ all reference to mental or conceptual /kənˈsep.tju.əl/ categories /ˈkæt.ə.gri/. Of particular /pəˈtɪk.jʊ.ləʳ/ consequence was his adoption /əˈdɒp.ʃᵊn/ of the behaviouristic theory of semantics /sɪˈmæn.tɪks/ according to which <u>meaning</u> is simply the relationship between a <u>stimulus</u> /ˈstɪm.jʊ.ləs/ <u>and a verbal response</u> /rɪˈspɒnts/. Because science was still /stɪl/ a long /lɒŋ/ way from being /ˈbiː.ɪŋ/ able to give a comprehensive /ˌkɒm.prɪˈhent.sɪv/ account /əˈkaʊnt/ of most /məʊst/ stimuli /ˈstɪm.jə.laɪ, -iː/, no /nəʊ/ significant or interesting results could be expected /ɪkˈspek.tɪd/ from the study of meaning for some considerable /kənˈsɪd.ᵊr.ə.bl̩/ time, and it was preferable /ˈpref.ᵊr.ə.bl̩/, as far as possible /ˈpɒs.ə.bl̩/, to avoid basing /beɪs-ɪŋ/ the grammatical /grəˈmæt.ɪ.kᵊl/ analysis /əˈnæl.ə.sɪs/ of a language on semantic considerations. Bloomfield's followers pushed even further /ˈfɜː.ðəʳ/ the attempt /əˈtempt/ to develop /dɪˈvel.əp/ methods of linguistic analysis that were not based /beɪs-t/ on meaning. One of the most characteristic /ˌkær.ɪk.təˈrɪs.tɪk/ features of "post-Bloomfieldian" American structuralism, then, was its almost complete neglect /nɪˈglekt/ of semantics /sɪˈmæn.tɪks/.

Another /əˈnʌð.əʳ/ characteristic feature, one that was to be much criticized /ˈkrɪt.ɪ.saɪz-d/ by Chomsky /ˈtʃɒmp.ski/, was its attempt to formulate a set of "discovery /dɪˈskʌv.ᵊr.i/ procedures"—procedures that could be applied more or less mechanically /məˈkæn.ɪ.kli/ to texts and could be guaranteed to yield /jiːld/ an appropriate /əˈprəʊ.pri.ət/ phonological /ˌfɒn.əˈlɒdʒ.ɪ.kᵊl/ and grammatical description of the language of the texts. Structuralism, in this narrower /ˈnær.əʊ-əʳ/ sense of the term, is represented, with differences of emphasis /ˈemp.fə.sɪs/ or detail /ˈdiː.teɪl/, in the major /ˈmeɪ.dʒəʳ/ American textbooks published during /ˈdjʊə.rɪŋ/ the 1950s.

Appendix IV

The Fourth Course: *John*/dʒɒn/ *Milton* /ˈmɪl.tᵊn/ *(1608-1674)*
Paradise /ˈpær.ə.daɪs/ *Lost* /lɒst/

Of man's first disobedience /ˌdɪs.əʊˈbiː.di.ənts/, and the fruit /fruːt/
Of that forbidden /fəˈbɪd.ᵊn/ tree whose mortal /ˈmɔː.tᵊl/ taste /teɪst/
Brought /brɔːt/ death into the world /wɜːld/, and all our woe /wəʊ/,
With loss /lɒs/ of Eden /ˈiː.dᵊn/, till one greater /ˈgreɪ.təʳ/ Man
Restore /rɪˈstɔːʳ/ us, and regain /rɪˈgeɪn/ the blissful /ˈblɪs.fᵊl/ seat,
Sing, Heavenly /ˈhev.ᵊn.li/ Muse /mjuːz/, that on the secret top
Of Oreb, or of Sinai/ˈsaɪ.naɪ, -ni.aɪ, -neɪ/, didst /dɪdst/ inspire
That shepherd /ˈʃep.əd/ who first taught the chosen /ˈtʃəʊ.zᵊn/ seed /siːd/
In the beginning how the heavens and earth /ɜːθ/
Rose /rəʊz/ out of Chaos /ˈkeɪ.ɒs/: or, if Sion /ˈsaɪ.ən, ˈzaɪ-/ hill
Delight /dɪˈlaɪt/ thee /ðiː/ more, and Siloa's brook /brʊk/ that flowed /fləʊd/
Fast by the oracle /ˈɒr.ə.kl̩/ of God, I thence /ðents/
Invoke thy /ðaɪ/ aid to my adventurous /ədˈven.tʃᵊr.əs/ song /sɒŋ/,
That with no middle flight intends to soar /sɔːʳ/
Above th' Aonian /eɪˈəʊ.ni.ən/ mount /maʊnt/, while it pursues /pəˈsjuːz/
Things unattempted /ʌn-əˈtemp.tɪd/ yet in prose or rhyme /raɪm/.
And chiefly /ˈtʃiː.fli/ thou /ðaʊ/, O /əʊ/ Spirit /ˈspɪr.ɪt/, that dost /dʌst/ /dəst/ prefer
Before all temples /ˈtem.pl̩z/ th' upright heart and pure,
Instruct me, for thou know'st; thou from the first
Wast /wɒst/ present, and with mighty wings outspread
Dove-like sat'st brooding /ˈbruː.dɪŋ/ on the vast /vɑːst/ abyss /əˈbɪs/,
And mad'st it pregnant /ˈpreg.nənt/: what in me is dark /dɑːk/
Illumine /ɪˈljuː.mɪn, -ˈluː-/; what is low, raise and support;
That to the height /haɪt/ of this great /greɪt/ argument /ˈɑːg.jʊ.mənt/
I may assert /əˈsɜːt/ Eternal /ɪˈtɜː.nəl/ Providence /ˈprɒv.ɪ.dᵊnts/,
And justify the ways of God/gɒd/ to men.
Say first (for Heaven /ˈhev.ᵊn/ hides nothing /ˈnʌθ.ɪŋ/ from thy view,
Nor the deep tract /trækt/ of Hell /hel/), say first what cause /kɔːz/
Moved our grand /grænd/ parents, in that happy state,
Favored /ˈfeɪ.vəd/ of Heaven so highly, to fall off
From their Creator /kriˈeɪ.təʳ/, and transgress /trænzˈgres/ his will
For one restraint /rɪˈstreɪnt/, lords of the world besides /bɪˈsaɪdz/?
Who first seduced /sɪˈdjuːst/ them to that foul /faʊl/ revolt /rɪˈvəʊlt/ /-ˈvɒlt/?

Appendix V
Teachers' Questionnaire

Dear teacher,

This questionnaire is a part of a field investigation to prepare a Master dissertation, about the intensive use of the dictionary to help students to better perform in pronunciation among second-year students at the level of Biskra University.

Please, tick in the right box or make full answers whenever necessary.

This questionnaire is used for the purpose of research only.

Douidi Mohamed, Master II researcher

Section One: General information

1. What modules do you teach? 1- .... 2- ....

     3- .... 4- ....

Section Two: Teachers' viewpoints of pronunciation

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

 Never ☐   Rarely ☐   Sometimes ☐   Always ☐

3. Achieving '***accurate***' pronunciation is:

 Very difficult ☐   Difficult ☐   Easy ☐   Very easy ☐

4. The integration of phonemic transcription in lectures, like in the example below, is appropriate, clear and effective.

e.g.; **American** /əˈmer.ɪ.kən/ **Structuralism** /ˈstrʌk.tʃᵊr.ᵊl.ɪ.zᵊm/.
Introduction /ˌɪn.trəˈdʌk.ʃᵊn/.
American and European /ˌjʊə.rəˈpiː.ən/ structuralism shared /ʃeəd/ a number /ˈnʌm.bəʳ/ of features /ˈfiː.tʃəz/. In insisting /ɪnˈsɪstɪŋ/ upon /əˈpɒn/ the necessity /nəˈses.ɪ.ti/ of treating /triːtɪŋ/ each language as a more or less coherent /kəʊˈhɪə.rənt/ and integrated /ˈɪn.tɪ.greɪ.tɪd/ system, both /bəʊθ/ in this period /ˈpɪə.ri.əd/ tended /tendɪd/ to**…**

 Strongly disagree ☐   Disagree ☐   Agree ☐   Strongly agree ☐

5. The integration of phonemic transcription like in the example above is ***necessary*** in all courses (modules) to enhance pronunciation.

 Strongly disagree ☐   Disagree ☐   Agree ☐   Strongly agree ☐

6. How do you find the level of students in pronunciation?

 Very low ☐   Low ☐   Average ☐   Good or high ☐

7. Do you introduce some Phonemic transcriptions in your lectures?

Never ☐   Rarely ☐   Sometimes ☐   Always ☐

8. Do you insist on *accurate* pronunciation?

Never ☐   Rarely ☐   Sometimes ☐   Always ☐

Section Three: An overview on the use of dictionaries

9. Do you impose the use of dictionary to check pronunciation?

Never ☐   Rarely ☐   Sometimes ☐   Always ☐

10. Imposing the use of dictionary to check phonemic transcription is highly recommended for language learners, especially English Language Learners.

Strongly disagree ☐   Disagree ☐   Agree ☐   Strongly agree ☐

11. Students need an *effective technique* to benefit from the phonemic transcription.

Strongly disagree ☐   Disagree ☐   Agree ☐   Strongly agree ☐

12. While using dictionaries for transcription, students show interest.

Never ☐   Rarely ☐   Sometimes ☐   Always ☐

13. Students can use International Phonetic Alphabet symbols (IPA):

Very difficult ☐   Difficult ☐   Easy ☐   Very easy ☐

Section Four: Further Suggestions

14. From your experience, how could students improve their pronunciation?

....

....

Thanks very much for your collaboration.

Appendix VI
Student's Questionnaire

Dear student

This questionnaire is a about the use of the dictionary to better perform in pronunciation.

Please, tick in the right box or make full answers whenever necessary.

Douidi Mohamed, Master II researcher

Section One: General Information

1. Gender;   Male ☐   Female ☐

2. Baccalaureate;   literary ☐   scientific ☐   technical ☐   Other ☐

Section Two: An overview on the use of dictionaries

3. How is '*phonetics*' related to other modules?

Not related at all ☐   Little related ☐   Fairly related ☐   Very related ☐

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 dictionary to check pronunciation *in the class*?

Never ☐   Rarely ☐   Sometimes ☐   Always ☐

7. How often do you use the 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. To what extent do you find using electronic dictionaries helpful?

Not at all ☐   Little ☐   Much ☐   Very much ☐

12. You need an *effective way* to benefit from transcription in dictionaries.

Strongly disagree ☐   Disagree ☐   Agree ☐   Strongly agree ☐

Section Three: Students' Perceptions of Pronunciation

13. Do your teachers correct your pronunciation?

Never ☐   Rarely ☐   Sometimes ☐   Always ☐

14. Do you fear of making pronunciation mistakes?

Not at all ☐   Little ☐   Much ☐   Very much ☐

15. To what extent did the use of 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. You can read International Phonetic Alphabet symbols (IPA):

Very difficult ☐   Difficult ☐   Easy ☐   Very easy ☐

18. You can write International Phonetic Alphabet symbols (IPA):

Very difficult ☐   Difficult ☐   Easy ☐   Very easy ☐

Section Four: Further Suggestions

19. Please, feel free to suggest any ideas about pronunciation.

....

....

Thanks very much for your collaboration.

t Table

cum. prob	$t_{.50}$	$t_{.75}$	$t_{.80}$	$t_{.85}$	$t_{.90}$	$t_{.95}$	$t_{.975}$	$t_{.99}$	$t_{.995}$	$t_{.999}$	$t_{.9995}$
one-tail	0.50	0.25	0.20	0.15	0.10	0.05	0.025	0.01	0.005	0.001	0.0005
two-tails	1.00	0.50	0.40	0.30	0.20	0.10	0.05	0.02	0.01	0.002	0.001
df											
1	0.000	1.000	1.376	1.963	3.078	6.314	12.71	31.82	63.66	318.31	636.62
2	0.000	0.816	1.061	1.386	1.886	2.920	4.303	6.965	9.925	22.327	31.599
3	0.000	0.765	0.978	1.250	1.638	2.353	3.182	4.541	5.841	10.215	12.924
4	0.000	0.741	0.941	1.190	1.533	2.132	2.776	3.747	4.604	7.173	8.610
5	0.000	0.727	0.920	1.156	1.476	2.015	2.571	3.365	4.032	5.893	6.869
6	0.000	0.718	0.906	1.134	1.440	1.943	2.447	3.143	3.707	5.208	5.959
7	0.000	0.711	0.896	1.119	1.415	1.895	2.365	2.998	3.499	4.785	5.408
8	0.000	0.706	0.889	1.108	1.397	1.860	2.306	2.896	3.355	4.501	5.041
9	0.000	0.703	0.883	1.100	1.383	1.833	2.262	2.821	3.250	4.297	4.781
10	0.000	0.700	0.879	1.093	1.372	1.812	2.228	2.764	3.169	4.144	4.587
11	0.000	0.697	0.876	1.088	1.363	1.796	2.201	2.718	3.106	4.025	4.437
12	0.000	0.695	0.873	1.083	1.356	1.782	2.179	2.681	3.055	3.930	4.318
13	0.000	0.694	0.870	1.079	1.350	1.771	2.160	2.650	3.012	3.852	4.221
14	0.000	0.692	0.868	1.076	1.345	1.761	2.145	2.624	2.977	3.787	4.140
15	0.000	0.691	0.866	1.074	1.341	1.753	2.131	2.602	2.947	3.733	4.073
16	0.000	0.690	0.865	1.071	1.337	1.746	2.120	2.583	2.921	3.686	4.015
17	0.000	0.689	0.863	1.069	1.333	1.740	2.110	2.567	2.898	3.646	3.965
18	0.000	0.688	0.862	1.067	1.330	1.734	2.101	2.552	2.878	3.610	3.922
19	0.000	0.688	0.861	1.066	1.328	1.729	2.093	2.539	2.861	3.579	3.883
20	0.000	0.687	0.860	1.064	1.325	1.725	2.086	2.528	2.845	3.552	3.850
21	0.000	0.686	0.859	1.063	1.323	1.721	2.080	2.518	2.831	3.527	3.819
22	0.000	0.686	0.858	1.061	1.321	1.717	2.074	2.508	2.819	3.505	3.792
23	0.000	0.685	0.858	1.060	1.319	1.714	2.069	2.500	2.807	3.485	3.768
24	0.000	0.685	0.857	1.059	1.318	1.711	2.064	2.492	2.797	3.467	3.745
25	0.000	0.684	0.856	1.058	1.316	1.708	2.060	2.485	2.787	3.450	3.725
26	0.000	0.684	0.856	1.058	1.315	1.706	2.056	2.479	2.779	3.435	3.707
27	0.000	0.684	0.855	1.057	1.314	1.703	2.052	2.473	2.771	3.421	3.690
28	0.000	0.683	0.855	1.056	1.313	1.701	2.048	2.467	2.763	3.408	3.674
29	0.000	0.683	0.854	1.055	1.311	1.699	2.045	2.462	2.756	3.396	3.659
30	0.000	0.683	0.854	1.055	1.310	1.697	2.042	2.457	2.750	3.385	3.646
40	0.000	0.681	0.851	1.050	1.303	1.684	2.021	2.423	2.704	3.307	3.551
60	0.000	0.679	0.848	1.045	1.296	1.671	2.000	2.390	2.660	3.232	3.460
80	0.000	0.678	0.846	1.043	1.292	1.664	1.990	2.374	2.639	3.195	3.416
100	0.000	0.677	0.845	1.042	1.290	1.660	1.984	2.364	2.626	3.174	3.390
1000	0.000	0.675	0.842	1.037	1.282	1.646	1.962	2.330	2.581	3.098	3.300
Z	0.000	0.674	0.842	1.036	1.282	1.645	1.960	2.326	2.576	3.090	3.291
	0%	50%	60%	70%	80%	90%	95%	98%	99%	99.8%	99.9%
						Confidence Level					

Appendix VIII

Pre-test

General information

Full name: ………………………………………………………….

Baccalaureate;   literary ☐   scientific ☐   technical ☐

Section One: Select the correct transcription.

1. Literature;   /ˈlɪt.ᵊr.ɪ.tʃəʳ/ ☐   /ˈlɪt.ᵊr.eɪ.tʃəʳ/ ☐
2. Essay;   /ˈes.eɪ/ ☐   /ˈiː.seɪ/ ☐
3. Occur;   /ɒˈkjuːʳ/ ☐   /əˈkɜːʳ/ ☐
4. Of;   /ɒf/ ☐   /ɒv/ ☐
5. Writing;   /ˈraɪ.tɪŋ/ ☐   /ˈriː.tɪŋ/ ☐
6. Nature;   /ˈnə.tʃjuːʳ/ ☐   /ˈneɪ.tʃəʳ/ ☐
7. Done;   /dʌn/ ☐   /dəʊn/ ☐
8. Abroad;   /əˈbrəʊd/ ☐   /əˈbrɔːd/ ☐

Section Two: Select the correct spelling.

1. /nʌn/;   nun ☐   none ☐
2. /ˈbʌd.i/;   body ☐   buddy ☐
3. /tiːm/;   teem ☐   team ☐
4. /haɪd/;   hide ☐   hyde ☐
5. /wɜːd/;   world ☐   word ☐
6. /kʌt/;   cat ☐   cut ☐
7. /bʌt/;   bat ☐   but ☐
8. /heəʳ/;   her ☐   hair ☐

Section Three: Transcribe these words.

1. Hope   …………………………………………
2. Fine   …………………………………………
3. School   …………………………………………
4. Court   …………………………………………

Appendix IX

Post-test

General information

Full name: …………………………………………………

Section One: Select the correct transcription.

1.	upon;	/əˈpɒn/ ☐	/ə.ˈpʌn/ ☐
2.	Leonard;	/ˈlen.əd/ ☐	/ˈliː.əʊ.nɑːd/ ☐
3.	considered;	/kənˈsɪd.əd/ ☐	/kənˈsɪd.rəd/ ☐
4.	modern;	/ˈmɒd.ᵊn/ ☐	/ˈmʌd.ern/ ☐
5.	basement;	/ˈbeɪ.smənt/ ☐	/ˈbeɪz.mənt/ ☐
6.	pronoun;	/ˈprəʊ.naʊn/ ☐	/ˈprə.naʊn/ ☐
7.	sufficiently;	/səˈfɪʃ.ᵊnt.li/ ☐	/sʌˈfɪʃ.ᵊnt.li/ ☐
8.	position;	/pəˈzɪʃ.ᵊn/ ☐	/pɒˈzɪʃ.ᵊn/ ☐
9.	fearful;	/ˈfɪə.fᵊl/ ☐	/ˈf iː.fʊl/ ☐
10.	derived;	/dɪˈraɪvd/ ☐	/dəˈraɪvd/ ☐
11.	discovery;	/dɪˈskʌv.ᵊr.i/ ☐	/dɪˈskɒv.ᵊr.i/ ☐
12.	shepherd;	/ˈʃep.əd/ ☐	/ˈʃef.əd/ ☐

Section Two: Select the correct spelling.

1.	/fɔːθ/	forth ☐	foth ☐
2.	/səʊ/	sew ☐	so ☐
3.	/ˈvɜː.ʃᵊn/	vertion ☐	version ☐
4.	/tendɪd/	tendid ☐	tended ☐

Section Three: Transcribe these words.

1. Tract ……………………………………………
2. Vast ……………………………………………
3. Muse ……………………………………………
4. Reason ……………………………………………

Abstract in Arabic

ملخص

تتميز اللغة الانجليزية بسهولة تعلمها، وفى الوقت ذاته نطقها بطريقة سليمة يعدّ بعيد المنال بالنسبة لكثير من الطلبة . يعود ذلك إلى عدم توافق رسومها و أصواتها. والهدف من هذا البحث هو معرفة آثار استخدام القاموس –خصوصا الكتابة الصوتية– لتحسين نطق المتعلمين . تأمل هذه الدراسة إلى عرض تقنية فعالة للاستفادة من الكتابة الصوتية بدلا من الطريقة الكلاسيكية. هذه الإستراتيجية يمكن أن تناسب جميع مستويات المتعلمين. و عند القيام بالتجربة تم اختبار الفرضية. اختير المشاركون في الاختبار بشكل عشوائي من بين طلبة السنة الثانية الذين أتمّوا ثلاثة سداسيات في قسم اللغة الانكليزية. مجموعتا المراقبة ($N = 14$) و الاختبار ($N = 17$) اختُبِرتا قبل وبعد التجربة، إلا أن الفريق التجريبي استفاد من الكتابة الصوتية لبعض المحاضرات التي ألقيت من طرف الأساتذة على كل طلبة السنة الثانية، حيث ا لكلمات المستهدفة تُتبَع مباشرة بكتابتها الصوتية . إضافة إلى ذلك، تم توزيع استبيانين لدعم الدراسة . جرى تحليل البيانات باستخدام الحزمة الإحصائية للعلوم الاجتماعية (SPSS). النتائج تؤكد أهمية استخدام القاموس –خصوصا الكتابة الصوتية– لتعزيز النطق السليم، وبالتالي فللتقنية المستخدمة في هذه الدراسة جديرة ب أن تطبق في جميع الوحدات على جميع المستويات.

وفى هذا الصدد، اختتمت الدراسة بتوصيات ومقترحات للمدرسين والطلبة على أحسن الطرق لاستخدام هذه المنهجية في تدريس اللغة الانجليزية.

Abstract in French

Résumé

Bien que la langue anglaise est caractérisée d'être facile à apprendre, sa prononciation exacte est hors de portée pour de nombreux étudiants. Cela est dû à l'irrégularité entre l'orthographe anglaise et son système sonore (phonétique). Cette étude examine les effets de l'utilisation des dictionnaires de la langue anglaise pour améliorer la prononciation de l'apprenant. Elle vise à apporter une technique pour bénéficier de la transcription phonétique offerte par le dictionnaire. Cette stratégie pourrait être pratique pour tous les apprenants EFL. Une expérience est réalisée pour tester l'hypothèse. Les participants ont été choisis au hasard parmi les apprenants de deuxième année qui ont complété trois semestres à la Division de la langue anglaise du Département des langues étrangères à l'Université de Biskra. Un groupe témoin (N= 14) et un groupe expérimental (N= 17) ont été testés avant et après le traitement, mais seulement le groupe expérimental a été fourni par des documents, où les transcriptions phonétiques suivent immédiatement les mots cibles. Ces documents font partie des cours des étudiants de deuxième année de. En outre, deux questionnaires ont été administrés pour soutenir l'étude. Les données ont été analysées à l'aide du package statistique (SPSS) logiciel sciences sociales. Les résultats ont confirmé l'importance de l'utilisation du dictionnaire, principalement la transcription phonétique, pour améliorer la prononciation des étudiants. Par conséquent, la technique utilisée dans cette étude est une valeur à appliquer dans tous les modules pour tous les niveaux. À cet égard, l'étude se conclut par des recommandations et des propositions pour les enseignants et les étudiants sur la façon de mieux utiliser cette technique dans l'enseignement de l'anglais.

Abstract in Spanish

Resumen

El idioma inglés se caracteriza por ser fácil de aprenderlo. Sin embargo, la pronunciación adecuada de esta lengua está fuera del alcance de muchos estudiantes. Esto se debe a la incompatibilidad entre la ortografía inglesa y su sistema fonético. La meta de esta investigación es el uso del diccionario para mejorar la pronunciación de los estudiantes. Se pretende aportar una técnica para beneficiarse de la transcripción fonética del diccionario. Esta estrategia podría ser conveniente para todos los estudiantes de inglés como lengua extranjera (ILE). Se ha llevado a cabo un experimento para probar la hipótesis. Los participantes fueron seleccionados al azar entre los alumnos el segundo año que han completado tres semestres en el departamento de inglés. Un grupo control (N = 14) y un grupo experimental (N = 17) fueron testados antes y después del tratamiento, pero solamente el grupo experimental fue dotado por lecturas donde las transcripciones fonéticas siguieron inmediatamente las palabras. Esas lecturas son partes de los cursos de los estudiantes del segundo año. Además, se distribuyeron dos cuestionarios para apoyar este estudio. Los datos fueron analizados mediante el paquete estadístico de las Ciencias Sociales (SPSS). Los resultados confirman la importancia de utilizar el diccionario, principalmente la transcripción fonética, para mejorar la pronunciación. Por lo tanto, la técnica utilizada en este estudio es digna de ser aplicada en todos los módulos para todos los niveles.