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***The Impact of Teaching Pronunciation in  
Enhancing Learners' Fluency***

***Case study:*** second year LMD student of Mohammed  
Khieder University.

**Dissertation submitted in partial fulfillment of the requirements for the Master  
degree in sciences of the language.**

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# DEDICATION

*I dictate this work to:*

*My Mother and my Father said*

*My Brothers and Sisters especially Azdin*

*All the extended Family and Friends*

*To every one knows hdoudy the cat*

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## Abstract

This work aims at determining the reasons that make students' of second year LMD fail in pronouncing English correctly. They learn the English phonetics and oral expression which normally cover the students' requirements on the perspective of pronunciation, but they still have problems in speaking the English language with correct pronunciation. This study encompasses different elements to release three main points. First to describe the current situation of teaching both phonetics and oral expression in our department. Then to know the activities and tools used by the teacher and, to know the students' preferences in learning oral expression and phonetics. To release the helping the teachers to diagnose the problems faced by the learners in learning pronunciation and to find solutions to improve the teaching of pronunciation in university. To achieve the above objective, a teachers' questionnaire was opted. It was administered to eight teachers of phonetics and oral expression. The questionnaire aims at tapping into the teachers' experiences and ideas. The analysis of data shows that the time devoted to teaching pronunciation is not enough and teachers focus much more on writing. The majority of teachers are aware of the importance of teaching pronunciation, but they lack the tools to teach it such as language laboratories. The questionnaire shows that the lack of collaboration between teachers of phonetics and oral expression hinders learning pronunciation. Moreover, the students listen and speak English only inside the classrooms. Thus, the only way to make the students speak English properly is to let them speak in classrooms as much as possible.

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## **Abstract**

This work aims at determining the reasons that make students of second year LMD fail in pronouncing English correctly. They learn the English phonetics and oral expression which normally cover the students' requirements on the perspective of pronunciation, but they still have problems in speaking the English language with correct pronunciation. This study encompasses different elements to discover three main points. First to describe the current situation of teaching both phonetics and oral expression in our department . Then to mention the activities and tools used by the teacher and, to know the students' preferences in learning oral expression and phonetic . In order to help teachers to diagnose the problems faced by the learners in learning pronunciation and to find solutions to improve the teaching of pronunciation in university.

To achieve the above objectives, we administered a questionnaires to both teachers and students. The teachers questionnaire was administer to eight teachers tow of phonetics and six of oral expression. While the students' questionnaire was administered to thirty students randomly . The questionnaire aims at tapping into the teachers' experiences and ideas. And conformed the hypothesis that said if we improve the teaching of phonetics by involving some materials and techniques, this would enhance the learners' speaking fluency. The analysis of data shows that the time devoted to teaching pronunciation is not enough and teachers focus much more on writing. The majority of teachers are aware of the importance of teaching pronunciation, but they lack the tools to teach it such as language laboratories. The questionnaire shows that the lack of collaboration between teachers of phonetics and oral expression hinder learning pronunciation. Moreover The students listen and speak English only inside the classrooms. Thus, the only way to make the students speak English properly is to let them speak in classrooms as much as possible.

## **General Introduction**

Teaching is an academic process which needs some kind of innovation from time to time because, teaching should get rid from the the traditional way .In which the teacher feed students by a set of information to judge them in the day of exam .By contrast the teaching way and information should be according to the students' needs in order to fit the communicative target .In other word the student has nothing to do with grammatical rules if s/he is enable to perform a successful conversation in English .

To achieve the communicative target we have to give more importance to the branches which deals with pronunciation like phonetics. Moreover, phonetics is fundamental part in teaching a foreign language because it represent the core of language pronunciation, and also phonetics deals with sounds .The learners should know the basis of phonetics for different reasons .First, learners will improve their pronunciation if s/he has a clear idea about how the sounds produced .Second, this learner as a future teacher should has a background about the brash of pronunciation . Then phonetics always adds more to teachers' knowledge .All these reasons contribute in highlighting the value of phonetics in the perspective of pronunciation.

Teaching pronunciation is a crucial perspective in foreign language teaching, since the sound is the main element in pronunciation. Foreign language teachers have to attribute a large importance to teaching pronunciation in their classes. In fact the communication is mutual relationship between the speaker and listener ; because the hearer should understand what s/he hears from the target language and, the speaker should pronounce the sounds of the language s/he trying to learn. As a result, when the learner has a lack of pronunciation can neither code nor decode messages .The main goal from innovating teaching and , teaching phonetics is to enhance the learned fluency in EFL classes.

## **Statement of Problem**

The speech of our students is often characterized by a poor pronunciation habits even they are studying what normally treat this weakness. This treatment contains phonetics and oral expression, which play a great role in improving pronunciation and making fluency .By contras if the way of teaching both phonetics and oral expression innovated and involved the students more and more the learners' level of pronunciation will be enhanced

## **Research questions**

Does the teacher in the department use new techniques in teaching pronunciation?

Does the way of teaching phonetics fit the pronunciation needs?

What are the classroom activities that lead to enhance fluency?

## **Significant of the study**

- 1) In fact the pronunciation is the core of language use and every learner looks for obtaining it
- 2) Being good in pronunciation makes the learner really competent in communication
- 3) Link between tow crucial perspectives in foreign language teaching which are phonetics an oral performance

## **Aims of the study**

The objective of this study is to shed light on the way that the teachers in the department are teaching pronunciation. Then propose new combinations between classroom data, practice activities and oral performance to achieve the fluency in English.

## ***Hypothesis***

If we improve the teaching of phonetics by involving some materials and techniques, this would enhance the learners' speaking fluency.

## **THE CHOICE OF METHODOLOGY**

Taking into account different types of research calls for different research methodologies. They depend on the aim of research and, the type of data needed. According to Dawson Since the aim of this work is to examine the current situation of teaching pronunciation in EFL classes to first year LMD students, the descriptive method seems to be the appropriate one. This method will be useful in getting insight into the current ways and, the material used for teaching pronunciation in English classes.

### **Data gathering tools**

In order to achieve the aim of our research we will rely on the questionnaire as the appropriate tool. According to Zaraf et al "it is quicker to administer and can be distributed to large population at the same time

- 1) Teachers' questionnaire : it investigates teachers' opinions regarding the current situation of teaching pronunciation in EFL classes at the level of first year
- 2) Student questionnaire :it is designed to obtain data regarding the students pronunciation learning experiences and ,opinions about how the teaching pronunciation can be obtain the fluency target

### **Population and sample**

According to the purpose of our study which describe the current situation of teaching pronunciation we found that the most appropriate level to try the treatment is the second year LMD students. That's why we are going to choose thirty students randomly. While the teachers' sample contains eight teachers two among them teaching phonetics but the rest teaching oral expression .

# Chapter one

## Preliminary Considerations in Teaching Pronunciation

### Introduction

This chapter deals with preliminary considerations in the teaching of pronunciation. It speaks about the factors that affect pronunciation learning and the role of both the teacher and the learners. It has to do also with the notion of intelligibility. Another section is about sounds and spellings, it deals with how the English spelling system works and the phenomenon of connected speech: linking, deletion of consonants and assimilation.

### 1. Learning pronunciation

In the learning process, the teacher's and the learners' role is very important as shown

in the following.

#### 1.1 The teacher's role

The role of the teacher is very important in any learning process. The teacher is the guider who advice and help the learners. According to Rivers and Temperley(1968:preface), teachers cannot learn the language for their students. They can set their students on the road and wait on the sidelines, ready to encourage them. In teaching pronunciation, the most important thing the teacher should do is helping the learners to perceive sounds. The teacher should teach them how to hear carefully before they try to speak. If the learners learn how to hear very well to their teacher while he is speaking, they will be able to produce sounds exactly as they are produced by the teacher. Hence, they will speak accurately. Some sounds of English do not occur in other languages. The teacher, here, needs to be able to help his learners to make the new sounds, if they find difficulties.

The teacher is required to tell learners how they are doing as they may make inaccurate assumptions about the way English is pronounced. The teacher should provide the learners with information about their performance, in other words, whether they have got it right or not.

The teacher's role also is to direct the learners' attention to what to work on, because they may miss something important. For example, they may not realize that when a particular word is stressed or said in a different way, this can affect the message which is sent to the listener,

that is why Kenworthy (1994: 2) said that “Teachers need to make learners aware of the potential of sounds”.

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

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

## **1.2. The learners’ role**

Based on Kenworthy (1994: 2), what all learners need to do is respond. But of course it is not as simple as that. It is very important that the learners have the willingness to take responsibility for their own learning. The teacher may be highly skilled at noticing mispronunciation and pointing these out, but if learners take no action and do not try to monitor their own efforts, then the prospects of change or improvement are minimal.

## **1.3. Factors affecting pronunciation learning**

### **1.3.1. Biological factors**

A common observation made by people involved in the field of second language learning is that adult second language learners almost often have a foreign accent while child second language learners almost often attain native-like accent pronunciation. The reason behind this ability is the critical period hypothesis as Mc Donough stated that:

“Young children learn languages better because they are nearer the age at which they became native speakers of their mother tongue”. (2002:91)

Thus, we assume that if someone pronounces a second language like a native, he probably started learning it as a child. Conversely, if a person does not begin to learn a second language until adulthood, he will never have a native-like accent even though other aspects of

his language such as syntax or vocabulary may be indistinguishable from those of native speakers.

### **1.3.2 Personality factors**

The personality of the learner is a very important determination of acquiring the sound system of a second language. Avery and Ehrlich (2008: 6) state that learners who are confident and willing to take risks probably have more opportunities to practise the pronunciation of the second language because they are more often involved in interactions with native speakers. On the other hand, learners who are introverted, inhibited, and unwilling to take risks lack opportunities for practice.

Concerning the influence of the personality factor on the progress in a second language, teachers should create a non-threatening atmosphere in their classrooms and should not force students to participate if they are not ready.

### **1.3.3. The native language factor**

The native language is an important factor in learning to pronounce English. Every language has a different inventory of sounds, different rules of combining these sounds into words, and different stress and intonation patterns. Thus, the pronunciation errors made by a second language learner reflect the sound system of his native language.

The influence of the native language can be seen in three different ways as stated by Avery and Ehrlich (2008: 6). First, problems of English sounds that are not found in the sound system of the mother language; that is why adult learners have difficulties in pronouncing new sounds since they have never exercised their mouth in producing that sound. For this reason Rivers (1968:114) concentrates on the role of teachers in teaching mouth positions for those sounds which do not exist in the native language, while allowing students to produce native-language near-equivalents for the rest. Second, difficulties that arise when the rules of combining sounds are different in the learner's native language. Finally, problems of transferring the patterns of stress and intonation from the native language into the second language.

The native language affects also the student's ability to hear English sounds. Thus, sounds which occur in the native language will be heard rather than the actual sounds of English which are being produced by the teacher .

### **3.4. The amount of exposure**

Another factor that influences the acquisition of the sound system is the amount of exposure to English the learner receives. This does not mean that the learner should live in an English-speaking country. Many learners live in an English-speaking environment but spend much of their time at home using their mother language. Conversely, many people live in non-English-speaking countries but use English in many areas of their lives such as work or school as Kenworthy (1994: 6) states “It is not merely exposure that matters, but how the learner responds to the opportunities to listen to and use English”.

### **4. Setting realistic goals**

O’connor (1999:1) states that million of foreign students want to learn English only for reading and writing it. But others want to speak English well, with a pronunciation that is understood by their classmates and by English people.

The teacher should not attempt to completely eradicate a foreign accent, it seems an unrealistic goal. However, some learners may want to approach a native-like accent. Learners who plan to become teachers of English will want, more than others, to approximate a native accent. For other learners, a more reasonable goal is to be intelligible. In other words, they can transmit a comprehensible message, that is why they do not pay too much attention to how their pronunciation is good. The teacher must focus on the critical errors, features of a student’s speech most responsible for incomprehensibility. The teacher should let his learners know that mispronunciation of some words may make the listener unable to understand them.

## **2. Intelligibility**

### **2.1. Defining intelligibility**

We have seen that the more reasonable goal for teaching pronunciation for second language learners is achieving intelligibility. One definition of the word intelligibility is that stated by Kenworthy (1994: 13): “Intelligibility is being understood by a listener at a given time in a given situation”. From this definition, we can conclude that intelligibility is the same as understandability. To be more precise, intelligibility means the ability of a listener to match a sound produced by a foreign speaker with the sound a native speaker would use without too much difficulty. This works similarly with the way the English-speaking adults understand the speech of their young children. Kenworthy states a very nice example on that; if a child

has problems in pronouncing the sound /r/ and use /w/ instead, he would say: „I see a wabbit“ . The parents understand that their child means a „rabbit“ , because they know that /w/ counts as /r/ for the child.

## **2.2. Factors affecting intelligibility**

### **2.2.1 The sender**

The speaker is the most important participant in transmitting a message. If, for example, a learner's speech is full of self-correction, hesitation, and grammatical restructurings, then the listener will find difficulties in following his speech. Based on Kenworthy (1994:14), speakers who hesitate when they are speaking will make more errors in pronunciation than speakers who are confident and do not pause too much while they are speaking.

Another factor that affects intelligibility is that the person speaks too quickly. Learners of second language think that the reason behind their inability of understanding the native speakers is that they speak too quickly, they are right to some extent. It happens that two speakers are speaking with the same speed, but one is less intelligible than the other. In fact, it is not the speed that is causing difficulties, but the fact that we cannot seem to pick out the most important bits from the less important bits. If it is easy for listeners to hear the important words, then there will probably be few intelligibility problems.

### **2.2. 2The receiver**

Intelligibility has as much to do with the listener as with the speaker. The first listener factor is familiarity with the foreign accent. Based on Catford (1967:149), it is clear that the hearer's cultural background, particularly his familiarity with the speaker's cultural background may affect intelligibility. An American speaker who gets many opportunities to talk with Japanese speakers of English and very few opportunities to hear Indian English will find the Indian speaker of English more difficult to understand than the Japanese speaker. Familiarity and exposure work at the individual level. If you know a non-native speaker very well, you will be able to understand him without too much difficulty. Conversely, if you listen to a stranger who speaks with the same accent you will not be able to understand him. To return to our comparison with the speech of young English children, it is the same case of the parents understand their child easily, but that other adults will have problems in understanding what this child is saying.

The second listener factor is the ability to use contextual clues when listening to someone speaking. If the topic of conversation is clear and there are plenty of meaning clues, then listeners may be able to understand a word which would have thrown them completely if it had been pronounced in isolation.

### **2.3 Assessing intelligibility**

Based on Kenworthy (1994:20), all what you have to do to assess intelligibility of particular speakers is simply to ask someone to listen to them speak and say how difficult or easy they are to understand. Assessing intelligibility does not need complicated tests and procedures. If we want to evaluate the intelligibility of a group of learners, it is quite clear that their teachers are unsuitable as judges of intelligibility because of the factors of exposure and familiarity. The teacher becomes accustomed to his students' voice and develops special skills to understand their speech.

The ideal judges are listeners who have not had an abnormal amount of exposure to non-native speech nor any previous contact with the speakers being assessed. Non-native listeners can also be used as judges. The best source of this type of judge is, of course, other learners of English in the class or school.

### **3. Analysing ease of intelligibility**

A teacher, who has a new class of learners and wants to know how much they are intelligible, could use the following steps:

### **3.1 The sample**

The teacher can choose between a sample of learners reading aloud or speaking spontaneously. In fact, studies showed that learners make more pronunciation errors when reading aloud than when speaking spontaneously. Another problem concerning spontaneous speech is that some learners will like to speak on a topic while others will not. On balance, it is probably best to go for a spontaneous speech sample, with a bit of reading aloud. At least with a reading-aloud task, roughly equivalent stretches of speech are being judged.

### **3.2 The topic of the sample**

The samples of speech should be on the same topic. If it is a reading- aloud task, and the learners are supposed to read the same passage, it will not work. Because they will learn it by heart in the tenth reading. The best solution is to ask the learners to describe someone they know or tell a story. In this case, the teacher will have samples on the same topic and are not identical, so that he can make a comparison.

### **3.3 The judges**

The judges can be the teacher if it is a new class, or a volunteer listener, then the scores will be interpreted. Two categories will appear: those who are virtually intelligible and those whose speech presents few difficulties.

## **4. Sounds and spellings**

### **4.1. The English spelling system**

Pronunciation teaching often focuses on the sound system and ignores the way these sounds are represented in writing. It has often been claimed that the English spelling system is totally irregular. In other words, there is often no one-to-one correspondence between the sounds that we hear and the letters we see on a page

## 4.2. The phonetic alphabet

It is sometimes very difficult to identify sounds in terms of orthographic symbols because different letters may represent the same sound in English as in „do“ and „two“, the vowel sound /u/ is the same in each particular case, but it is represented in actual alphabet in two different ways. In the same manner, the sound represented by the letter or symbol /f/ can

be found and spelled differently in: „enough“ or „photo“. Because of all these problems, a phonetic alphabet was adopted in which each letter stands or represents in one –to–one correspondence with each sound. In other words, a particular sound is always represented by the same symbol.

## 4.3 Spelling and pronunciation errors

If the mother language of English second language learners is a language that uses the Roman alphabet like English, the problem of confusing between the sound value of one letter in the native language and its value in English will appear. Let us take the example of German. In this language the letter „v“ represents the sound /f/. For a German-speaking learner the word „drive“ will be read as „life“. According to Kenworthy ( 1991: 98), when foreign learners are not sure what the sound spelling correspondence is in English, they follow

the strategy of assuming it as that of their native language. In another case, as soon as German learners of English meet written English forms, they will realize that the letter „w“ which stands for /v/ in German has a different value in English. Thus, they will be very careful when pronouncing words like „weather“ and „will“. Moreover, the desire to avoid making a mistake may actually cause a problem. Some of the learners will pronounce „very“ and „value“ like „wery“ and „walue“

Another cause of difficulty is the English spelling itself. As we have seen English spelling is not a strictly regular alphabetic system. There is no one-to-one correspondence between letters and sounds. In this case, even native speakers make such errors because of the irregularities of English spelling. Richards (1971: 173) calls these errors intralingual and developmental errors. Their origins are found within the structure of English itself. They are

called developmental because English children when they start learning their mother language make these errors. For example, the rule that „gh“ at the end of a word is silent. There are exceptions for this rule, where „gh“ is pronounced such as the word „enough“

The last source of difficulty is the learner's phonetic abilities. For example, if he has difficulty in distinguishing English /p/ from English/b/, then in a dictation test, he will spell „pill“ as „bill“ . Japanese learners, for example, have problems in distinguishing /r/ from/l/. Thus, they would write „Largerse“ instead of „Rogers“

## 5. Rules and regularities

Before having a look on some of the regularities of English spelling, learners need to be familiar with certain notions. Learners should be able to distinguish between consonant letters and vowel letters. The teacher can simplify things by saying that „a,e,i,o,u“ are vowels and the rest are consonants.

They have also to know that when the letter „y“ occurs in the middle or the end of a word it stands for a vowel sound. When it occurs at the beginning of a word, it stands for a consonant sound.

Affixes also need to be clearly identified by the learners. They should know that the units with a basic meaning, and which can be added to the beginning of the word such as „un, re“ are called suffixes. The units that can be added to the end of a word such as „ion, ist“ are called suffixes.

Learners have to be aware of the notion of the syllable and can identify how many syllables there are in a word.

### 5.1. Rules for consonants

Here are some of the regularities of English spelling. We will start by rules for consonants. Table1 shows consonant letters that have one sound value only. ( Kenworthy (1994:101)

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

**Table 1. Single valued consonants.**

( Kenworthy (1994:101)

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

Letter	Sounds	Letter	Sounds
b	as in :bad, job silent in : lamb, subtle.	K	as in :kit silent in knee, knowledge
h	as in: he, ahead h is pronounced when it occurs at the beginning of a stressed syllables.	l	as in :lip silent in would, could
		w	as in : weather, will silent in: answer, write.

**Table 2 Single Valued consonants with some exceptions.**

In English, there are some consonants that have two sound values.

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

**Table 3 Consonants with two sound values.**

English uses composite consonant letters. Two or three letters represent one sound.

Letters	Sound	Letters	Sound
ck	/k/ as in : pick	ph	/f/ as in : phone
ng	/y/ as in : sing	sh	/ʃ/ as in : shut
tch	/tʃ/ as in :watch		
wh	/w/ as in : which		

**Table 4 Composite consonants that have one sound value**

Two composite letters have two possible sound values

- ch can represent: the sound / tʃ / as in: choice, child.  
the sound /k/ as in : character, chord.
- gh can represent: the sound /f/ as in: enough, tough. And it can also stand for silence as in: though, tough.

## 5.2 rules for vowels

In English, the single vowel letters "a,e,i,o,u" have two sound values as table 5 shows:

Letter	Sound1	Sound2
A	/eɪ/ hate	/æ/ hate
e	/ɪ/ pete	/e/ pet
i	/aɪ/ mine	/ɪ/ fit
θ	/aʊ/ note	/ɒ/ not
u	/ju:/ cute	/ʌ/ cut

**Table 5. Vowel letters with two sound values.**

- If the single vowel letter is followed by a single consonant letter, then the vowel sound will be sound2
- If the single vowel letter is followed by two consonant letters, it will have also sound 2.
- If the single vowel letter is followed by a consonant and the letter „e“ , it will represent the sound 1.
- In the case of polysyllabic words and based of Kenworthy (1994:105), all you have to do is count the number of consonants following the vowel regardless of the suffix ending. If the vowel letter is followed by one consonant it will take sound 1, for example, in "relation" the „a" letter will pronounced as /eɪ/. If the vowel is followed by two consonants, it will take sound 2 in table 5, for example in „action" , " a" is pronounced /æ/.

This rule works for the single letters "a,e, o,u" .

## 5. Linking, deletion of sounds and assimilation

### 5.1 linking

Linking is a connected speech phenomena. It applies to what happens at word. Boundaries where either two vowels or a consonant and a vowel meet. Jull et.al.(2008: 84) assumes that "connecting groups of words together is referred to as linking".

### Linking consonants to vowels

When a word that ends with a consonant is followed by a word that begins with a vowel, the consonants seems to become part of the following word especially when the word beginning with a vowel is a function word. Here are some examples: stop it, with it, fair enough.

### Linking consonants to consonants

When a word that ends with a stop consonant is followed by a word that begins with a consonant, the stop consonant is usually not released. The tongue or lips will move to the place of articulation of the stop consonant and then move immediately to the place of articulation for the next consonant. Here are some examples: stop trying, big boy, let down.

### Linking identical consonants

When a word that ends with a consonant is followed by a word that begins with the same consonant, the two consonants are usually pronounced as one long consonant. For example, rip pulm, black cat, big girls.

### Linking vowels to vowels

When a word that ends with a tense vowel such as /i:,eɪ,u:,aʊ / is followed by a word that begins with a vowel, the words are usually linked by the semi-vowel ending the tense vowel, for example, be on time, pay up, grow up.

## 5.2. Deletion of consonants

Based on Roach (1997:127), the nature of elision or deletion of consonants may be stayed quite simply: under certain circumstances sounds disappear. Here are some of the cases where consonants can be deleted. They are taken from Jull et.al. (2008:86):

Example	Pronunciation when simplified	Delete sound
Band shell	/bæ n ʃ e   /	/d/
Left field	/  e f f i : l d /	/t/
Next month	/n e k s m ʌ n θ /	/t/
postman	/p ɒ s t m ɛ n /	/t/

**Table 6. Some cases where consonants are deleted**

### 5.3 Assimilation

In the linking of consonants to consonants, there is a change in the place of articulation of the first consonant. This is known as assimilation because the first consonant becomes more like the second one.

#### Assimilation of nasals

The final nasal consonants of function words assimilates in place of articulation to a following stop consonant.

When the negative " n " t " is attached to an auxiliary verb, the /t/ is often changed to a short transitional sound at the same place of articulation as the following consonant and the /n/ assimilates to this consonant.

Written form	Spoken form	Assimilation
I can believe it	/aɪ kəm bəli:v ət/	n→m
I can go	/aɪ kəŋ gəʊ /	n → y
I can" t believe it	/aɪ kə mp bəl i:v ət/	nt → mp
I can" t go	/aɪ kəŋk gəʊ /	nt → yk

**Table 7. Assimilation of nasals**

#### Palatalization

The change of /d+/y/ to /dz/and of /t+/y/ to / tʃ / is referred to as palatalization. It is called palatalization because the tooth ridge sounds/t/ and /d/ are pronounced further back in the mouth, closer to the hard palate. Here we have two examples: not yet /nɒ tʃ et /

could you move /kʊdʒ ɜ mu:v/

When want and going are followed by to in verb+ infinitive constructions, they are usually pronounced wanna gouna .Similarly, the expression I dont know is pronounced

I dunno

## **Conclusion**

It can be said that pronunciation is very important when, for instance, a foreigner is learning a language such as English whose pronunciation is rather difficult and unpredictable in so many cases. In almost all cases, pronunciation proves to be a major tool by which a message can be transmitted clearly.

However, such a feature is neglected in teaching and so long as it is neglected, students will always have pronunciation problems. Such a feature needs to be considered to motivate students; and to motivate them it is also necessary to teach them how the English spelling system is work, in order to take some rules that will help them in speaking

## Chapter two

### Features of pronunciation to enhance fluency

#### Introduction

In this chapter we are going to touch up on features of involved in English pronunciation which lead to fluency in general. In addition to this we will shed light in the definition of the concept of fluency and, its component .By the end we going to set Somme fluency building activities.

#### 1. Features involved in English pronunciation:

As English increasingly becomes the language used for international communication, it is vital that speakers of English, whether they are native or non-native speakers, are able to exchange meaning effectively. In fact, in recent discussions of English-language teaching, the unrealistic idea that learners should sound and speak like native speakers is fast disappearing (Burns, 2003).

#### 1.1Suprasegmental

Suprasegmental features relate to sounds at the macro level. Advances in research have developed descriptions of the suprasegmental features of speech extending across whole stretches of language. Unlike languages such as Vietnamese or Mandarin which are tonal, English is stress-timed and syllable-timed (for example, *WHAT's his addRESS?*). Jenkins (2002) emphasizes that effective communicative pronunciation competence can be achieved more through improving supra-segmental production in preference to segmental. Linking, intonation and stress are important features for effective pronunciation at the suprasegmental level (Burns, 2003).

#### 1.1Linkig

Linking refers to the way the last sound of one word is joined to the first sound of the next word. To produce connected speech, we run words together to link consonant to vowel, consonant to consonant, and vowel to vowel. We also shorten some sounds and leave others out altogether.

- Consonant to vowel *an \_Australian*  
*\_animal*

- Consonant to consonant *next \_week*;  
*sev\_month*

- Vowel to vowel. Some sounds such as *r*, *w* and *j* (*y*) are inserted to link adjacent words ending and beginning with a vowel:

where (r\_ ) are you?; you (w\_ ) ought to; Saturday (y\_ )  
evening

- Sounds that are shortened. When words begin with an unstressed sound they are often pronounced as a short

Schwa ( )

sound:

When do they arrive?; five  
o'clock

- Sounds that are left out. Some sounds are so short that they virtually disappear (become elided):  
does (\_h)e like soccer?

we might as well (h\_a)ve stayed at  
home

## 1.2 Intonation

Intonation can be thought of as the melody of the language – the way the voice goes up and down according to the context and meanings of the communication. For example, note the differences in:

- Can you take the scissors? (rising pitch) – request
- Can you take the scissors (falling pitch) – command

## 1.3 Word stress

Word stress relates to the prominence given to certain words in an utterance. These focus words are stressed

(made long and loud) to convey:

- The overall rhythm of the utterance
- The most meaningful part of the utterance.

At the meaning level, some words are given more prominence than others to foreground which meaning is important. For example, compare:

- Can YOU take the scissors? (not someone else)
- Can you take the SCISSORS! (not the knife)

Recent approaches to teaching pronunciation in computer-based contexts follow the communicative approach in teaching pronunciation. Harmer (1993) stresses the need for making sure that students can always be understood and say what they want to say. They need to master –good pronunciation|| , not perfect accents. That is, emphasis should be on suprasegmental features of pronunciation—not segmental aspects—to help learners acquire communicative competence (Seferoglu, 2005). Bott (2005) asserts, –In recent years, increasing attention has been placed on providing pronunciation instruction that meets the communicative needs of non-native speakers (NNSs) of English.

## 2 Segmental features

According to Seferoglu (2005), segmental aspects of the sound system include individual vowels and consonants. Because segmental phonology is relatively more easily explained and taught than the supra-segmental features (Coniam, 2002), some studies focus on studying segmental phonology in preference to suprasegmental features. Segmental features relate to sounds at the micro level. They include specific sounds within words (for example, *l* as in *lamp*, *r* as in *ramp*, *a* as in *hat*). The sound systems of consonants, vowels or their combinations are called *phonemes*. Phonemes are sounds that, when pronounced incorrectly, can change the meaning of the word (Burns, 2003). Compare the changes of meaning in: pet pat lamp ramp about abort

Consonant sounds can be voiced (a part of the mouth is closed and the air behind it is released suddenly – for example, *v* as in *van*, *b* as in *bun*) – or unvoiced (air is pushed through a narrow part of the mouth – for example, *f* as in *fan*, *th* as in *thin*). Vowel sounds are articulated as single sounds. They can be short (for example, *ae* as in *cat*) or long (*a* as in *cart*). Diphthongs are two vowel sounds put together

(for example, ei as in Kate or as in boy) (Burns, 2003).

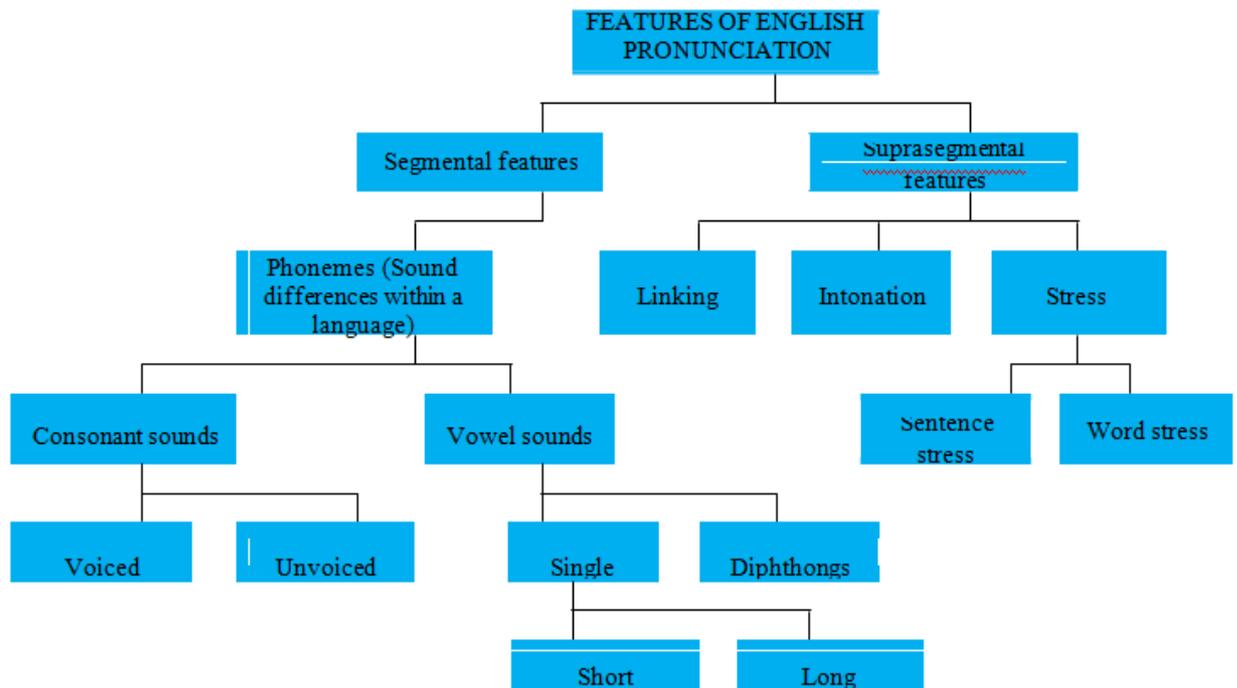


Figure 2.1 Various Features of English Pronunciation

## 2 Fluency

### 2.1 Definition of fluency

According to Hartman and Stork (1976, p86) A person is said to be a fluent speaker of a language when he can use its structures accurately whilst concentrating on content rather than form, using the units and patterns automatically at normal conversation speed when they are needed”

Richard et al.(1985) maintain that fluency is “the features which give speech the qualities of being natural and normal, including native-like use of pausing, rhythm, intonation, stress, rate of speaking, and use of interjections and interruptions.” Considering native speakers' oral production, Fillmore’s (1979) identifies four abilities that might be subsumed under the term fluency, the first of which is the ability to talk at length with few pauses. The three other abilities include the ability to talk in coherent, reasoned, and “semantically dense sentences”, the ability to have appropriate things to say in a wide range of contexts, and finally the ability to be creative and imaginative in language use (p. 93)

## **Three Components of Fluency**

### **1. Accuracy in word recognition (word decoding).**

Approximately 95% word recognition accuracy is considered adequate for instructional level reading.

### **2. Automaticity in word recognition.**

Readers not only are accurate in word recognition, they are effortless or automatic in recognizing the words they encounter. The significance of achieving automaticity is that readers can devote their limited cognitive resources to the important task of comprehending the text. Automaticity is most often assessed by determining a reader's reading rate on a grade level passage in words correct per minute. Since rate increases as readers mature, no one rate is considered appropriate. You will need to check students' rate against the table of grade level norms.

### **3. Interpretive and meaningful reading.**

Readers use their new-found cognitive "energy" to interpret the passage they are reading. In oral reading this is done through an expressive and appropriately phrased rendering of a written passage at an appropriately fluent speed. It is assumed that this type of interpretive reading is also reflected in silent reading. Interpretive and meaningful reading is best measured through a qualitative rubric in which the teacher listens to a reader read grade level material and rates the reading according to descriptions provided in the rubric. Readers who fall in the lower half of most are normally considered less than minimally adequate or proficient in fluency.

## **3. Innovative techniques**

### **1. Fluency-building activities**

Traditionally, the teaching of pronunciation focused on the accurate production of the sounds, rhythms and intonation. Fluency had not a great importance. According to Cel

Muricia (2000: 291), the students' fluency levels will almost affect their accuracy, and vice versa. Thornbury (2008: 6) states that fluency is not simply the ability to speak fast, it has to do also with pausing. Pauses can be long but not frequent, they should also occur at meaningful transition points. Celce-Muricia et.al .(2000:291-4) discuss the following techniques of fluency building:

### **1.1. Effective listening exercise**

The teacher chooses a student volunteer and converse with him on a topic of the student's choice for three minutes. The other students listen to them, then discuss the strategies used by the teacher to encourage the speaker. After that, students are divided in groups of three: one student is the listener, the other is the speaker and the last one is the observer and discuss a topic of their choice. Roles are switched, until each member has had a chance to assume all three roles.

### **1.2. Personal introduction collage**

In this activity, the teacher models a personal introduction by introducing himself via a sample posterboard collage. The teacher holds up the collage and points to the relevant visuals as he introduces himself. Next, students are asked to prepare their own personal introduction collage using pictures and rehearse it until they can speak freely and fluently. Then present it to the whole class.

### **1.3. Backward buildup**

This technique was stated by Jull (2008: 2-3). It involves starting with the final word of a sentence and adding the preceding words, one at a time. For example,

You

Know you

Don't know you

I don't know you

Building sentences up from the end, preserves the intonation contour of the original sentence.

## **2. Using multisensory modes**

Learners' egos influence their pronunciation. Learners with strong egos are likely to have a foreign flavor in their speech because they cannot abandon their self-image. However, learners with permeable egos are more likely to acquire a native-like accent. Using multisensory modes in teaching can help to break down the ego boundaries of learners. Celce-Murcia et al. (2000:295-9) suggest some of these modes.

### **2.1. Visual and auditory reinforcement**

The use of visual support has always been present in the teaching of pronunciation. The visual reinforcements that are used are: charts, diagrams and overhead projectors. Auditory reinforcements also were used through the „listen and imitate“ era of pronunciation teaching. Today's pronunciation classroom tend to view the role of auditory reinforcements. Somewhat differently. The use of memory peg emerges. An example of such memory device is thinking of the sound of a moving train as a peg to help produce / tʃ /, or imagining the sound of a buzzing bee to assist in producing /z/.

### **2.2. Kinesthetic reinforcement**

It means the use of hand signals and body movements to augment other instructional practices. The students can trace intonational contours with arms and fingers extended as they pronounce a given utterance. They can also use their fingers to count how many syllables a word has. Vowel length can be indicated through living smaller or larger spaces between the thumb and index fingers.

### **2.3. Tactile reinforcement**

It involves teaching pronunciation through the sense of touch. For example, the students place their fingers on their throat or cup their hands over their ears to experience the vibration of their vocal cords. They can also place their fingers in front of their mouths to ascertain when aspiration is occurring.

## **3. Use of authentic materials**

The teachers should not overlook the rich resources available to them through the use of authentic materials such as jokes, advertising copy, passages from literature and so on. The

teacher can adapt these materials to the teaching purposes. Here are some examples stated by Celce-Murcia et al (2000:300). The first example is a cheer:

Two-four. six-eight

Who do we appreciate?

Tommy, Tommy, hurrah!

Another example is an advertising slogan which says: “you” ll wonder where the yellow when you brush your teeth with Pepsodent”.

#### **4. Techniques from psychology**

Relaxation techniques which are borrowed from the field of psychology are useful in the warm up phase of the lesson. Students stand and place their hands on their diaphragms, breath deeply in and out. While doing that, the teacher gets his students to call up images which is called guided imagery activities. Such warm up activities often help students feel relaxed, during the rest of the lesson, which can be very important for teaching pronunciation.

#### **5. Using multimedia**

The use of multimedia learning aids provides a number of advantages as stated by Celce-murcia et al.(2000: 313). It is an access to a wide variety of native-speaker speech samplings and gives an opportunity for self-monitoring of progress. Finally, it makes a gamelike atmosphere for learning. In addition to the visual and auditory aids that were discussed before, other supports can be used. Videos are used to provide the opportunity for learners not only to hear themselves but to see themselves as others see them. It provides students with incentive to attend to features of their pronunciation that they might not monitor.

Another device that can be used is computer assisted instruction. Obviously, many schools do not have the facilities to use such aid. Yet, computer- assisted instruction provides an insufficient number of software programs for language teaching in general and for the teaching of pronunciation specifically.

### **3. Evaluation**

#### **1. Self-monitoring and correction**

Self-monitoring which means the ability of the learners to notice their own inaccuracies in their speech, and self-correction that means the ability to produce more targetlike language

upon recognition of a production error ( Celce-Murcia et al.348), these features are crucial in the process of developing the learners' pronunciation. Naiman (2008:170) states that:

“The ability to monitor pronunciation is invaluable. It provides students with the opportunities and the strategies to continue their learning beyond the classroom [...]. They begin to mimic the speech of native speakers whom they hear on the radio, on the television, on the bus, or at work.”

Self monitoring is very important in the sense that the learners cannot correct their mistakes in pronunciation unless they are able to recognize that they are making mistakes.

## **2. Peer feedback**

Peer correction is very beneficial since it helps to “sharpen [the students] own listening skills” ( Celce-Murcia et. al. 351). When a learner fails to correct his mistake, the teacher can ask a classmate to do. According to Celce-Murcia et al., working in groups is very helpful in structuring peer feedback. Groups of three or four work better than pairs because there are always at least two students who listen to the speaker and determine whether he pronounces an utterance correctly or not. In pair work there can be disagreement about whether the speaker produces incorrect utterance or the listener heard it incorrectly.

## **3. Teacher feedback and correction**

Obviously, the teacher does not interrupt each speaker every time an error is made. He can call attention to errors on the spot or later. Celce-Murcia et al. (2000: 352), suggest that the most useful feedback comes when the teacher and student listen to a recording and go over the errors together.

## **Conclusion**

Teaching pronunciation has been developed throughout the years. Nowadays, innovative techniques are used to enhance the learners comprehensibility of this important area of the English language. Pronunciation curriculum is adapted with the learners" levels, needs and the teaching purposes.



## CHAPTER THREE

### Data analyses

#### Introduction

This chapter is concerned with the analysis of both students' questionnaire and teachers' questionnaire. A description of these questionnaires with its different sections is provided. The actual results are presented in the form of tables including the percentages and charts followed by a discussion of the finding

#### Administration of the questionnaires

**The sample:** the questionnaire is distributed to eight teachers of oral expression and phonetics currently working in the department of English at Mohamed khider university of Biskra. While the students questionnaire administered to one group in the third year LMD students contains thirty students

#### Description of the questionnaires:

**Teachers' questionnaire:** The teachers' questionnaire compose seventeen contains two sections. The first section personal information about the teachers. While the second section is about perspectives in teaching pronunciation this section investigate the way of teaching both oral expression and phonetics.

**Description of students' questionnaire:** The students questionnaire is designed to obtain data concerning students opinion about the learning situation and their attitude toward studying English pronunciation. The questionnaire made of many items. The type of questions are mainly closed ended questions either yes/no questions or multiple choice sometimes followed by a question of justification. The reason behind this is to facilitate the task for the students because students may fail to express themselves. The items organized on four sections

#### Section one: Background information

This section provides background information about students' sample, questions has to do with their sex, age and so on

#### Section two: teachers' activities

This question contains four question about the activities used on both oral expression and phonetics

**Section three:** students' attitude toward teaching pronunciation

It contains the point of view about what is going on the class with their teacher

**Section four:** students' preferences

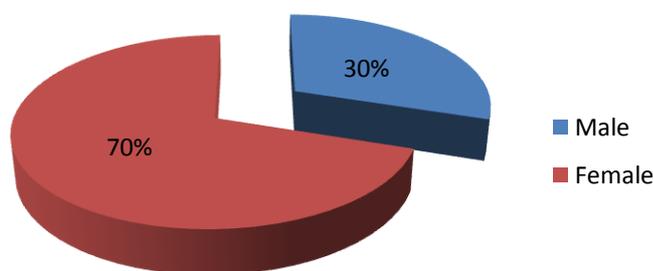
This section contains six questions deals with the students' preferences about the way of teaching oral expression and phonetics and the tools used in classroom.

**4. Analysis of the Students' Questionnaire:**

**Item1: students' Gender**

Sex	Male	Female	Total
Number	9	21	25
%	30%	70%	100%

**Table 1: Gender**

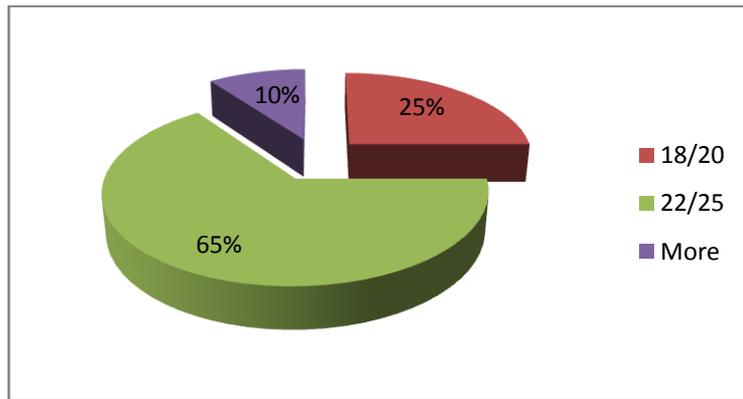


**Figure 2: Students' gender**

Female students outnumber males and this is the case in the sample under the study. The investigated population is characterized by a female over representation this is clearly apparent from the table above only 30 are males and the remaining are females.

**Item 2: Age**

Years	18/20	22/25	More	Total
Number	2	27	1	30
%	25%	65%	10%	100%



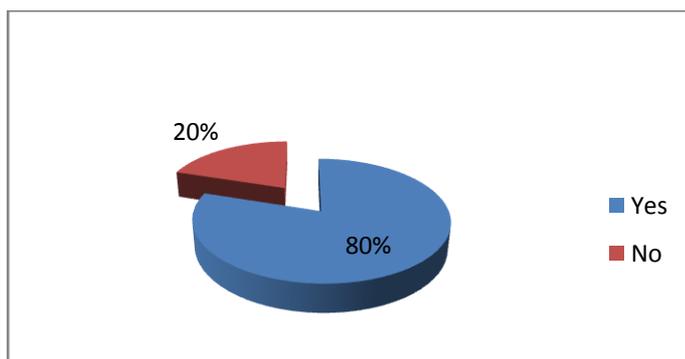
**Figure 3: The students' age**

From the table above students age ranges between 22/25 represent the majority of them 65% which is the expected age of 3<sup>rd</sup> year. However 25% ( 18/20) under the normal age because they have special conditions . While the case of more then 25 years old is represented in only 10%

**Item 3: If English is their first choice**

	<i>Yes</i>	<i>No</i>	<i>Total</i>
<i>Number</i>	24	6	25
<i>%</i>	80%	20%	100%

**Table3: If English is Their First Choice**



**Figure 4:If English is their first choice**

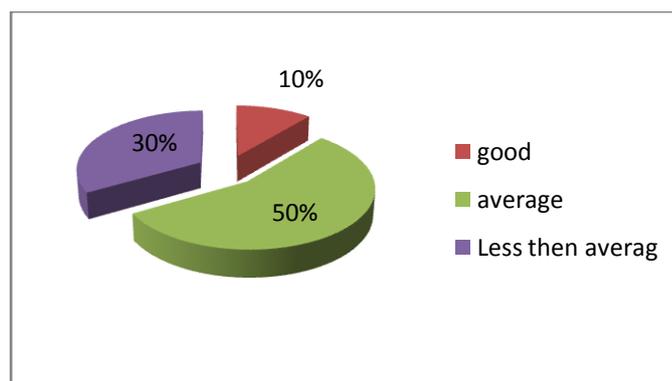
Twenty four participants making up 80% opted for yes while only six participants

opted for no .We assume that students average in the baccalaureate exam did not allow them to study the branch thy were looking for .This is the main reasen behind the failure of this category in studding English

**Item 4:** Is your level in English pronunciation?

<i>Level</i>	<i>good</i>	<i>average</i>	<i>Less then averag</i>	<i>Total</i>
<i>Number</i>	<i>3</i>	<i>15</i>	<i>9</i>	<i>30</i>
<i>%</i>	<i>10%</i>	<i>50%</i>	<i>30%</i>	<i>100%</i>

**Table 04 the students' level in English Pronunciation**



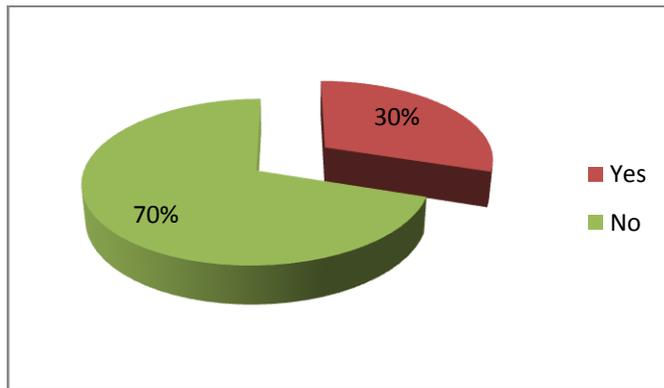
**Figure 4: The students' level in English pronunciation**

50% stated that their level in English pronunciation is average. However 10% stated that their level is good but,9 participants 30% opted on less then average .They relayed in their choice in their capacity in coding and decoding oral messages

**Item 05:** Do you speak in English outside the classroom?

	<i>Yes</i>	<i>No</i>	<i>Total</i>
<i>Number</i>	<i>9</i>	<i>21</i>	<i>25</i>
<i>%</i>	<i>30%</i>	<i>70%</i>	<i>100%</i>

**Table05: If Students Speak English Out side Class room**



**Figure 5: If students' speak English outside class**

The table makes up two categories: The first category which represents the majority of the participant 70% which stated that they did not use the English outside the classroom. While 30% stated that they use the English outside the classroom. This matter is guided by the awareness of the participants about the importance of using English outside the class in enhancing their level.

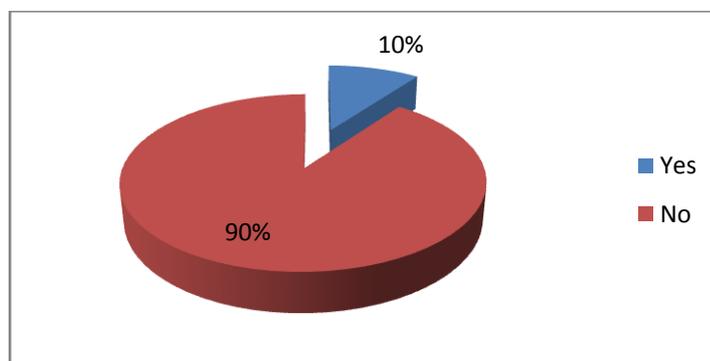
The setting of using English outside the classroom is only the classroom

**Section two: the teacher's activities**

**Item 06:** Does your teacher motivate you to speak?

	<i>Yes</i>	<i>No</i>	<i>Total</i>
<i>Number</i>	3	27	30
<i>%</i>	10%	90%	100%

**Table 06: If the Teacher Motivate students to speak**



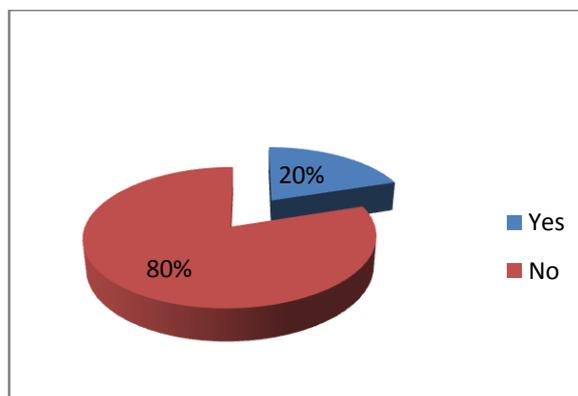
**Figure 6: If the teacher motivates their students to speak English**

The teacher play a great role in motivating their students to talk, that is an essential factor in communicative language teaching but the results in the table release the contrary.90 of the participant ignore any kind of motivation from the teacher .By contrast 30 of the participants respond positively and stated that they are motivated from their teacher

**Item 07:** Does your teacher correct your pronunciation?

	<i>Yes</i>	<i>No</i>	<i>Total</i>
<i>Number</i>	6	24	25
<i>%</i>	20%	80%	100%

**Table07: If Teacher Correct Students Pronunciation**



**Figure 7: If the teacher corrects students' pronunciation**

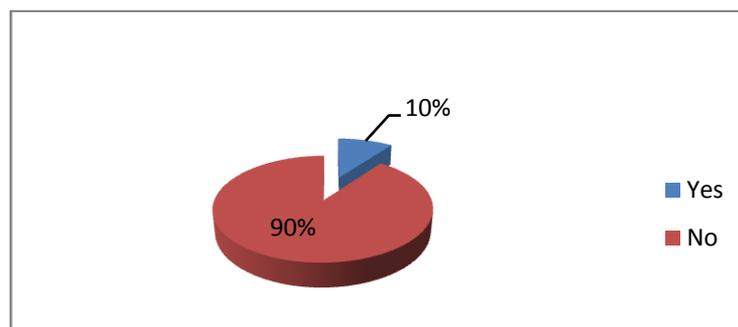
In the teaching process the teacher is a corrective behavior influence in their students pronunciation .The majority of the participants 80 opted negatively and stated that their teacher has nothing to do with the correction of the pronunciation .However 20% stated that their teacher pay attention to their pronunciation and correct it

**The way of correcting mistakes:** the six participants which said that teacher correct their pronunciation during speaking when they mispronounce a word they repeat it in the same time correctly .

**Item 08:** Is your teacher use authentic material or visual aids to expose you to the native language?

	<i>Yes</i>	<i>No</i>	<i>Total</i>
<i>Number</i>	<i>1</i>	<i>29</i>	
<i>%</i>	<i>10%</i>	<i>90%</i>	<i>100%</i>

**Table 09: If Teacher Use Authentic Material or Visual aids to Expose the student To the Native Language**



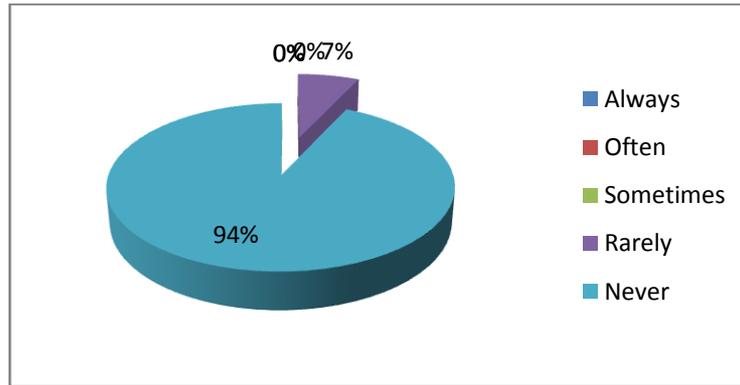
**Figure 8: If the teacher uses authentic materials**

90% of the population ignore the use of any kind authentic material or visual aids to expose them to the native language .By contrast the rest of the sample 10% conform the use of Material or Visual aids

**Item 10:** Does your teacher praise you when you pronounce correctly?

	<i>Always</i>	<i>Often</i>	<i>Sometimes</i>	<i>Rarely</i>	<i>Never</i>	<i>Total</i>
<i>Number</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>2</i>	<i>28</i>	<i>30</i>
<i>%</i>	<i>0%</i>	<i>0%</i>	<i>0%</i>	<i>7%</i>	<i>94%</i>	<i>100%</i>

**Table 10: If Teacher Praise you when you pronounce correctly**



**Figure 9: If the teacher praise the student when s/he pronounce correctly**

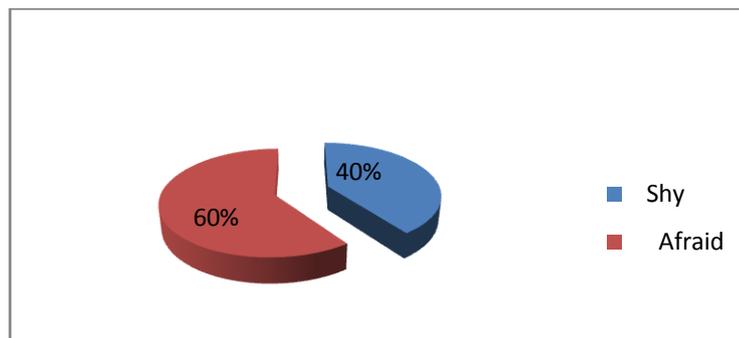
Teachers in modern classes are required to praise their students. 7% of the participants (2) state that they are praised when they answer correctly, while “always” “often” and “rarely” receive the same percentage (0%). However the rest of population 94% which respond negatively and ignore any kind of praising from teacher .

**Section three: students’ attitudes toward teaching pronunciation**

**Item 11:** Do you mispronounce because you are ?

	Shy	Afraid	Total
<i>Number</i>	12	18	30
<i>%</i>	40%	60%	100%

**Table11: The Causes of Mispronounce**



**Figure 10: The cause of mispronounce**

The most of participants 60% mispronounce because they are afraid from making mistakes .While the rest 40% because they are afraid

### The students' justification

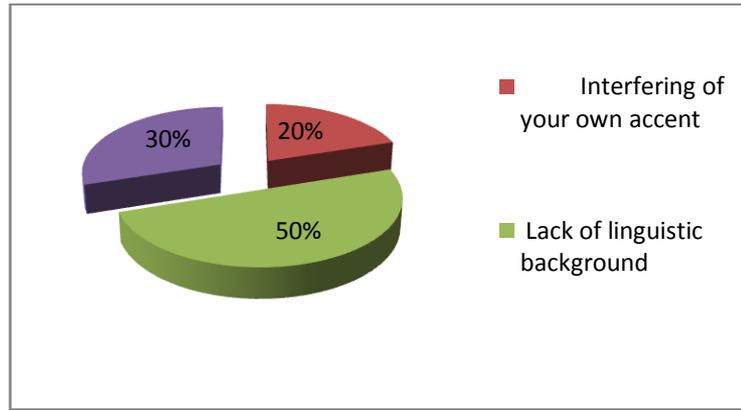
Afraid	Shy
Reasons 1 From new words 2 Loose the idea when I thinking about pronunciation 3 From those which have level better than me	Reasons 1 From interfering of Fransh language 2 From my real intonation 3 Arabs accent

**Table12: The Justification of Students' Mispronunciation**

**Item 12:** Do you find difficulties in pronunciation because ?

	Interfering of your own	Lack of linguistic backgrou	Translating from	Total
<i>Number</i>	6	15	9	30
<i>%</i>	20%	50%	30%	100%

**Table13: The Cause of the Pronunciation Difficulties**



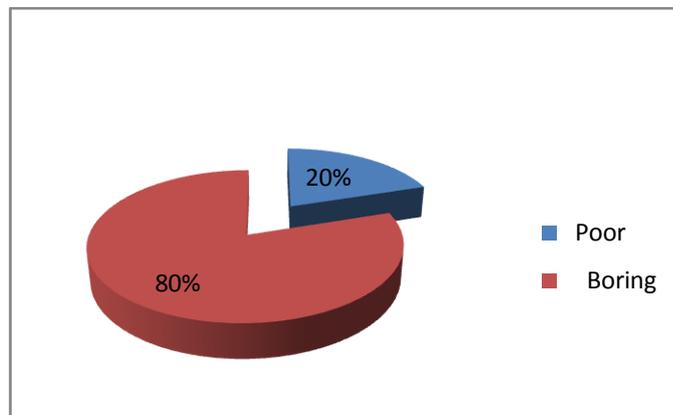
**Figure11: The cause of pronunciation’s difficulties**

Any non-native speaker faces difficulties when s/he comes to pronounce from different perspectives like in the table above. The half 50% of the population they have difficulties because of the lack of linguistics background but, 30% of them stated that they suffering from the direct translating from Arabic. However the rest 20% they have the problem of mispronunciation the interfering of their own accent

**Item 13:** How should you describe the atmosphere of the class of oral expression and phonetics ?

	<i>Poor</i>	<i>Boring</i>	<i>Total</i>
<i>Number</i>	6	24	30
<i>%</i>	20%	80%	100%

**Table14: The Description the Atmosphere of the Class of Oral Expression and Phonetics**



**Figure 12: The atmosphere of oral expression and phonetics**

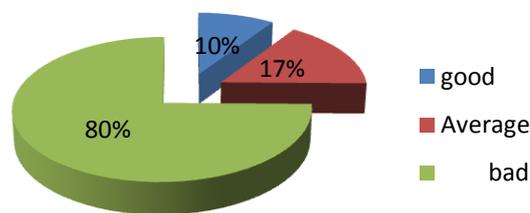
The good atmosphere of classroom is a condition to make student product .This production limited by tow main conditions which are do not be poor and boring. 80% of the

participant stated that their classroom boring .The rest of the population administered that their classroom is poor from any kind of tools

**Item 13:** Are your scores in phonetics ?

<i>Levels</i>	<i>good</i>	<i>Average</i>	<i>bad</i>	<i>Total</i>
<b>Number</b>	<i>1</i>	<i>5</i>	<i>24</i>	<i>30</i>
<b>%</b>	<i>10%</i>	<i>17%</i>	<i>80%</i>	<i>100%</i>

**Table 15: Scores in Phonetics**



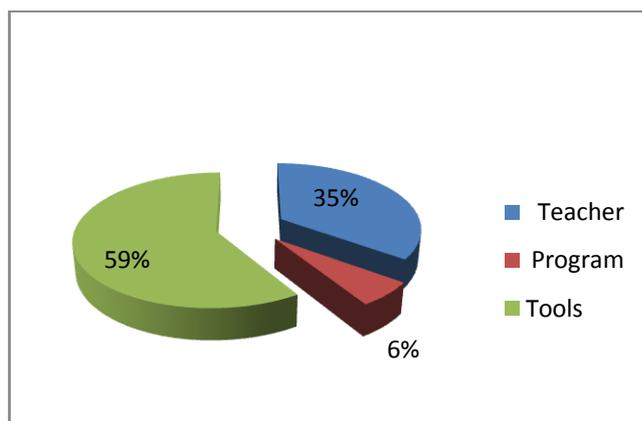
**Figure 13: The students' scores of phonetics**

Most of students 80% stated that their scores in phonetics is bad and its like mathematics in the past. 17% opted on average and confirm that it is so difficult task ,and just on participant which administer that their scores in phonetics are good

**Item 14:** If not good is it because of

	<i>Teacher</i>	<i>Program</i>	<i>Tools</i>	<i>Total</i>
<b>Number</b>	<i>11</i>	<i>2</i>	<i>17</i>	<i>30</i>
<b>%</b>	<i>35%</i>	<i>6%</i>	<i>59%</i>	<i>100%</i>

**Table 16: The Cause of Bad Marks in Phonetics**



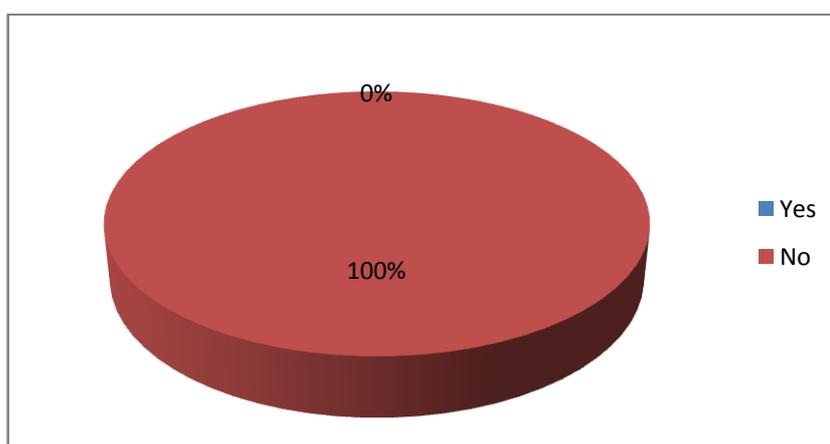
**Figure 14: The cause of bad marks in phonetics**

17 participant release the cause of bad marks in phonetics to the lack of tools . But 11 participant stated that the problem is on the teacher and,2 from the hole population opted on the option of program

**Item 15:** Are you satisfied with the way of teaching phonetics ?

	<i>Yes</i>	<i>No</i>	<i>Total</i>
<i>Number</i>	<i>0</i>	<i>30</i>	<i>30</i>
<i>%</i>	<i>0%</i>	<i>100%</i>	<i>100%</i>

**Table 17: If the Students Satisfied with the Way of Teaching Phonetics**



**Figure 14: If the students are satisfied with the way of teaching phonetics**

All the participants 100% are not satisfied with the way of teaching phonetics because of different reasons from different perspectives

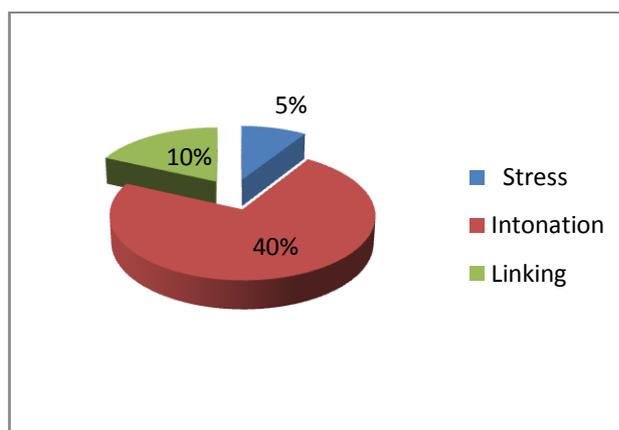
## Justification

- 1- There is no practice
- 2- No Tools
- 3- Rules without application
- 4- Teaching it in Imply Theater
- 5- Few time devoted to teaching phonetics

**Item 16:** In which aspect difficult pronunciation is ?

	<i>Stress</i>	<i>Intonation</i>	<i>Linking</i>	<i>Total</i>
<i>Number</i>	<i>15</i>	<i>12</i>	<i>03</i>	<i>30</i>
<i>%</i>	<i>05%</i>	<i>40%</i>	<i>10%</i>	<i>100%</i>

**Table 17: The Difficult aspects in Pronunciation**



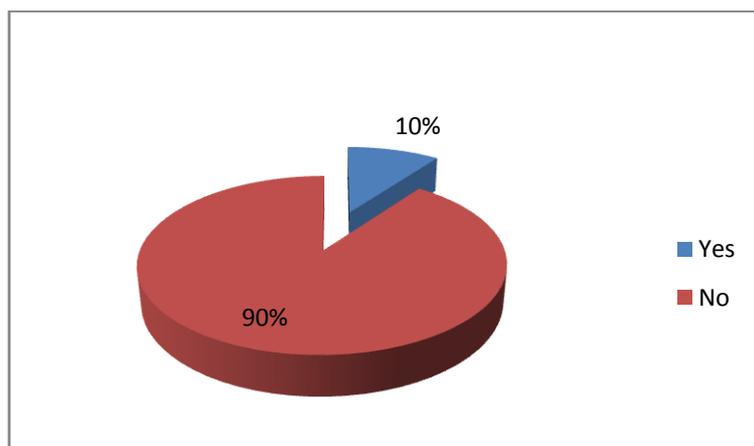
**Figure 15: The difficult aspects of phonetics**

Most of the participant 05% stated that they have difficulties in learning of the stress .While 40% opted on the perspective of intonation .Few of them 3 participant reveal their difficulty in English to the perspective of linking between wards .

**Itme17:** Are you trying to release the problem?

	Yes	No	Total
<i>Number</i>	<i>1</i>	<i>29</i>	<i>30</i>
<i>%</i>	<i>10%</i>	<i>90%</i>	<i>100%</i>

**Table 18: If the Students Trying to Release the Problem**



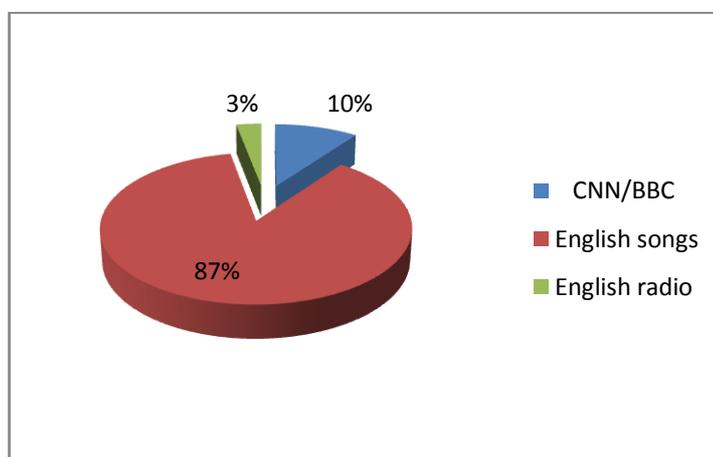
**Figure 16: If the students are trying to release the problems in phonetics**

If we can say the hull population 90% is not trying to release the problem and they justified this by saying that there nothing motivate them to improve their level in English phonetics because its something difficult to deal with it Whereas One participant respond positively and conform that sticking on dictionary and listening comprehension make learner release the problem of bad level in phonetics

**Iteme18:** Do you listen to?

	CNN/BBC	English songs	English radio	Total
<i>Number</i>	3	26	1	30
<i>%</i>	10%	87%	3,%	100%

**Table 19: The Listening Activities**



**Figure 16:To what the students listen**

Listening comprehension play a great role on improving pronunciation because the English language needs all skills together .When it comes to our population 26 participant from them are listening to English songs .While10 from them stated that they are listening to CNN BBC channels .However the author participant is listening to English radio

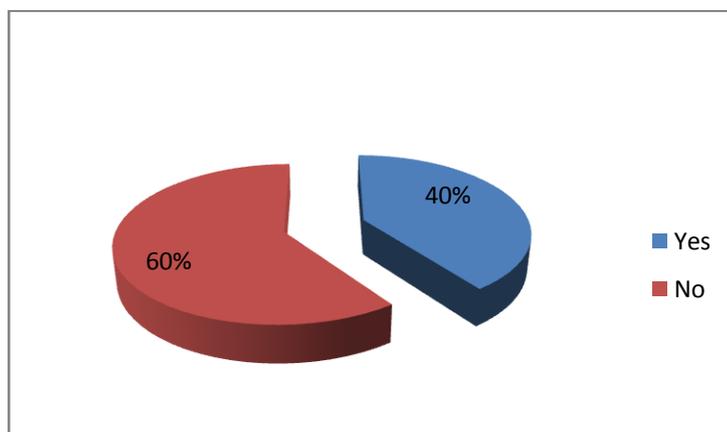
**Item 19: Does this contribute in correcting your pronunciation?**

All the participants stated that these activities contribute in correcting their pronunciation but not to that’s mach degree because of huge difference between levels and the absent

**Item 20: Does teacher’s reading help you to correct your pronunciation?**

	Yes	No	Total
Number	12	17	30
%	40%	60%	100%

**Table 21: If the Teacher Reading Help correct Student’s Pronunciation**



**Figure 17: If the teachers’ reading correct students’ pronunciation**

While the teacher reading, the students listening and both of the skills are related to gather how it said “ better listener is better speaker” . From the results shown above 60% of participants stats that the teacher’s reading contribute in correcting student’s pronunciation. While the rest of participants 40% opted negatively toward the question.

**Justifications of “Yes”**

- 1- The teachers reading is clear and careful

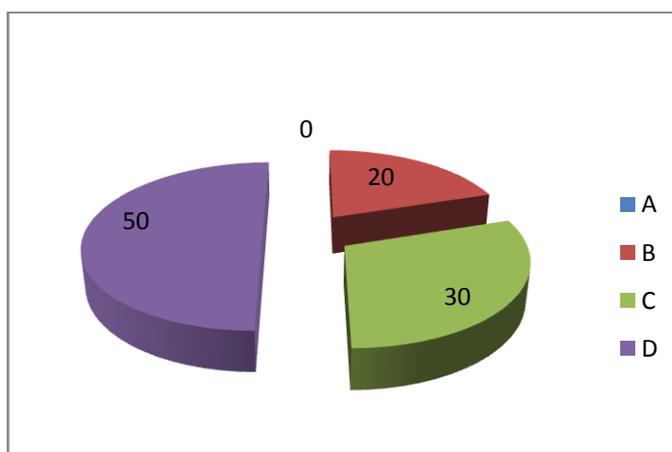
- 2- The teacher always trying to read with careful pronunciation
- 3- While reading the teacher is facing the student which facilitate learning

**Section four: student’s preferences about O E and Phonetics**

**Item 21:** How would you like to have your pronunciation errors corrected by the teacher?

	Give only mark (A)	Mention all the Errors (B)	Mark the major errors (C)	No errors only the main idea (D)	Total
Number	0	1	9	20	30
%	0	20	30	50	100%

**Table 22: Student’s Preferences about teacher’s Correction**



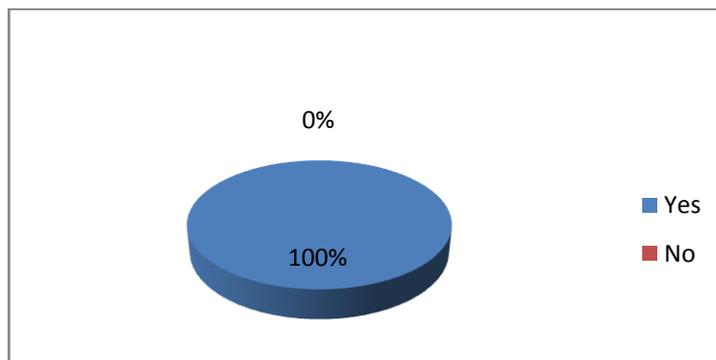
**Figure 18: Student’s Preferences about teacher’s Correction**

Working on correcting pronunciation which lead to fluency that’s why teacher’s amount of correction which motivate the students but students have different point of view toward teacher correction. The sample between our hands shows the following: 20 participants stated that teacher should mention no errors but concentrate only in main idea. Whereas 9 of them prefer that teacher must mark the major errors .In the author hand only one participant stated that he like the teacher to mention all the errors and no one opted on the option of give only marks

**Item 22:** Do you think that O E and Phonetics should be taught in specific setting ?

	<i>Yes</i>	<i>No</i>	<i>Total</i>
<i>Number</i>	<i>30</i>	<i>0</i>	<i>30</i>
<i>%</i>	<i>100%</i>	<i>0%</i>	<i>100%</i>

**Table 23: If O E and Phonetics should be Taught in Specific Setting**



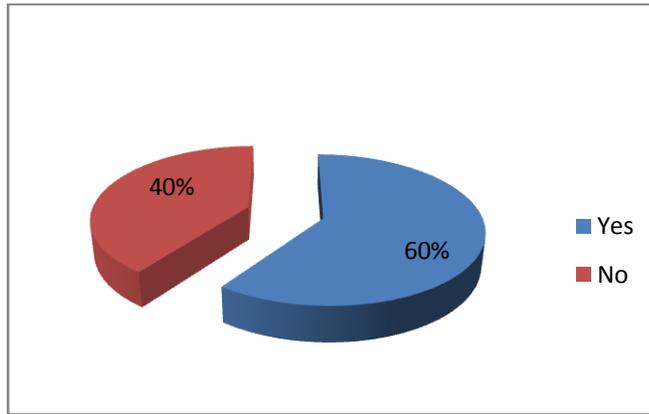
**Figure 19: If OE and phonetics should be thought in specific setting**

Teaching oral expression and phonetics is not like teaching author module because this needs it needs a risk from both teacher and student .All participants stated that O E and Phonetics should be taught in specific setting because it needs specific tools to help students to perform in good situation.

**Item 23:** Do you prefer to learn phonetics by visual aids like videos?

	<i>Yes</i>	<i>No</i>	<i>Total</i>
<i>Number</i>	<i>18</i>	<i>12</i>	<i>30</i>
<i>%</i>	<i>60%</i>	<i>40%</i>	<i>100%</i>

**Table 24: If the Prefer Learning Phonetics by Visual aids Like Videos**



**Figure 20: If the Prefer Learning Phonetics by Visual aids Like Videos**

The majority of the participant 60% stated that they prefer to learn phonetics by visual aids like videos .But the rest 40 react negatively toward this proposed idea

**The students’ justification**

Yes	No
1-From native speaker directly 2-Better enjoyable 3-See phonetics in use	Because it has so high level and I can not get any thing

**Table 25: Student’s Justification about Studding Phonetics with Visual aids**

**Item 23: Who do you prefer to be corrected by ?**

	Teacher A	Pear work B	Self correction C	Total
Number	12	3	15	30
%	40%	10%	50%	100%

**Table 26: Student’s Preferences about whom to be corrected by**

Most of the population 50% stated that they like to be corrected by them selves ,but 40% of the sample opted on the option of teacher .In less degree 3 participants administered that being corrected by pear work is mach better then the tow author options

**The justification:**

Teacher	Pear work	Self correction
1-The teacher is more experienced 2-The teacher is so modest 3-I put my confidence on the teacher	1-We have the same level 2-We are learning from each author 3-I can find him most of the time	1-No Imbursement 2-Motivate our attention To learn more

**Table 27: The Student’s Justification about Correction**

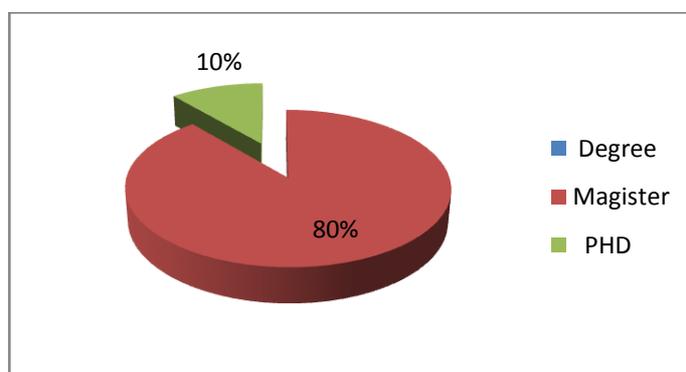
**Section Two: Analysis of the Teachers’ Questionnaire**

**Part One: Background Information**

**Item:What is your degree?**

Degree	<i>Magister</i>	<i>PHD</i>	<i>Total</i>
<i>Number</i>	7	1	8
<i>%</i>	80%	10%	100%

**Table 28: Teachers’ Educational Level**



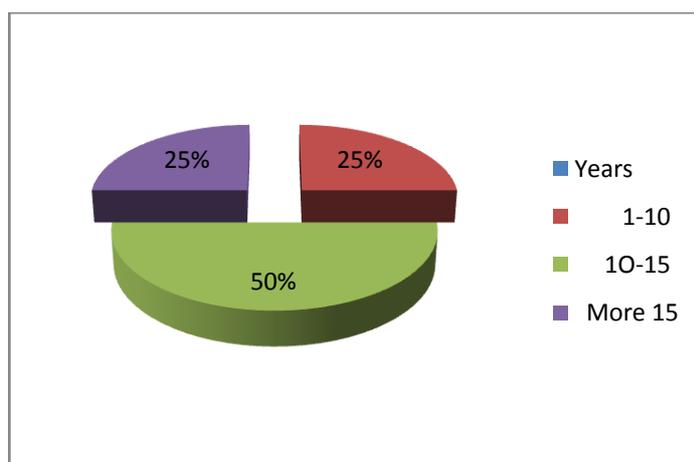
**Figure 21: Teachers’ Educational Level**

Most of the teachers (80%) have the magister degree and, just one has the doctorate degree.

**Q02: How long have you been teaching English at University?**

<i>Years</i>	<i>1-10</i>	<i>10-15</i>	<i>More 15</i>	<i>Total</i>
<i>Number</i>	2	4	2	8
<i>%</i>	25%	50%	25%	100%

**Table 29: Teachers' Experience**



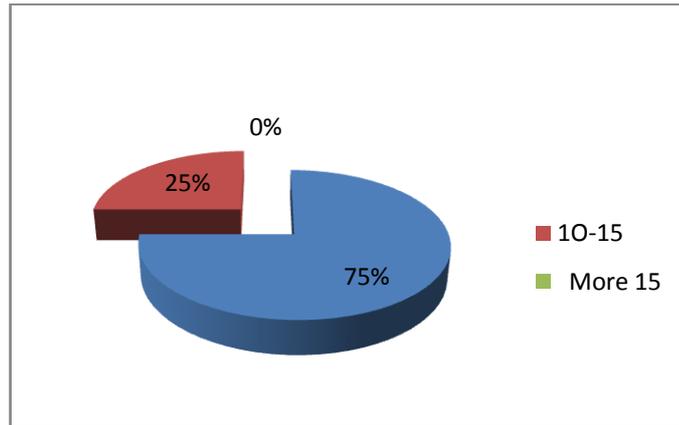
**Figure 22: Teachers' educational level**

We notice that (60%) makes up the half of teachers who have experienced teaching between 10 to 15year . (25%) of the participants affirmed that they have been teaching for more than fifteen years. The same percentage (25%) of the participants noted that they have started early their teaching career and they have been teaching for more than fifteen years.

**Item 24: How long have you been teaching oral expression or phonetics?**

<i>Years</i>	<i>1-10</i>	<i>10-15</i>	<i>More 15</i>	<i>Total</i>
<i>Number</i>	6	2	0	8
<i>%</i>	75%	25%	0%	100%

**Table 30 : Teachers' Experience in Teaching O E /Phonetics**



**Figure 23: Teachers' Experience in Teaching O E /Phonetics**

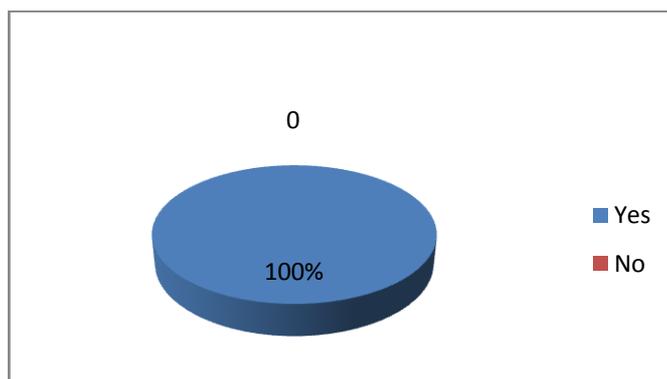
(75%) of the whole population, making up (6) teachers, affirmed that they have been teaching oral expression for the period between one to ten years. The rest of the population (25%) declared that they have been teaching oral expression/phonetics for the period between ten to fifteen years. However, no teacher (0) noted that s/he has been teaching oral expression/phonetics for more than fifteen years. We believe that teachers with time prefer teaching theoretical modules rather than teaching phonetics and oral expression

**Part tow: Considerations in teaching pronunciation**

**Item 25:** Do you think that the phonetics or oral expression program you are teaching is enough to improve the student's pronunciation?

	Yes	No	Total
Number	8	0	8
%	100%	0	100%

**Table 31: If the Phonetics' or Oral Expression's Program is Enough**



**Figure 24: If the Phonetics' or Oral Expression's Program is enough**

The whole participants, making up affirmed that the phonetics or oral expression program they are teaching is not enough to improve the student's pronunciation

**The teachers' justification**

	<i>Reasons</i>	<i>Number</i>	<i>%</i>
01	• <i>Because of the crowded classes</i>	5	40%
02	• <i>Because of the lack of tools</i>	2	25%
03	• <i>Because pronunciation needs specific attention and consideration</i>	1	35%
<i>Total</i>		8	100%

**Table 32: Teachers' Justification about if the Program id enough**

**Item 25: According to you good speaker is the one who?**

Option	Repetition	Percentage
A- Imitates native speaker	6	75%
B-follows the rules	6	75%
C -Produced clear sounds	8	100%
D -Speaks fluently	7	87,5 %

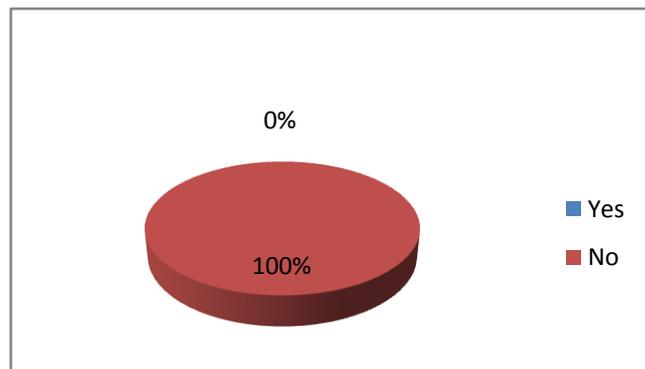
**Table 33: The characteristics of good speaker**

The above table shows clearly that pronunciation is considered by the majority of teachers as the most difficult aspect to be taught because there are no fixed characteristics of good speaker. That's why most of teachers have chosen all the choices together .All teachers (8) opted positively on the option produces clear sounds. Nearly to the hole population 87,5 % stated that a good speaker should speaks fluently . By contrast (75%) of the participant release the matter of being a good speaker to both imitating native speaker and following the rules.

**Item 26 : Is there any coordination between teachers of phonetics and teachers of oral expression?**

	<i>Yes</i>	<i>No</i>	<i>Total</i>
<i>Number</i>	0	8	
<i>%</i>	<i>0%</i>	<i>100 %</i>	<i>100%</i>

**Table 34: Whether there is coordination between teachers of phonetics and teachers of oral expression.**



**Figure 25: Whether there is coordination between teachers of phonetics and teachers of oral expression.**

All the teachers participant (100%) ignore being any coordination between teachers of phonetics and teachers of oral expression .In addition they stated that every teacher is working alone as if they are not teaching the same foreign language and, they did not give teaching pronunciation that's mach degree and what is necessary is just expressing the idea.

**Item 27 : Do you think that the setting of teaching is the cause for mispronunciation?**

All the teacher responded negatively and conform that they have nothing to do with large classes in the same time the total absent of materials. In addition to this students do not practice the foreign Language and they are not in contact with the native speakers

**Item 28: Why does the student always suffer from bad scores in phonetics?**

Every teacher gives causes according to their experience and the obstacles which faced in their career. First teaching pronunciation is a highly technical course which requires precision that the student lack .Moreover the big number of students in the same class is one of the most factor .In addition the lack of practice and tools with emphy theater no student going to get any thing.

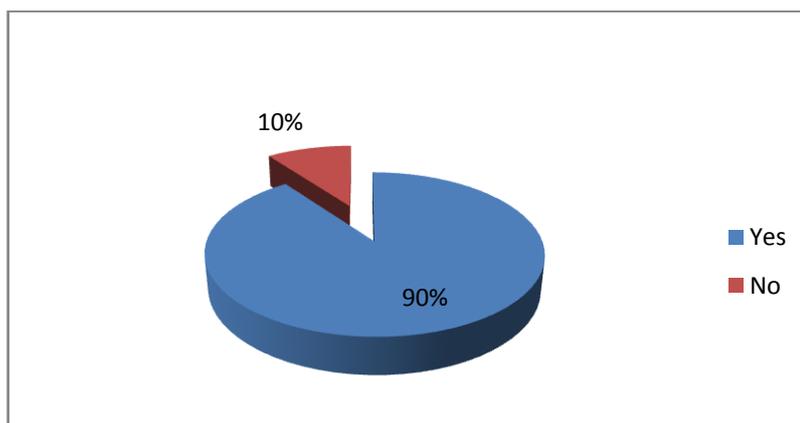
**Item 29: Do you think that the way of teaching phonetics needs an innovation?**

All participants agree that it must be done an innovation in teaching phonetics in different perspectives .First the teachers involves ICT .Then the changer should a touch the syllabus and the way this syllabus presented and also the listening comprehension must be involved .Then the teachers training and using tools should be taken into consecration

**Item 30 : Do you use authentic materials in teaching phonetics and oral expression?**

	<i>Yes</i>	<i>No</i>	<i>Total</i>
<i>Number</i>	2	6	8
<i>%</i>	25%	75%	100%

**Table 35:If Teacher Use Authentic Materials**



**Figure25: If Teacher Use Authentic Materials**

Most of the sample 75% stated that they did not use authentic materials because the present situation did not allow them to do so .By contest Two teachers opted positively and state that in the past they were using laboratory and videos but, nowadays no use of any kind of materials because of teaching phonetics in empty theater .

**Item 31:** What are the most difficult aspects in teaching phonetics for students?

Option	Repetition	Percentage
A- intonation	<b>8</b>	<i>100%</i>
B- stress	<b>8</b>	<i>100%</i>
C – linking	<b>8</b>	<i>100%</i>

**Table 36: The Most Difficult Aspects in Teaching Phonetics for the Student**

The table shows that students have difficulties in learning all the aspects .Fore this reason all the teachers participant 100% opt for all options together stress, intonation and linking words .The most of teachers think that pupils find problems within these aspects because of the lack of fixed rules. They claim that learners can not understand why the intonation is rising in one case and falling in another one. Another reason is that pupils find stress and intonation very boring and seem to be lost. The last reason is that there is not enough practice in using stress and intonation in speaking.

**Item 32: what are the techniques used in teaching phonetics and oral expression?**

The aim behind this question is to know which technique is used actually by the teacher and why s/he has chosen to use this technique and to know whether there is a common technique or each teacher uses a specific one according to hi/her students .

### Suggested answers

Two teachers use drills and claim that in drills the semantic aspect is neglected, that is to say, there is no focus on meaning which makes the learners concentrate on pronunciation and try to say the word as it is uttered by the teacher. One teacher uses dialogues because the learners can practise almost everything through dialogues. They can practise isolated sounds, stress, intonation...ect.

**Item 33:** What are the techniques that should be used in teaching pronunciation for students?

Answers	N	%
Drills	05	75%
Dialogues And Role Plays	03	25%
Others	00	0%

**Table 37: The use of techniques in teaching pronunciation**

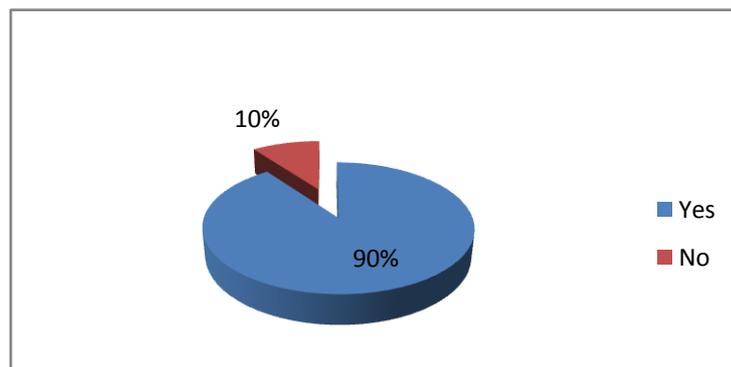
Five teachers said that drills are the techniques that should be used in teaching Pronunciation . The reason behind their choice is that drills are based on repetition which helps

the learners in pronouncing the language accurately. Drills are used generally in teaching vowels and consonants. Three teachers opted for dialogues and role plays because they help the learners in practicing the language in a communicative way. Dialogues and role plays are used for teaching suprasegmentals

**Item 34 : Do you think that teachers of phonetics and oral expression should have an in-service training to improve the students' pronunciation ?**

	Yes	No	Total
Number	07		
%	90%	10%	100%

**Table 38: The Teachers in-service training**



**Figure 26: The Teachers in-service training**

The most of participants 90% agree that teachers have to do an **in-service** training is necessary fore teachers in order to teach pronunciation in more beneficial way .By contrast one participant which release the students failure in pronunciation to the lack of tools not teachers

**The justifications of both choices**

Yes	No
<p>Justification</p> <p>01-Trainingn allows teacher to know more about innovative techniques.</p> <p>02-In training teachers know more knowledge about how to teach some aspects of language</p> <p>03-Teachers training and education account for teachers quality in language</p> <p>04-The training is ton enable the teachers to put into practice the theoretical course</p>	<p>Justification</p> <p>Each teacher work in his own and most of the time there is no coordination in training</p>

**Table39: Justification of the teachers about in-service training**

**Item 35: How do you test your pupils in pronunciation? Do you focus on the learner’s oral production or his written production?**

Answers	N	%
Oral production	05	75%
production total	03	25%
		100%

**Table39: How the pupils are tested in pronunciation**

Five teachers test their students in pronunciation by focusing on their oral production. Three teachers focus on the learner’s written production. In fact the two ways are used with each other. Some aspects need to be tested in a written way for example the transcription of vowels and consonants.

**Item 36 : Do you correct your pupils' pronunciation: always, sometimes, rarely or never?**

This question aims at knowing when teachers correct their pupils' pronunciation.

Answers	N	%
Always	02	25%
Sometimes	06	75%
Rarely	00	0%
Never	00	0%
Total	00	0%

**Table18: The frequency of correcting the pupils' pronunciation**

The table shows that two teachers claim that they always correct the students' pronunciation. That is to say, whenever the students' makes an error, the teacher corrects him. Four teachers say that they sometimes correct their students' pronunciation. If the students' pronunciation destroys the meaning, it should be corrected. But if it is acceptable there is no need to interfere each time.

**General discussion**

The aim of the teachers' questionnaire is to know the reason or reasons behind the failure of students in speaking English accurately and the way of teaching both phonetics and oral expression with the material used. In addition we gave teachers the opportunity to express their point of view about how teaching phonetics and oral expression should be by giving them the chance to suggest. The analysis of the teachers' answers shows that they are aware of the importance of teaching pronunciation and also its difficulty. The majority of teachers claim that time devoted to teaching pronunciation is not enough and they have a lack of the simplest tools this is what makes the students fail in learning pronunciation. The teachers state also that the main reason of the students' failure is the lack of practice.

The analysis of the student's questionnaire reveals that the way of teaching phonetics and oral expression really influence in the level of students' pronunciation.

The learners' answers in part one shows that the students who did not choose to study English have a negative attitude in all the items. Through the different parts of questionnaire the students show that they are suffering from the following points . First the class room atmosphere is so poor because of the lack of materials and so boring because there is no innovation. Moreover the setting of teaching phonetics and oral expression did not reflect their importance at all .Then the teacher did not give that's mach importance .By the end students choose their preferences in leaning both phonetics and oral expression.

**Conclusion:**

The extent of classroom atmosphere, the tools used, and the teacher activities in enhancing the level of English pronunciation of students' .

## Suggestions and recommendations

**Pronunciation** includes all those aspects of speech which make for an easily intelligible flow of speech, including segmental articulation, rhythm, intonation and phrasing, and more peripherally even gesture, body language and eye contact. Pronunciation is an essential ingredient of oral

**01** Teachers must do a training from time to time. This means that it is challenging material, requiring teachers to rethink ideas they may have held for a long time.

**02** Pronunciation teaching works better if the focus is on larger chunks of speech, such as words, phrases and sentences, than if the focus is on individual sounds and syllables

**03** Pronunciation lessons work best if they involve the students in actually speaking, rather than in just learning facts or rules of pronunciation.

**04** Learning pronunciation requires an enormous amount of practice, especially at early stages. It is not unreasonable for learners to repeat a particular phrase or sentence twenty or fifty times

**05** In teaching pronunciation cases the teachers, who have to use the theory to create successful outcomes in real situations. These successful outcomes then feed back into ongoing theory development and refinement.

**06** Most of these principles are based in familiar ideas about good teaching practice which teachers undoubtedly use in other aspects of their teaching, such as

- having a suitable curriculum
- being student-centred
- helping learners become self-reliant
- giving opportunities to practise
- knowing what's best

**07** Good teaching of pronunciation means: having a suitable curriculum

**08** teaching successful pronunciation means being student centred the teaching process

**09** Always test learners' understanding of everything you say about English pronunciation by asking them questions and by observing whether they can actually use what you say to change their pronunciation

**10** Using material that is relevant for your learners

**11** It is very important for learners to go on working on their pronunciation even outside the classroom. If possible, give them something concrete to take away with

them to practise during the time till you next meet with them

**12** It is important to give learners a feeling of confidence and optimism. This of course depends upon the teacher really believing that it is possible to learn pronunciation, and having confidence in the approach they are taking

**13** It is common to think that the best visual cue would be some way of letting learners 'see speech', especially by letting them see the soundwaves produced when we talk. In fact, this is the basis of many 'multimedia' programs. However, this type of visual cue must

## **General conclusion**

We are going to the close of the study which highlights some importance aspects of the process foreign language teaching and learning .Through this research ,we hypothesize that if we are going to improve the teaching of pronunciation we would enhance learners' fluency .We believe that the current application of the improvement of teaching pronunciation to the field of language learning is essential for promoting learners fluency because it creates a situation where learners are expected to pronounce correctly .

The present study is a total of three chapters. The first chapter speaks about some considerations in teaching pronunciation, which are the mind perspectives that teacher must take in their consideration before start teaching pronunciation as basic foundation .While the second chapter deal with fluency and its building activities, it's a practical part in which teacher can find a set of activities s/he may use it in classroom. As for the third chapter we have administered questionnaire one for students and another one for teachers, which is concerned with analysis of the obtained data gathered from both teachers and students' questionnaire.

All in all ,the obtained results conformed our hypothesis that there is a positive relationship between improving teaching pronunciation and enhancing learner's fluency .The positive finding revealed in this study show that well planed and organized pronunciation is a condition for improving EFL learners' fluency.

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## Teachers' questionnaires

**Dear teachers,**

This questionnaire is part of a research work which is about the impact of teaching pronunciation in enhancing learner's fluency. It aims at tapping into your experiences and ideas.

I would be grateful if you could answer the following questions by ticking (✓) the appropriate box, or by making a full statement wherever needed.

Thank you for your collaboration.

### Section one: personnel information

Your degree .....

How long have you been teaching pronunciation? .....

How long have you been teaching on university? .....

How long have you been teaching phonetics/oral expression? .....

### Section two: Considerations in teaching pronunciation

**01\_** Do you think that the phonetics or oral expression program you are teaching is enough to improve the student's pronunciation?

Yes

No

If "no" why? .....

.....

.....

**02\_** According to you good speaker is the one who?

a- imitates native speakers

b- Follows the rules

c- Produces clear sounds

Others: please, specify .....

.....

.....

## Students' questionnaire

Dear students,

This questionnaire is intended to gather data on the impact of teaching pronunciation in enhancing learner's fluency. We would be grateful if you could answer these questions to help us in our research, please use a cross (X) to indicate your chosen option, and specify your answer when needed.

May I thank you in advance for your collaboration.

### Section one: personnel information

1) Specify your gender

A) female

b) Male

2) How old are you?

a- 18/20

b- 22/25

c- more

3) Was English your choice?

a- yes

b-no

4) Is your level in English pronunciation?

A) good

b) Average

c) Less than average

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## Résumé

Ce travail vise à déterminer les raisons qui font que les étudiants de deuxième année LMD échouent à prononcer correctement l'anglais. Ils apprennent de la phonétique et l'expression orale qui couvre normalement leurs besoins sur le point de vue de la prononciation, mais ils ont encore des difficultés à parler la langue anglaise avec une prononciation correcte. Cette étude englobe différents éléments et libère trois points principaux. D'abord à décrire la situation actuelle de l'enseignement des deux modules de la phonétique et de l'expression orale dans notre département. Ensuite, connaître les activités et les outils utilisés par les enseignants et, à connaître aussi les préférences des étudiants dans l'apprentissage de l'expression orale et de la phonétiques. On aide les enseignants à diagnostiquer les problèmes rencontrés par les apprenants dans l'apprentissage de la prononciation et de trouver des solutions pour améliorer l'enseignement de la prononciation à l'université. Pour atteindre l'objectif ci-dessus, un questionnaire destiné aux enseignants a été choisi. Il a été administré à huit enseignants de la phonétique et de l'expression orale. Le questionnaire vise à puiser dans les expériences et les idées des enseignants. L'analyse des données montre que le temps consacré à l'enseignement de la prononciation n'est pas suffisant et les enseignants se concentrent beaucoup plus sur l'écriture. Et la majorité des enseignants sont conscients de l'importance de l'enseignement de la prononciation, mais ils n'ont pas les outils nécessaires pour enseigner les, comme les laboratoires de langues. Le questionnaire montre aussi que le manque de collaboration entre les enseignants de la phonétique et de l'expression orale à travers l'apprentissage de la prononciation. En outre, les étudiants écoutent et parlent anglais seulement à l'intérieur des salles de classe. Ainsi, la seule façon de rendre les étudiants parler de la langue anglaise correctement est de le laisser parler en classe.