The Effects of Received Pronunciation on Enhancing Junior Learners' English Pronunciation and Speaking Skills.

The case of Foreign Language Center, Moufdi Zakaria,in Biskra Town

A dissertation Presented to the Department of Foreign Languages as Partial Fulfilment for the Master's Degree in Sciences of Languages

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DEDICATION

To The One Who First Taught Me What knowledge is, to The One I Miss in Every Special moment in my life, MY GRAND FATHER, *ELHACHEMI SOUID* **(Rest in Peace)**

To MY Beloved Mother Who gave me Life and support, *Assia Fateh*

To my Beloved Father who nurtured me, fought for me, and loved me Unconditionally, *Souid ALI*

To My reason of living, My four sisters, *Chèrifa, Mouna, Sèrine, and Djaumana*

To my closest Aunts, *Amel Souid and Mouna Souid*

To The One Who Is More than A Dear Friend to ME, *Maameri Mohammed Islam*

To All My Colleages at Work Who Helped me Especially, *MR.Bencharef Sofiane and Ben Moussa Yasser*

TO My Dear Teacher & My Example *DR.AHMED BASHAR*

TO WHOM EVERYTHING IN MY LIFE SYMBOLIZES I DEDICATE THIS WORK

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Abstract

The recent enlargement in the use of English as an International Language (EIL) has led to changes in learners' pronunciation needs and goals for a better future career since English became the pillar of communication nowadays. This fact still does not neglect that English pronunciation training has a minor status at privet school sectors in Biskra (Moufdi Zakaria Foreign Language School). A survey was run to present a lack of pronunciation training and required courses of speaking skill which EFL junior learners' are suffered from. Hence, their problems in pronunciation are clear and defined to be fixed. This research subject aimed at examined these problems and took a run at to use new techniques and materials to improve their pronunciation and speaking skill using the appropriate accent (RP) which facilitate learning for them. A movie and a song where RP is heard were displayed to junior English learners and pre-post pronunciation tests were carried out to prove that using such materials can aid teachers to improve their learners' ability to get involved into English language from a way that helps them to be more fluent and understood.

Key Words: Received Pronunciation (RP), pronunciation training, speaking skill, movie, song, privet school sector

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Verily, as for those who believed and did righteous deeds, certainly we shall not make the reward of anyone to be lost who does his (righteous) deeds in the most perfect manner.

(Surah Al-Kahf 'The Cave' verses 30)

I know I cannot speak as perfect as a native speaker just after one quarter's study. It is impossible. I am quite clear it is a long way to improve my English speaking. What is important is that I have learned the ways to improve my pronunciation and realised my weakness, then, I can practice and apply the rules to me in the future. (Staff's report, 2000)

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General

Introduction

English language is ranging as one of the hyper-powerful and renowned language in the whole world. In each and every term, it has sprouted to be the language of age, gender, and socio-cultural background; that is, most of attitudes towards English are positive since the majority if not all countries enthuse to adopt it as their foreign or second language used in education, government, politics, trade, external dealings and social relationships. The Algerian government as a part of the globe has given English a crucial status to be the foreign language taught in schools and academic institutions, also in business and communication.

In terms of instruction, teaching English is supposedly not confined only to grammar, it should include other several aspects of the language such as the four skills. i.e., Listening, Reading, Writing, and Speaking. The main focus; however, is a probably devoted to listening and speaking, students are required to do a lot of academic English listening activities which are covered in the Standard British English (RP). Despite of this fact, learners are undertaken few courses regarding to listening and speaking skills which both already depend to great extent on the skills of phonetics and pronunciation.

In due course, Standard British English came to symbolize a person's high level within the field of phonetics. It presents a clear sign that the speaker has been through an effective education. More than that, the RP is regarded as a 'neutral accent', and it is thought to be more widely understood than any other accent. For this purpose, it came to be adopted by the BBC, when the radio broadcasting began in 1920's, during WW II. Therefore, there is a sort of shift concerning the use of the British English. This last, is no longer views as the preserve of the social elite. Instead, it is best described as an 'educated accent' used in different academic institutions.

1. Statement of the Problem

From a personal experience, we believe that the main cause of a weak pronunciation among EFL Algerian learners may be due to the lack of listening and practicing the pure English as it is spoken by natives. Hence, the researchers aim to investigate the distortions in pronunciation and speaking skills of junior English learners at foreign languages centre in an attempt to find new techniques/ ways for promoting their pronunciation to sound more comprehensible and native-like. Having various Standard English teaching accents do not stand out as a barrier against the ability to acquire the appropriate pronunciation so that most of English learners prefer the standard British accent while others prefer the standard American accent (GA), but nonetheless Received Pronunciation is used appropriately in the classroom where learners tend to learn the first basis in the English language. That is why, it is advisable to study each Standard in a special course and get instructed by specialized whom they might be native- like. Thence EFL learners do not need to imitate this accent in order to assimilate the information but the fact that it is expressed in RP may well help them to understand more easily and academically. As a matter of fact, this considered to be a fairly big topic within the field of Applied Linguistics, so when we began to look at it we decided to narrow it down. Focussing on the most sensitive learners' category which are junior learners taking into consideration the gender, the social-cultural background and the tools used in teaching.

2. Significance of the Study

The significance of the work is the attempt to look for the different problems of pronunciation and speaking skills that are usually committed by the junior learners at the foreign languages' centre with an attempt to find out an accessible solutions and new techniques for EFL teachers especially those who tend to teach in institutions and privet sector (privet schools) to boost their learners to speak the pure English accent fluently.

3. Aim of the Study

My actual study aims at finding out whether English pronunciation training generally and using Received Pronunciation (RP) as an accent specifically have any effects on increasing EFL learners speaking skills and oral performance. i.e., if their psychological status prepared to deliver any speech without any kind of hesitation, hazard or anxiety attacks. Consequently, a short movie and some songs will be displayed to junior English learners to show that using visual and auditory aids in teaching spoken English improve the learners' pronunciation better them teaching them pronunciation without such means.

4. Research questions

1. What is the status of the RP as an accent among the junior learners of English language at foreign language centre in Biskra town?

2. What are the problems that the junior learners usually encounter or suffer from in pronunciation and speaking skills?

3. To what extent, do the British English TV shows, movies and songs are expected to have a positive impact on the learners' pronunciation and listening, speaking skills?

4. Do pronunciation training generally and using RP specifically affect the learners' future career?

5. Research Hypotheses

Therefore, to investigate these research questions, the researchers put forward the following hypothesis: 1) using English movies, songs, and BBC episodes programme where RP is used is expected to have positive impact on pronunciation and speaking skills of the junior learners. 2) it is expected that pronunciation training inside the classroom affect the junior learners' ability to be fluent and intangible.

6. Methodology

The methodology of the work is the qualitative research. Thence the research takes the descriptive-interpretivemethod. We believe it is the most appropriate for our investigation and the context where it takes part. Certainly the choice of the method can be justified by the fact that this research methodology can provide us with help since the researchers are a dire need to the use songs. Briefly speaking, songs are good and accessible sources of authentic and memorable language. They have the ability to inspire learners to be keen when it comes to listen to native speakers. Thus pre-post tests

and survey are the most useful techniques that will to great extent, will help the researchers to get a consistent, comprehensible and a valid results.

As far as we are concerned, we have opted for a sample of junior learners from the Foreign Languages centre. Those learners will be expected to a song and a movie and be subjected to pronunciation.

7. Limitation of the Study

Although this dissertation is limited in scope and time, it makes an important indication to the status of RP and pronunciation training at the foreign languages centre in Biskra Town and represents the level of the junior learners in the speaking skills and oral performance.

8. The Structure of the Dissertation

This dissertation will split into three chapters. **The first chapter** is devoted to deal with Speaking (what is it?), strategies, aspects, EFL learners's problems...etc. **The second chapter** is devoted to pronunciation which will represent different angles about the topic, pronunciation's deffinition, its aspects, factors influencing pronunciation and pronunciation training inside the classroom. The main focus will be devoted to the (RP) which is described as 'typical British' and Standard English. **The last chapter(Field work)** is dedicated to the research methodology, the Analysis of the survey and pre-post tests, Discussion, general conclusion and finally the pedagogical implications.

Chapter One

Speaking Skill

Introduction

Speaking is the productive skill in the oral mode. It, like the other skills, is more complicated than it seems at first. Speaking skill has considered as important portion in EFL teaching. Enhancing learners' speaking skill is essential to their advancement in acquiring the language. Nevertheless, the majority of learners do not find speaking as an easy process. EFL learners' attempt to express their ideas and thoughts through speaking more than any other skill to interact with their teacher or their classmates; speaking skill takes superiority over the other three language learning skills because when the learners give their comments on a phenomenon, they tend to use their voice instead of their hands. In learning any language, thenceforward, we attempt to speak before any other skill. Teachers are asked to involve their learners into speaking, with a useful method in order to give more opportunities of language use without any hesitation.

In this chapter, we are going to deal with speaking from different angles; definitions of speaking, (Bygate vs. Harmer speaking theory), aspects of speaking, purpose of speaking, the relationship between speaking and other skills. Then, we will discuss the learners' problems in speaking and some activities and techniques for teaching speaking. In addition, we will speak about the role of the teachers in the process of teaching speaking.

1.1. Definition of Speaking Skill

Reviewing previous research related to defining speaking, it was noticed that two main approaches are adopted to define speaking, the bottom up and the top down approaches. Explaining the bottom up view, Bygate (1987:5-6) pinpoints out that traditionally the focus in speaking was on motor perceptive skills. Within this context, speaking is defined as the production of the auditory signals designed to produce differential verbal responses in a listener. It is considered as combining sounds in a systematic way, according to language specific principles to form meaningful utterances. This approach is adopted by *a*udio-

lingualism. Eventually, in terms of teaching speaking, the bottom up approach suggests that we should start with teaching the smallest units- sounds – and move through mastery of words and sentences to discourse (Cornbleet and Carter, 2001: 18).

Actually, the problem with this approach is that it overlooks the interactive and social aspect of speaking, restricting it only its psychomotor sense. Moreover, it is hard to ensure a satisfactory transition from supposed learning in the classroom to real life use of the skill.

Alternatively, Bygate (1998:23) advocates adopting a definition of speaking based on interactional skills which involve making decision about communication. Consequently, this considered as a top down view of speaking.

Adopting this view, Eckard and Keany (1981), Florez (1999) and Howarth (2001) define speaking as a two-way process including a real communication of ideas, information or feelings. This top down view considers the spoken texts the product of cooperation between two or more interactants in shared time, and a shared physical context. Thus, proponents of this view suggest that, rather than teaching learners to make well formed sentences and then putting these to use in discourse. We should encourage learners to take a role in spoken discourse from the beginning and then they will acquire the smallest units (Nunan, 1989, 32).

Attempting to elaborate more on the interactive nature of speaking, Burn and Joyce (1997) and Luoma (2004:2) define speaking as an interactive process on constructing meaning that involves producing, receiving and processing information. Its form and meaning are dependent on the context in which it occurs, including the participants themselves, the physical environment; and the purposes for speaking. It is often spontaneous, open- ended and evolving. However, speech is not always unpredictable. Languages functions (or patterns) that tend to recur in certain discourse situations can be identified. In a nutshell way, this current study defines speaking as the learners' ability to express his/her self orally, coherently, fluently (well pronounced) and appropriately in a given meaningful context.

1.1.1 Speaking Theory Bygate vs. Harmer

Almost entire libraries have been written on speaking skill. However, space provided here does not allow covering all the theories and notes in this research. (Harmer, 2001) and (Grower at al, 1995) note down that from the communicative point of view, speaking has many different aspects including two major, important categories -accuracy, involving the correct use of vocabulary, grammar and pronunciation practised through controlled and guided activities ; and, fluency, considered to be the ability to keep going when speaking spontaneously. This is, however, rather a superficial view of this skill.

This study is drawn upon the theories provided by Jeremy Harmer, the practice of English Teaching (2001), and more importantly, Martin Bygate, speaking (1987), whose theoretical input give a clear image about this skill.

➢ *Bygate's theory*

According to Bygate (1987, p.3), in order to achieve a communicative goal through speaking, there are two aspects to be considered: knowledge of the language, and skill in using this knowledge. It is enough to possess a certain amount of knowledge, but a speaker of the language should be able to use this knowledge in different situations.

We do not merely know how to assemble sentence in the abstract. We have to produce them and adopt to the circumstances. This means making decisions rapidly, implementing them smoothly, and adjusting our conversation as unexpected problems appear in our path. (Bygate 1987, 3).

Being able to decide what to say on the spot, saying it obviously and being flexible during a conversation explains that the ability to use the knowledge in action; which creates the second aspect of the speaking skill, hence, Bygate notes (p.4). Bygate views that the skill consists two major components: production skills and interaction skills, both of them can be affected by

two conditions: firstly, processing conditions, taking into consideration the fact that a speech takes place under the pressure of time; secondly, reciprocity conditions connected with a mutual relationship between the interlocutors (Bygate 1987, 7).

- **Production skills**

The processing conditions (time pressure); it means the use of production skills. For that reason, language learners are forced to use devices which may help them make the oral production possible or easier through facilitation, or enable them to change certain words which they use in order to avoid or replace the difficult ones by means of compensation, (Bygate, p.14). There are four elementary ways to facilitating that Bygate distinguishes: simplifying structures, ellipsis, formulaic expressions and using fillers and hesitation devices.

On the other hand, when a speaker needs to concentrate, correct or change what he or she has said, they will need to make use of compensation devices. Bygate proves that facilitation and compensation in the teaching- learning process is of a consideration importance, in order to help learners' oral production and compensate for the problems they may face when using the skill. Bygate claimed that

All these features (facilitation, compensation) may in fact help learners to

speak, and hence help them to learn to speak... In addition to helping learners

to learn to speak, these features may also help learners to sound normal in their

use of the foreign language. (1987, p.20-21).

Facilitation and compensation are both devices that help learners to make the oral production possible or easier, or help them to change, avoid or replace the difficult expressions, besides these elementary functions also aid learners to sound and behave naturally as speakers of foreign languages.

- Interaction skills

According to Bygate (1987,22), both speakers and listeners, besides being good at processing spoken words should be 'good communicators', which means good at saying what you want to say , in a way which the listener finds the message comprehensible. This clearly means owning the ability to possess the interaction skills. Communication of meaning then depends on two kinds of skills: routines skills and negotiation skills.

To begin with routines are the typical patterns in which speakers organize what they have to communicate. For instance, there are two sorts of routines: information routines which include frequently recurring types of information structures involved in, for example, stories, description, comparisons or instructions. The interaction routines, on the other hand, point to the characteristics ways, in which interaction are organized dealing with the logical organization and order of the different parts of a certain conversation. And it can be observed in, for example, telephone conversation, interview or conversation at the party. (Bygate 1987, 23-27) while routines offers the typical patternsof conversation, negotiation skills, on the other hand, solve communication issues and help the learners' to be clearly understood. In fact, according to Bygate negotiation skills obtain routines through the management of interaction and negotiation of meaning.

To sum it up, there are two basic, fundamental aspects that Bygate distinguishes when mentioning the speaking skill. The knowledge of the language and the skill in transmitting this knowledge, and produce it orally in so many different situations as they appear when learners are communicating fluently. The capability to use the knowledge services two kinds of skills, according to Bygate –production skills (facilitation and compensation), and interaction skills (routines and negotiation skills).

➢ *Harmer's theory*

Harmer (2001) when discussing the elements of speaking that are necessary for fluent oral production. Harmer defines speaking as the ability to convey the learners' thoughts,

ideas, feelings, requirement and opinions through the oral environment. It is one of the productive skills we have at our disposal. It is a system that allows the language learners to organize their thoughts and develop them. Harmer's theory about speaking skill covers and distinguishes between two aspects –knowledge of 'language features', and the ability to process information on the spot, it means 'mental/social processing'.

The first aspect, language features or elements, necessary for spoken production involves, according to Harmer, the following features: connected speech, expressive devices, lexis and grammar and negotiation. For a an obvious view of what the individual features include, here is a brief overview

✓ **Connected speech**, conveying fluent connected speech including assimilation, elision, liking 'r' , contractions and stress patterning (weekened sounds) ;

✓ **Expressive devices**- pitch, stress, speed, volume, physical- non- verbal means for conveying meanings (supersegmental features) ;

✓ **Lexis and grammar**- supplying common lexical phrases for different functions (agreeing, disagreeing, expressing shock, surprise, approval, etc ..) ;

✓ **Negotiation language**- in order to seek clarification and to show the structure of what we are saying. (Harmer 2001, 269-270)

In order to wage a successful language interaction, it is necessary to realize the use of the language features through mental/social processing, with the help of the rapid processing skills, as Harmer calls them (p.271). Mental/ Social processing includes three features: language processing, interacting with others, and on the spot information processing. Again, to give a clearer view of what these features include, here is a brief summary:

✓ **Language processing**- processing the language in the head of and putting it into coherent order, which requires the need for comprehensibility and convey of meaning (retrieval of

words and phrases from memory, assembling them into syntactically and proportionally appropriate sequences) ;

✓ **Interacting with others**, including listening, understanding of how other participants are feeling, a knowledge of how linguistically to take turns or allow others to do so ;

✓ **On the spot information processing,** i.e., processing the information the listener is told the moment he/she gets it. (Harmer 2001, 271).

From Harmer's point of view the capability to speak or to drive the oral communication, it is needed that participant must have ownership to the knowledge of the language features, and the ability to process information and language on the spot. Language features implicate four areas − connected speech, expressive device, lexis and grammar, and negotiation language. Supposing the speaker owns these language features, processing skills, mental/social processing will help him/her to achieve successful communication goal. Processing skills include these features - language processing, interaction with others, and on the spot information processing.

Both Bygate and Harmer agree that for a speaker in order to be ready to control a successful fluent oral production, it is required to possess knowledge of language and skill in using this knowledge. Harmer and Bygate approach the speaking from the view point of a skill that includes several elements to be considered during language teaching. Harmer makes a distinction between knowledge of language features (skills) and the ability to possess information and language on spot via mental/social processing.

According to Bygate, the skill of speaking involves production skills and interaction skills. While Harmer includes under the term language features connected speech, expressive devices, knowledge of lexis and grammar, and negotiation language ; Bygate, on the other hand, distinguishes between two devices that are involved in production skills − facilitation and compensation.

The second group of skills that Harmer distinguishes includes rapid processing skills that help speakers process the information and language on spot. These involves language processing, interaction skills and also involves routines, the type pattern of organizing utterances, and negotiation of meaning so that understanding and thus communicative goal is well achieved.

1.2   Aspects of speaking

Eventually, aspects of the speaking skill need to be closely examined and put into consideration. These aspects pose some challenges and identify some guidelines for understanding this skill and hence draw instructional activities to give learners the opportunity to synthesize their personal views and ideas through a fluent and effective way to communicate in real life situation.

1.2.1 Speaking is face to face

Most of life conversations take place face to face which allows speakers to immediate feedback, i.e., « Do listeners understand ? Are they in agreement ? Do they sympathize? (Cornbleet and Carter, 2001:16). Thus communication through speaking has many assets, such as facial expressions, gestures and even body movements.

Speaking also occurs, most of the time, in situation where participants or interlocutors are present. Such factors facilitate communication (EL Fayoums 1997:10, Widdowson, 1998 and Burns, 1998).

1.2.2 Speaking is Interaction

Speaking face to face or through telephone, to one person or small group, the conversation usually turns smoothly, with speakers offering contributions at appropriate moments, with no gaps. Speaking tasks in the right path and the right melodies like a professional singer or a well played music notes on instrument without cacophony or any kind of interruption that leads to misunderstanding. (Bygate, 1998:30 and Combleet and Carter, 2001:27).

The main feature in interaction is turn taking that consists balance in sharing words, which is an unconscious part in a conversation. Turn taking differs across different cultures, thus when facing possible communication difficulties in conversation people of different cultures and languages (MC Donough and Mackey, 2000:84).

1.2.3 Speaking Happens in Real Time

During a conversation, responses are unplanned and spontaneous and the speakers think on their feet, producing language that reflects this (Foster et al, 2000:368).

These time constraints affect the speakers' ability to plan, to organize the message, and to control the language being used. As a false start is when the speakers often begin to say something and change their mind mid way. Similarly, speakers often forget words they intended to say; or the way forget what they already said, and so they repeat themselves (Miller, 2001:27).

This implies that the production of speech in real time imposes pressures, but also allows freedoms in terms of compensating for these difficulties. The use of formulaic expression, hesitation devices, self correction, rephrasing and repetition can help speakers become more fluent and cope with real time demands (Bygate, 1987:21; Foster et al, 2000 and Hughes, 2002:76).

Revealing learners to these spoken discourse structures facilitates their oral production compensate for the problems they encounter and reward them for their effort. It also helps them to sound natural and normal in their use of the foreign language.

1.3 Speaking Sub – Skills

Many people believe that informal everyday conversation is random. Moreover, unfortunately, most of ELT course books do not deal with speaking by breaking it down into micro-skills. Instead, they often have the vague aim of ''promoting learner's fluency'' (Sayer, 2005: 14).

However, a fundamental descendant to comprehend the nature of speaking is to analyze it in terms of competencies that characterize the speaking proficiency. It is generally believed that such competencies have sort of structure, built up of different components, with some variety of interaction and interrelationship between them (Bachman, 1990 and Widdowson, 1998). Identifying these competencies will help in a way in the speaking teaching process.

Eventually, some of the taxonomies used to define speaking – skills adopt a communicative posture assuming that speaking is basically used for communication. These are mainly general models of language ability that are used to analyze speaking as well as the other. However, there are other taxonomies that are considered speaking-specific which focus on different characteristics of speaking. Referring to some taxonomies that is based on analyzing competencies underlying conversational skills.

1.3.1 Communicative competence taxonomies

Speaking is considered a manifestation of the learner's communicative competence (McCarthy and Carter, 2001:58). Therefore, sub-skills underneath communicativecompetence are addressed by several researchers as follows

1.3.1.1   The communicative competence model

Canal (1984) developed a framework of communicative competence based on an earlier version by Canal and Swain (1980). He, therefore, distinguished among four elements in communicative competence: first, *grammatical competence (GC)* which includes language rules such as vocabulary, formation of words or sentences, and pronunciation. Second, *Sociolinguistic competence* (SLC) which addresses the appropriateness in terms of form and the meaning that can vary with the status of the participants, and the objectives of the communication. Third, *Discourse competence* (DC) includes an understanding of how spoken texts are organized (cohesion and coherence of utterances). Fourth, *Strategic competence* (SC) refers to the mastery of both verbal and non-verbal communication strategies.

1.3.1.2   Conversational skills models

These conversational models require a further attempt to render the knowledge and skills underlying conversational ability. Conversational models are as following

1.3.1.2.1   Speaking As an Activity (Bygate 1987)

Bygate makes a basic distinction between the knowledge base that enables learners to talk on the one hand, and the skills that are actually involved when they are engaged in interaction on the other. Accordingly, Bygate divides speaking skills to: planning skills, selection skills and production skills.

To enable planning in an interactive speaking situation, learners need to know how **information** and **interaction routines.** *Information routines* are defined as the identification of speaking as either expository or evaluative. The principle types of expository routines are narration, description, and instruction. For example, narrative routines consist of essential components: setting; time; participants and events (Albert 2004). Evaluative routines typically involve explanation; predictions; preferences and decisions (Foster; 2001).

Actually, information routines suggested by Bygate correspond in part to discourse competence adopted by Canal and Bachman. Moreover, it is clear that they are similar to speaking genres suggested by Carter and MC Carthy (1997). Interaction routines, on the other hand Bygate included the learners' knowledge of the kinds of turns typically occurring in international situations. Eventually, this doesn't necessarily mean **knowing a text off by heart,** but just knowing expectations and possibilities can be realized in a given situation (Foster 2001).

Thus, in message planning, the underlying knowledge of routines enable learners to predict what might happen and pre – plan their contributions and interaction management skills (Bygate 1987:39).

Selection skills encompass the learners' ability to build on their knowledge base of lexis, phrases and grammar to choose how to say what they want to say. The skills related to this ability have to do with negotiation of meaning by choosing an appropriate level of explicitness and ensuring understanding on the part of the listener.

Production skills are closely related to time-bound nature of speaking. The related skills are facilitation and compensation to produce speech in real life time. Speakers can facilitate their speech production by simplifying structure using ellipsis, formulaic expression, fillers and hesitation devices, ex : « well, you see, right ». They can compensate for difficulties by using self correction, rephrasing, and repeating. Having a ready stock of these markers, speakers sound fluent even if the speaking situation is demanding (Cornbleet and Carter, 2001:61).

1.3.1.2.2 Weir (1993) and House (1996)

Weir and House draw their taxonomy from Bygate but used a quite different classification. According to their taxonomy, spoken language skills are divided to *routine skills* (R S) and *improvisation skills (I S).*

Routine skills (RS) are divided into *information routines* and *interaction routines*. The information routines are the same identified by Bygate. However, the interaction routines are further divided to gambits, i.e., a remark intended to start a conversation or mark a telling point (Oxford Dictionnairy), discourse strategies and speech acts.

- ✓ Grambits are used to firm, support and end contract. Three classes of gambits are differentiated through their focus on the previous turn (up takers), the following turn (Appealers), and the current turn (clarifiers).

- ✓ Discourse strategies reflect on how speakers make use of their knowledge of interactional structures, manipulating these in order to gain their goal (Dinapoli, 2000:1).

✓ Speech acts (language functions) used in the opening, closing, and core phases of the discourse are emphasized also by the conversational model. The improvisation skill resembles the skills included under strategic competence in the communicative competence models. It, also, involves the use of discourse processing strategies to evaluate communication effectiveness and make any necessary adjustments.

1.3.2 Integrating Communicative and Conversational Models

Obviously, the work of Bygate, Weir and House, in introducing speaking skills, is remarkable. However, these classifications can be improved by integrating them into a model of communicative competence adapted for speaking and addressing production skills. Confirming this fact, Celce − Murcia (1995:5) argues that there is a need for an updated and explicit description of language teaching areas generated with reference to a detailed sound model of communicative competence. Moreover as Louma (2004) claims, the communicative competence in highly useful in determining the definitions of what is and what is not intended to be assessed in a particular assessment procedure. What this means is that a sort of integration should be brought about between conversational models and communicative competence models.

In other words, all the models presented are benefited from to determine the identified speaking skills. Thus, a clear investigation of communicative competence model underlying skills in terms of speaking and how this relates to conversational skills models is necessary.

Procedurally based on the communicative competence model, Scarcella and Oxford (1992:154) defines the skills underpinning speaking competences in the following figure
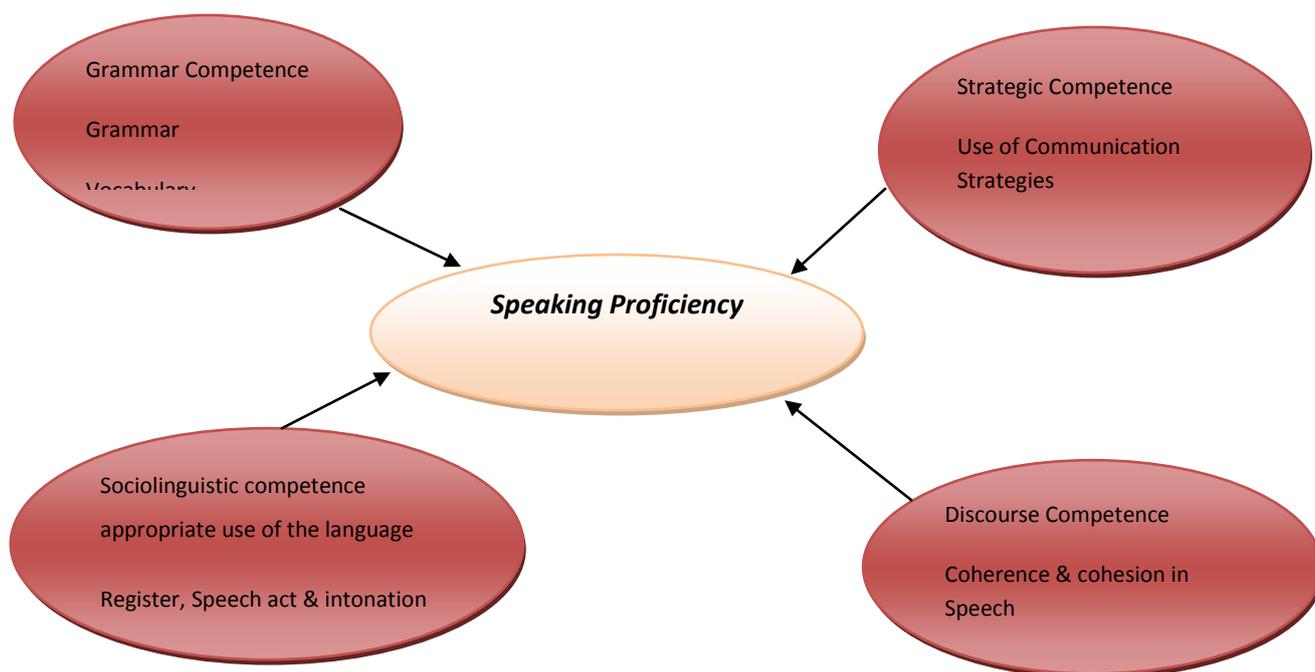
Figure.1. Skills underlying Speaking Proficiency

1.4   Purpose of Speaking

When speaking a foreign language, the first question that crosses the learners' mind is « what I am trying to achieve? ». It was argued that the purpose of speaking can be either transactional or interactional. Evidently, there are some differences between the spoken language used in both transactional and interactional discourse.

1.4.1 Transactional Discourse

Language is used primarily for communicating information language serving this purpose in 'message' oriented rather than 'listener' oriented (Nunan, 1989:27). Clearly, in this type of interaction, accurate and coherent communication of the message is important, as well as confirmation that the message has been understood. Examples of language being used primarily for a transactional purpose are: news broadcasts, descriptions, narrations and instructions (Richards, 1990:54-55). Speaking turns serving this purpose tend to be long and

include some prior organization of content and use of linguistic devices to signal either the organization or type of information that will e given (Basturkmen, 2002:26).

1.4.2 Interactional Discourse

Some conversations are interactional or in other way, they are called the interpersonal use of language. The spot where conversation is interactional with the purpose of establishing or maintaining a relationship between the speakers. It plays an essential social role in oilig the wheels of social interactions (Youle, 1989:169). Examples of interactional use of language are: greetings, small talks, and compliments. Apparently the language used in interactional mode is listener oriented. Speakers talk in this sort of discourse tends to be limited to quite short turns (Dornyeid and Thurell 1994:43 and Richards, 1990:54 -55).

However, in spite of the distinction between the two sorts, in most circumstances, interactional language is obviously connected with transactional language. This aid to facilitate the transactional tasks to be done and to take place in the speaking skill through keeping good social connection with others. That is to say, we can indicate that speakers do one thing doing another (Brazil, 1995:29). So both purposes can be viewed as two aspects of spoken interaction.

Analysing speaking purposes more precisely, Kingen relates both, the transactional and interpersonal purposes of speaking into an extensive list of twelve categories as follows

1) **Personal** – expersonal feelings, opinions, beliefs and ideas.

2) **Descriptive** – describing someone or something real or imagined.

3) **Narrative** – creating and telling stories or chronological sequenced events.

4) **Instructiv**e – giving instructions and providing interactions designed to produce an outcome.

5) **Questioning** – asking questions to obtain information.

6) **Comparative** – comparing two or more objects, people, ideas, opinions to make judgements out them.

7) **Imaginative** – expressing mental images of people, places, events, and objects.

8) **Predictive** – predicting possible future events.

9) **Interpretative** – exploring meanings, creating hypothetical deductions, and considering inferences.

10) **Persuasive** – changing others opinions, attitudes, or point of view, or influencing the behaviour of others in some way.

11) **Explanatory** – explaining, clarifying and supporting ideas and opinions.

12) **Informative** – sharing information with others.   (2000:218).

1.5   The Relationship Between Speaking and Other Language Skills

Based on what is stated by Edge (1993, p.106) « ...analysing the language into skills gives us more ways of meaningfully focusing our teaching and motivate our learners ». dividing the four language skills (reading, writing, listening and speaking) and distinguishing them into two productive skills (writing and speaking) and two other receptive skills(reading and listening),   relief the teacher to vary between them , focusing on the skills that fulfil the lectures' objectives which is established for the teaching procedure of the aural/oral method for its part. Thence speaking could not stand alone as a way to teach the second language, speaking is one rib from the language ribs; it integrates all of the skills that aid the learners to practice the language correctly in all the aspects and the situations. As a result, speaking may share a very close relationship of communication with listening more than any other language skill.

1.5.1 Speaking vs. Listening

Listening skill can be defined as the act of hearing attentively. It is also an active process in which individuals focus on selected aspects of oral aspect to gain meaning from passage,

when we listen we use our ears to receive individual sounds (letters, stress, intonation, rhythm and pause). For instance, listening is the absorption of the meanings of words and sentence by the brain. It leads to the understanding of ideas and facts, as an important activity, it takes attention through sticking to the task at hand in spite of distraction. Learners, accordingly, spend 20 percent of all school related hours just listening and for those hours spent in the classroom, the amount of listening activity can be almost 100 percent (100%).

Bohns (1995, cited in Lynch 2009, p.115) stated ''as the main aim of teaching listening is to prepare the students for real life social interaction. It is imperative that developing listening is seemed as combination with developing speaking. Learners of foreign language cannot master speaking without listening to the pronunciation of this language''.

Furthermore, Lynch (2009, p.115) states that « the role of listener and speaker alternative in real conversation ». Hence, foreign language learners, whether speakers or listeners tend to have special abilities, each skill integers on the other skill to achieve a fluent, correct conversation. Anderson and Lynch (1988, p.15) argue that''A carefully prepared L2 utterances is only a useful aid communication. If the speaker can deal effectively with the replies he receives for the L2 learner in conversation, he needs to be skilled as both speaker and listener''.

In order to develop the listening skill, teachers are asked to make their learners in touch with the listening activities because it does not only help them to understand the meaning of the words. It also helps them to speak clearly without any hesitation, and give them the ability to pronounce words properly. This makes their speech easier so speaking will be successful.

To put it in a nutshell, speaking and listening go together like best and friend. If learners want to be fluent in speaking, they must be active in listening.

1.6 Learners' Problems In Speaking

The use of English as second language (ESL) or foreign language (EFL) in oral communication is, certainly, one of the most common but high complex activities necessary to be taken into account in teaching the language especially because we are living in a world where using English fluently is a must case, especially those who want to go further in their careers. Some learners find/ encounter real difficulties in dealing with the English language. Particularly, when they find themselves obliged to use it in speaking; even though they know its rules, but they unconsciously find themselves unable to make a distinction between this knowledge and its use. There are so many language experts who expect that language speaking problems will appear if there is inappropriate between exception and reality. According to Ur (1996), there are many factors that cause difficulty in speaking foreign language in the classroom.

1.6.1 Inhibition

Unlike reading, writing, or listening activities, learners feel worried about making mistakes. They are inhibited about trying to say thing in foreign language in the classroom. Learners fear simply from criticism, also they get embarrassed if their pronunciation or way of speaking is wrong in front of their classmates. Those fears are the reason of why most of the learners fail in communication using English language. Ur (2000) claims that Learners inhibited about trying to say things in foreign language in the classroom worried about making mistakes, feel full of criticism or loosing face, or simply shy of attention that their speech attracts. (p.111).

Learners feel stressed when they are asked in front of everybody in the classroom to practice speaking, this will lead them to lose their self-confident.

1.6.2 Nothing to say

Even if they are not inhibited, the teacher may hear them complain that they cannot think of anything to add or say as developing the idea of the topic given by the teacher. This because

of the lack of motivation in expressing themselves. River (1998, p.192) says," The teacher may have chosen a topic which uncongenial to him about which he knows very little and as a result he has nothing to express, whether in the native language or foreign language".

This problem is due to the lack of vocabulary about certain topic that may help the learners to develop their ideas and thoughts. Furthermore, some learners are not interested to discuss the given topic.

1.6.3 Low or Uneven Participation

This problem is related to the large classes, i.e.; that each one will have very little time talking. Thus, this difficulty is assembled with some learners to dominate, while others speak very little or not at all.

In line with Bowman et al (1989, p.40) says,'' Traditional classroom seating arrangements often work against you in your interactive teaching". Overcrowded classes as pedagogy is against the learners' need especially in such activities like speaking, so having small groups to give the opportunity to everyone to try to give his/her best in expressing themselves and their ideas without hesitation. This could motivate learners as well as teachers.

1.6.4 Mother Tongue Use

 It looks naturally for the learners who share the same mother tongue, to use it as bridge to express their ideas easily and fluently without having that pause in speaking. Therefore, most of the learners are not disciplined in using the target language in their learning process. Becher and Westup (2003, p. 12) state, "barriers to learning can occur if student knowingly or unknowingly transfer the cultural rules from their mother tongue to a foreign language ".

Learners are like babies in the foreign language learning process, they may run away from the things that are hard to pronounce or things they are not sure from, maybe they have the correct idea but they face difficulties in ordering the words to make it sound correct. So they find themselves using their mother tongue as a lifeline.

Comprehensively, the learners' difficulties in speaking English are that the environment does not support the students to speak English frequently. The environment here means that people outside the classroom. Those people may think that the learner just wants to show off when they express themselves using English in a daily conversation. Criticisms that may learners get or face make them lose their self-esteem to improve their speaking. Since the students do not want to be rejected by the people around them so this directly unable them to communicate in English outside.

1.7 Teaching Speaking

Many L2 learners regard speaking ability as the measure of knowing a language. These learners defines fluency as the ability to engage in conversation with other, much more than the ability to read, write or comprehend oral language. They consider speaking as the most important skill they can acquire, and they assess thin progress in terms of their accomplishments in spoken communication.

Language learners need to acknowledge that speaking involves three areas of knowledge as follows

- **Mechanics** (pronunciation, grammar, and vocabulary), through using the suitable and the correct words in the right order with the appropriate pronunciation.

- **Functions** (transition and interaction), knowing when making the message clear is essential (transactional/information exchange) and when the exact understanding is not demanded (interaction/relationship building).

- **Social and Cultural rules and norms** (turn – taking, rate of speech, length of pauses between speakers, relative roles of participants), understanding how to take into consideration who is speaking to whom. In what circumstances, about what, and for what reason.
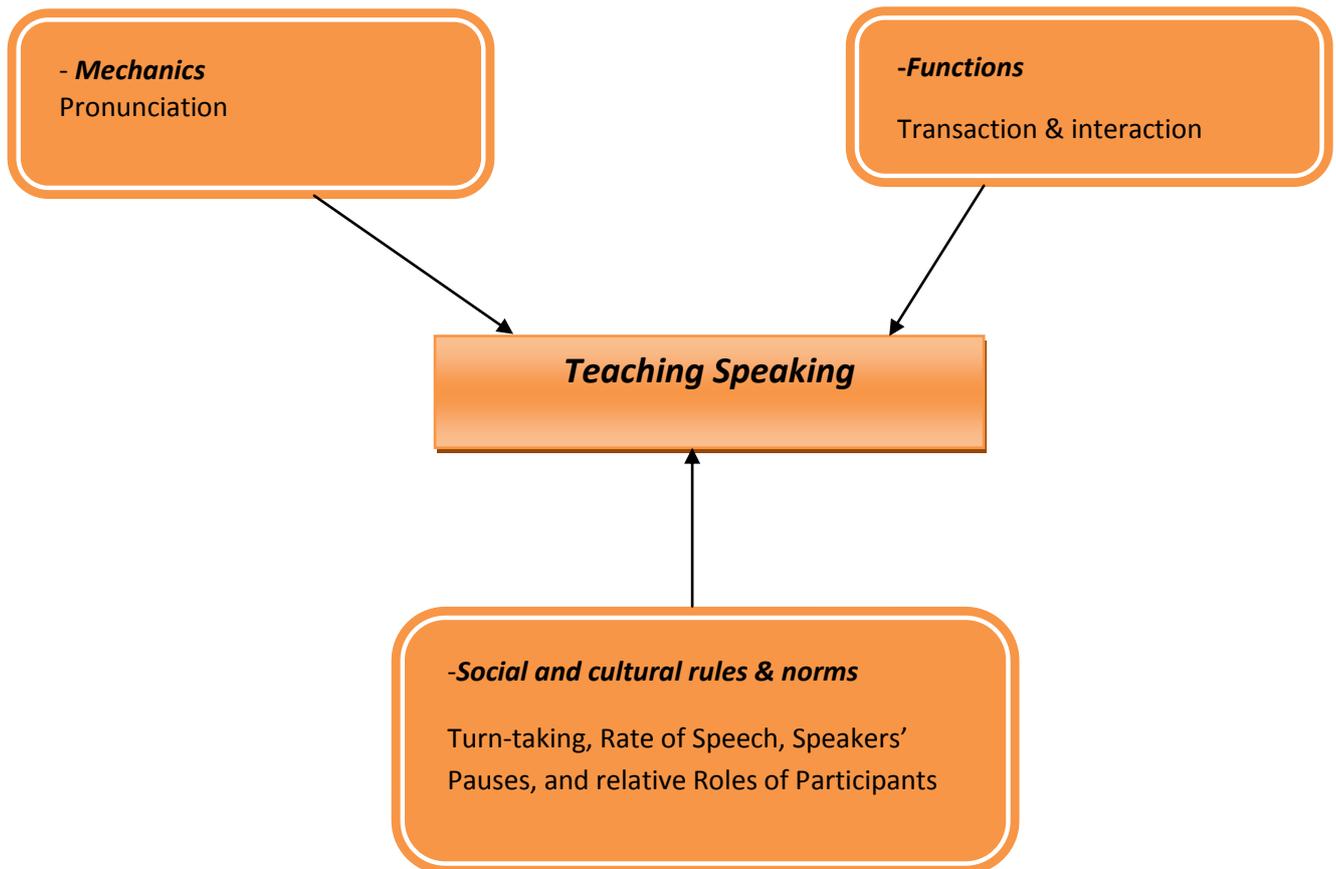
Figure.2. Areas of Knowledge of Speaking

In the communicative model of language teaching, instructors aid their students' progress in this unified collection of knowledge by giving reliable practice that prepares learners for real life communication situations. They aid learners develop the competence to produce grammatically correct, logically linked sentences, that are suitable to specific context, and to do so using worthy (that is, comprehensible) pronunciation. (British Journal of Arts and Social Sciences).

1.7.1 Activities to Teach Speaking

The goal of teaching speaking skills is communicative efficiency. Learners should be able to make themselves understood, using their current proficiency to the fullest. They should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary, and to observe the social and cultural rules that apply in each communication situation. Teachers can

use different activities, which involves preparation, presentation, practice, evaluation, and extension to establish a context for speaking field. O' Malley and Pierce (1996, p.59) according to the American Conical of Teachers of Foreign Language (ACTFL) suggest, "Different kinds of speaking activities are appropriate at different levels of proficiency". Therefore, English learners need to practice more in the classroom so they find themselves able to express their ideas and feelings using the foreign language. Thornbury (2005, p.26) suggests three stages in teaching speaking skill. The primary stage is awareness (i.e.; to be aware about the features of the target language). The second stage is appropriation that means the combination of the elements of language features into learners' existing knowledge. The third stage is autonomy, which refers to the capacity to use language on their own manner. Additionally, Thornbury (2008, p.41-111) has mentioned so many types of activities for the latter stages in which effective teaching takes place.

1.7.1.1   Awareness

Learners do not know sometimes what to say or how to answer appropriately to a difficult task or to give their opinion about a given topic, that certainly, inhibits their fluency and create gaps in their knowledge. Awareness is an activity, which helps learners, overlap these gaps in their speaking process. This activity includes three prcesseses: attention, noticing, and understanding.

1.7.1.1.1 The Use of Record

Instructors must progress their learners' awareness through introducing them to examples in speaking situation. This may be transcribing to authentic conversation, which covers the cultural background of the target language for example, the BBC program (The English We Speak) which contains all of the awareness's sorts such (idioms, new expressions, fluent pronunciation.etc...).

1.7.1.1.2 Live Listening

Teachers are asked to practice speaking inside the classroom so the learners will be in harmony with the teacher's speech and pronunciation. That is to say, the instructor can talk in harmony with the learners' understanding level, so that the learners will feel comfortable to ask questions and get involved with the classroom sheerness weather.

1.7.1.1.3 Notice the Gap Activities

Learners need to raise the awareness by themselves to progress their consciousness level, and recognize the difference between their current competence and the target competence. This will happen only when learners are asked to perform certain speaking task and then listen to the original one; here they could reduce their weaknesses by themselves. Leaving them notice their mistakes by themselves from time to time, will surely build their quick attention to the things they may hear.

1.7.1.2   Appropriation

Appropriate presents learners with the favourable circumstances to obtain greater control over their own speaking. Controlled practice is repetitive practice of making language objects fit where the possibility of making mistakes is minimized.

1.7.1.2.1 Drilling and Chants

❖ **Drilling**

Drilling is an exercise of repeating certain words, phrases and utterances. It is a very serviceable technique since it draws mental focus to samples of material that learners might not otherwise have registered. Based on what is stated by Browen (2000, p.272) "drills offer students an opportunity to listen and to orally repeat certain string of language that may pose some linguistic difficulty- either phonological or grammatical". In drilling activity, learners are asked to repeat what the teacher said.

❖ **Chant**

Playing computer games and listening to songs aid learners to pick up many ideas, words and idiomatic expressions which are the basics of chants because they are considered to be more memorable than drills.

1.7.1.2.2 Milling activities

Concentrating on the question « would you ever..... ? » as an activity to enhance learners to ask a group of other learners questions that need giving points of view to complete a survey.

1.7.1.2.3 Reading Aloud

Reading aloud is the natural next step between writing and speaking. It helps learners to listen carefully and have an over look to the importance in the aspect of pronunciation like: stress and intonation. Reading aloud is necessary for the language learners to notice and mark the main stressed words and separate each utterance to a meaningful blocks (chunks).

1.7.1.2.4 Assisted Performance and Scaffolding

Thorbury (2005, p.71) cites "sociocultural theory argues that the appropriation of a skill is achieved through the mediation by a 'better other' − what is sometimes called assisted performance. Assisting performance through scaffolding and other timely interventions is well documented in L2 learning". It is when the instructor builds on the contributions of learners during open class, such as during the opening speech of a lesson or when requesting views about a text that has been read, or also when answering questions about grammar.

1.7.1.2.5 Communication Games

In these kinds of activities, instructors use some games to encourage learners and motivate them to get involved into social interaction. They tend to use the oral production of the target language. O'Malley and Pierce (1996, p.61) call these activities 'information activities' they define them as the capability of one learner to give information to the others or using body language (actions) to name an object.

1.7.1.3 Autonomy

Thornbury (2005, p. 90) states "autonomy is defined as the capacity to self- regulate performance as a consequence of gaining control over skills that were formerly other-regulated" these are some activities , instructors apply to progress the learners autonomy, they listed as follow

1.7.1.3.1 Role Play

In role-play activity, learners wear a fictional character role according to a topic they desire to treat; it could be social, comedy or a movie scene. Learners learn how to create their own topics through talking and acting. Byrne (1986, p.117-118) says «Role-play, like other dramatic activities, involves an element of let us presented (....) we can offer the learners two main choices, a- they can play themselves in an imaginary situation (....) b- they can be asked to play imaginary people in an imaginary situation".

1.7.1.3.2 Problem Solving

This activity, the teacher gather learners and ask them to find solution to problems in different tasks. Problem solving as an effective activity that gives the chance to the learners to use the language in communication. In line with Barken and Gaut (2002, p.160)"A problem-solving group is a group of people who work to gather to solve a problem, reviewing the information, and making a decision based on their findings".

In problem solving activities, learners tend to progress their awareness of how to deal with certain issue and how to engage with others.

1.7.1.3.3 Discussion

In this activity, learners feel free to give their opinions. They can speak freely without any control. The teacher gives his/her learners the opportunity to speak and discuss or even debating about a choosing topic. He gives them enough time and space to obtain this activity. Thornbury (2005, p.73) states, "the most of the teachers agree that the best discussion in those

raise naturally students speak either about something personal or about the topic of the course book to raise discussion".

1.7.2 Strategies For Developing Speaking Skill

In communicative output, the learners' main purpose is to complete a task, such as obtaining information, developing a travel plan, or creating a video. To complete the task, they may use the language that the instructor has just presented, but they also may draw on any other vocabulary, grammar, and communication strategies that they know. In communicative output activities, the criterion of success is whether the learner gets the message across. Accuracy is not a consideration unless the lack of it interferes with the messages.

In everyday communication, spoken exchanges take place because there is some sort of information gap between the participants. Communicative output activities involve a similar real information gap. In order to complete the task, learners reduce or eliminate the information gap. In these activities, language is a tool, not an end in itself. In a balanced activities approach, the teacher uses a variety of activities from these different categories of input and output.

Learners at all proficiency levels, including beginners, benefit from this variety; it is more motivating, and it is more likely to result in effective language learning. Learners often think that the ability to speak a language is the product of language learning, but speaking is also a crucial part of the language learning process. Effective instructor teaches his/her learners speaking strategies – using minimal responses, recognizing script, and using language to talk about language. Which they can use to help themselves size their knowledge of the language and their confidence in using it.

1.7.2.1   Using Minimal Responses

Language learners who lack confidence in their ability to participate successfully in oral interaction often listen in silence while others do the talking. One way to encourage such

learners to take place in communication and participate is to aid them build up a stock of minimal responses that they can use in different types of exchanges. Such responses are usually useful for beginners. Minimal responses are predictable, often idiomatic phrases that conversation participants use to indicate understanding, agreement, doubt, and other responses to what another speaker is saying. Having a stock of such responses enables a learner to concentrate on what the other participant is saying without having to simultaneously plan a response.

1.7.2.2   Recognizing Scripts

Some communication situations are associated with a predictable set of spoken exchanges (script). Greetings, apologies, compliments, invitation, and other functions that are influenced by social and cultural norms often follow pattern or scripts. So do the transactional exchanges involved in activities such as obtaining information and making a purchase. In these scripts, the relationship between a speaker's turn and the one that follows, it can often be anticipated. Instructors can help students develop speaking ability by making them aware of the scripts for different situations do that they can predict what they will hear and what they will need to say in response. Through interactive exercises, teachers can provide their learners with different tools to make them practice in managing and varying the language those different scripts contain.

1.7.2.3   Using Language to Talk about Language

 Language learners are often too shy to say anything when they do not understand another speaker or when they figure out that a conversation partner has not understood them. Instructors can help learners overcome this difficulty by assuring them that misunderstanding and the need for clarification can occur in any type of interaction, whatever, the participants' language skill levels. Teachers can also provide learners strategies and phrases to use for clarification and comprehension check.

Encouraging learners to use clarification phrases in class by responding positively when they clarify, will give them the courage to engage at any level of conversation without being afraid of failing. Also teachers are able to create an authentic practice environment within the classroom itself. This will lead learners to gain confidence in their ability to manage the various communication situations that they may encounter outside the classroom.

1.8   The role of the teacher

Being a teacher is not an easy job to be successful in. It is a serious field full of responsibility, conscience and faith. It is a path that takes a real, pure person who is able to transfer the teaching message, as it should be transferred.

Like most teachers, the first important role of the teacher is to create suitable atmosphere to achieve certain learning process objectives. Hence the learners find themselves at ease and comfortable. Foreign language teachers generally and English language teachers precisely must work with their students from a broad range of cultural backgrounds. This unlikeness gives a great chance to use the language correctly and to share its knowledge and ideas. There are certain typical duties that may introduce a small overview about the teacher's role which are presented as the following: lesson plan that must meet the curriculum standards and the learners' needs, searching and reading books and materials in preparation for the class, preparing and modifying activities which complte the objectives of the lesson to be taught, grading tests, reports and other assignments and meeting with the learners' parents and other teachers to discuss the learner's progress.

The role of the teacher may change according to the lesson and its main goal to help students learn better. The teacher can be an example, an organizer, a motivator and most importantly he/she could be the one who is able to give life to the classroom atmosphere with his/her humour sense that it is mixed with seriousness and simpleness.

According to the U.S. Bureau of Labor Statistics' 2016-17 Occupational Outlook Handbook, the median national annual salary for the English language and literature teachers, postsecondary is 60,160 Dollars. Actual salaries may vary greatly based on specialization within the field location, years of experience and a variety of other factors either. (Google)

Conclusion

This chapter has been a key in the sense that it indicated a very important information, focusing on the main concepts of the current study.

Speaking as a fundamental skill was defined, and its theories and components skills were analyzed and a need was established to progress these skills in a formal and ordered manner that guarantee the use of these skills during real time performance. Therefore, discussing some learners' problems in learning the speaking skill, in addition how to heal their weaknesses through using set of professional activities from the teacher so they will be fluent.

Chapter Two

Pronunciation

Introduction

As the spherical character of the English language is strengthened every day, if it is not every part of the day, a great number of its speakers nowadays start realizing that the necessity of English grammar and vocabulary are lately getting overshadowed by the desire to sound more clear and being understood especially when it comes to make an international conversation effective in terms of its clearness and intelligibility. EFL learners need to be involved in situations where they are able to face such an international conversations fluently. EFL classrooms do not manage to encounter a way of mastering their pronunciation skills. Pronunciation is the production of sounds that we use to make meaning. It considered as a pillar   in learning a foreign language. Learners with a good pronunciation in English are more likely to be understood even if they make errors in other areas, whereas learners whose pronunciation is difficult to be understood, even if their grammar is perfect. These kinds of learners may endeavour speaking in English. Teachers must focus more on teaching pronunciation and social interactions, so their learners will be able to produce their ideas and thoughts in well-pronounced way (fluently).

The aim of this chapter is analysing the field of pronunciation from the most important angles; definition of pronunciation, the elements of pronunciation, factors influencing pronunciation and the necessity of teaching pronunciation inside the classroom through choosing the suitable aspects that should be taught. In addition, this chapter is going to deal with some theories about teaching pronunciation and learning strategies, trying to discover what problems do learners face in this field, and what kind of English to teach (Standard English and Received pronunciation).

2.1. Definition of Pronunciation

Based on what is stated in the Oxford English Dictionary, pronunciation is defined as: ''the way which the words of a language are made to sound when speaking. It is also the act or

result of producing the sounds of speech including articulation, stress, and intonation, often with reference to some standard of correctness or acceptability''.

Pronunciation points to the production of sounds that we use to construct meaning. It involves alertness to the partial sounds of a language (segments). Elements of speech further away the level of the single sound, such as intonation, phrasing, stress, timing rhythm (suprasgmental aspects), the way how the voice is protruded (the voice quality), the light converge to gestures and expressions which are really closely to the manner we speak a certain language. Each of these aspects is considered as an outline to a further study which has given this last an important portion in defining pronunciation (Adult Migrant English Program Research Centre, 2002, p.1).

2.1.1. The Aspects of Pronunciation

A wide definition of pronunciation contains both suprasgemental and segmental structures. In spite of the fact that these aspects should be analysed and treated separately without neglecting that the importance of these features takes place when they are combined so that the speaking operation occurs correctly. The theory treated here is necessary for the teachers more than learners for that reason; they comprehend how these different aspects are manipulated, whereas, learners do not need to cover the aspects in depth because practicing is the essential activity that concerns them most.

2.1.1.1 Suprasgemental Aspects of Pronunciation

✓ **Stress,** refersto the prominence important given to certain syllables within words, and to certain syllables or words within utterances. It is captured by volume, force, pitch transfer and syllable length, as well as, is often observed when someone uses hand movements and gestures when he/she is talking.

One noticeable feature of English is the reduced nature of unstressed syllables. Thus, not only are stressed syllables longer, louder, more forceful and at a different pitch. But unstressed ones are often different in quality. (Clennell, 1997)

It is pretty clear that stress which is so common in English that they are not only longer, louder, and powerful at different gummy. Though, they are different in quality. This made English so different from other languages. As it is stated by Clennell (1997), stress is essential at three different levels

- Word level – multisyllabic words have one or more syllables that are stressed.
- Sentence level – which most essential words tend to be stressed.
- Contrastive stress – the most important words carry greater stress.

✓ **Intonation,** or change of pitch, is decisive in signalling speakers' meaning, uniquely interpersonal attitudes. Pitch changes are deeply associated to stress. In order to endeavour the unsuitable transfer from the learners' native language (mother tongue), learners will be in need to acquire new intonation patterns, because intonation patterns are considered to be language specific.

Clennell (1997) states that two major approaches to intonation theory: *the grammatical approach*, which relates intonation to grammatical functions. It is settled as an approach that light converges the link between intonation and attitude. Along with the *discourse approach*, which directly underscores speakers and their own intentions in longer, stretches of discourse. Some major functions are identified by Clennell which are considered as an important intonation tips for learners

- Information marking (prominent stress)
- Discourse marking (given/new)

- Conversational management (turn-taking/collaborating)

- Attitudinal or affect marking (mood/feeling)

- Grammatcial/ Syntactic marking (clause boundaries/word classes)

- Pragmatic marking (illocutionary force/ intention of the speaker).

The manner in which intonation operates is greatly/extremely intricate (complex), in addition to that, teachers obviously cannot cover the theory in depth or explore comprehensively with learners; nevertheless, this operation determines some simple and well identified patterns that can be explored and practiced even for beginner learners.

✓ **Features of connected speech:** in English, the connection of sounds between words in a form that is quite distinctive from that of other languages, and these structures help the learners and teachers to handle the patterns of stress, and pitch change conversed. There are so many examples of consonant and vowel linked consonant-consonant link. These linking devices should not be ignored, because they directly help EFL learners to obtain the breathy, choppy delivery that can be covered in the operation of communication and this is so good for Arab EFL speakers according to Celce-Murcia, Brinton and Goodwin (1996).

2.1.2.2 Segmental Aspects of Pronunciation

Many beginner learners may face difficulties in foreign language pronunciation with particular sounds in particular positions for example 'word final /z/ /s/ /iz/' which may take a long time for them to learn and also a huge efforts from the teachers to make it easier for their learners to practice, every teacher has a way to solve this kind of issue and improve EFL learners to control language sounds and their positions.

Learning to pronounce certain sounds of English in natural speech is an essential part in learning the right pronunciation. Since there are so many good references that cover the very

detailed parts in phonology and English pronunciation. Introducing a brief overview which consists the necessary information about this aspect.

Fraser's (2001) handbook for teachers establishes some useful background considering the difficulty that learners face in conceptualising sounds in spoken English. These difficulties may be so confusing for learners who are trying to use the appropriate English pronunciation in everyday life.

The English sound system is constructed of phonemes, or individual sounds which lift the spirit and potential to create meaning and these may be vowels, diphthongs (combinations of two vowel sounds) , triphthongs (combinations of three vowel sounds) or consonants. These sounds are made up to train the EFL learners and especially beginners on how to use these sounds in practicing their tongues in different parts of the mouth. Besides that Underhill (1994) presents friendly-description of the English sounds to the teachers, and stipulates them with a phonemic chart arranged correspondingly to how they are constructed and made up in the speakers' mouth as well as these sounds are represented and used in English dictionaries. It is very useful and serviceable for teachers to become familiar and acquainted with the script, and with examples of how it is used.

Table.01: Reprinted from Sound Foundations 1994 by Adrian Underhill with permission of Macmillan, UK

iː	ɪ	ʊ	uː	ɪə	eɪ		⤫
e	ə	ɜː	ɔː	ʊə	ɔɪ	əʊ	
æ	ʌ	ɑː	ɒ	eə	aɪ	aʊ	
p	b	t	d	tʃ	dʒ	k	g
f	v	θ	ð	s	z	ʃ	ʒ
m	n	ŋ	h	l	r	w	j

✓ **Consonants and vowels**

Consonants are produced by causing a blockage or partial blockage in the mouth, thus they differ from each other, and these are usually reported in terms of

- Where the sound is reported in the mouth, or the place of articulation

- How the sound is made , or the manner of articulation

- Whether or not the vocal cords vibrate or voicing (Underhill, 1994 and Roach, 1991).

It is required and necessary for teachers to be aware of how and where the sound is made, so here learners will find this knowledge helpful, even though learners will only produce sounds clearly through attentive and careful listening and drilling. The separation between voiced and unvoiced sounds is often more intelligibly perceived in the volume of aspiration. Consonants may come together in English to take the shape of clusters that could constitute specific obstacles for learners.

In line with Underhill (1994), **vowels** are mainly described in terms of

- Length, although remember that length depends on stress, and that even short vowels in English may seem rather long when stressed

- The position in the mouth in which they are made (in terms of their position from high to low and front to back)

- The degree to which the lips are rounded, spread or neutral.

English may have so many vowels than the ones used by learners in their first language, so that learners need to be in touch with certain activities to practice listening to vowel sounds and tend to use them correctly and carefully, in addition to that they should learn how to distinguish between them, as well as where in the mouth they try them.

✓ **Voice quality:** Pennington (1996) notes that the voice quality is the aspect of prosody, i.e., the study of rhythm, intonation, stress, and related attribution speech which spans

the longest stretches of speech and underlies all other aspects. This will directly lead to that all other aspects of pronunciation (segmental and suprasegmental) are made within the limits of the voice quality.

The voice quality could be the basic form in communication of emotion, mood and attitude, so listeners' reaction will give a certain impact, which could be positive or negative about the speakers' speech through his/her voice quality that certainly helps the EFL learners to be well understood with a fluent pronunciation. Consequently, voice qualities are different from speaker to another; it may be harsh voice, tense voice, breathy voice, and whispery voice, creaky and lax-creaky voice. However, each voice quality may give the listener hints about the speakers' fluency.

✓ **Gestures**

Movements and body gestures have been considered as an important tip in getting the listeners' attraction, and involve him/her in the conversation with all attention. Gestures make us as speakers closely and deeply in touch with the way we speak; every single word we say along with a movement from our bodies may have a powerful/powerless impression, which is drawn there in the listener's reaction. Teaching pronunciation extremely underscore gestures' training linked with English speaking tips and habits, which may help learners develop their awareness when they are taking turns in certain conversation to the speakers' body language and how to improve theirs, which also can help them to concentrate/ focus on the stress and the rhythm.

2.2 Factors Influencing Pronunciation

Learners differ in obtaining agreeable knowledge of English Language. Some are able to practice it in few months and other learners cannot reach the same level within few years. This last will lead researchers to look for noticeable factors, which influence overtaking English pronunciation.

As it is marked by Shoebottom (2012), certain number of these factors can establish a reasonable impact on acquiring pronunciation skill successfully which really needs a hard work and training to reach it. However, pronunciation training and practice do not neglect the simple or complicated and takes time. Without reference to specific details, factors influencing pronunciation can be classified into two main categories, internal and external.

2.2.1 Internal Factors

These factors play a huge role in making pronunciation-learning phase easy, comfortable and swift beside that, these factors are considered as spiritual into learner's individual language.

- **Age:** It is demonstrated that children/ junior learners are gifted in terms of acquiring and learning EFL since their minds are fresh and always ready to gain and practice. However, adults are able to accomplish an agreeable advancement in obtaining pronunciation skills efficaciously if only they are motivated and hard workers.

- **Personality:** Generally, learners who focuses more and primarily on their own mind and feelings (introvert learners) are clearly seeing themselves not able express what they want to orally; they are afraid even to seek for any chance to speak themselves out and express their ideas and feelings. On the one hand, learners who are outgoing and sociable seem courageous to take the step toward expressing themselves and looking for a part in every conversation they tend to face, neglecting their mistakes and never afraid of doing them, they are precisely the one who are able to gain and practice pronunciation skills anytime and anywhere.

- **Motivation:** When the learner is motivated, he/she tends to learn better. However, motivation aroused by external rewards is called extrinsic motivation, which is often used to increase learning progress for example; learners who need to study English in order to get a better job or to communicate with relatives who live in English

speaking country are able to develop their capability to speak and pronounce fluently. In addition to this, learners who are simply motivated by the satisfaction of learning are also likely to achieve better results.

- **Experience:** Learners who are attached to daily English pronunciation practice through being in touch with foreigners (English speakers) and have already been exposed to some daily listening activities (internet chatting room) have the opportunity to be more fluent and good speakers with a clear pronunciation rather than those who are not encountered themselves in such environment.

- **Cognition:** some linguists that learners with stronger cognitive capability, which they correctly use it, can lead them to faster and effectual progress rather than others who are incapable cognitively believe it.

- **Native Language:** Learners who belong to a family where their native language is closely related the the language they want to acquire have a greater chance than those learners who attempt to master a language from a family group that is so different from their mother tongue. (Shoebottom 2012)

2.2.2 External Factors

These factors differ from the internal ones due to their special characteristics, which are dealing with a particular language-learning situation.

- **Curriculum:** Expose EFL learners to their suitable coursework has a crucial value that will help them fulfill their studying needs.

- **Instruction:** Instructors' teaching skills and abilities play a huge role in terms of learners' language development, which can help them to be more active and careful. In addition to this, instruction also leads EFL learners to be more curious in learning.

- **Culture and Status:** Lernears whose culture ownerships a lower status than the culture whose language they are uncovered to achieve the language skills slower.

- **Motivation:** It believed that learners who are supported and motivated by their families and teachers to develop their language learning generally and pronunciation skills specifically extend an important success and career.

- **Access to native speakers:** Learners who are able to arrange meetings with native speakers tend to leave their fears behind to communicate and open conversation without being afraid of making mistakes. Native speakers stipulate a linguistic model and a suitable feedback for the learners. (Shoebottom 2012)

These factors whether internal or external can be helper or crippler for the EFL learners in terms of acquiring and learning pronunciation.So that, learners will be categorized according to their own abilities and the environment's influence around them.

2.3 Including Pronunciation into the Classroom

Incorporating pronunciation into the classroom as a teaching aspect is considered to be a significant step to improve EFL learners abilities in taking turns at any kind of communication where they exactly tend to use the English language so they can be more fluent and comprehended. Teaching pronunciation leads learners to practice listening more than any other activity or aspect because listening is an important phase in being fluent. The more they listen the more they pronounce good so that will help them to encourage themselves to forget about the fear of making mistakes inside and outside the classroom. Teachers as a model for their learners are the ones who are capable to get their learners' attention through drawing some of pronunciation activities into the class following some teaching instructions, which help them to reach a successful result in making learners fluent.

2.3.1 When to Teach Pronunciation

Teaching pronunciation needs organization and well planned lessons to improve learners' pronunciation. According to Harmer (2005,p.186), teachers are asked to be fully concentrated on how to deal with the task and make a plan to when and how including pronunciation teaching in an English lesson is crucial. Different options are stated by Harmer to help teachers in their decision.

- **Integrated phases:** Pronunciation task here is going to be a part of lesson. However, teacher may include this task in certain activities such as listening activity where learners in one hand deal with listening as a way to investigate pronunciation aspects like sounds, intonation and stress. In the other hand, learners may pay attention to how native speakers are pronouncing such words and phrases and try to imitate them.

- **Whole lessons:** Teaching pronunciation through using this option does not mean that teachers are asked to use the whole session focusing on training pronunciation. Learners here may be devoted to some listening activities or vocabulary stock before dealing with pronunciation. Furthermore, concentrating on pronunciation sounds only is not an accessible way to drive learning in this phase successful, it is rather recommended to practice connected speech, sentence stress and intonation so the operation will take the whole advantage and learners will be able to deal with pronunciation task as a whole.

- **Discrete slots:** Learners welcome being not annoyed with pronunciation training for so long, they prefer dealing with this task as separate parts into English lessons because it is highly proved that this option is very popular among EFL learners so they find it beneficial and a way of refreshing an English lesson.

- **Opportunistic teaching:** This option is directed to pointing out to the pronunciation problems that have arisen while taking the course is considered as a helpful technique

to introduce one of pronunciation activity into the classroom. Taking a minute or two devoted to pronunciation is not harmful but it is a good way to look for fluency in communication. (Harmer 2005, p.186-187)

As a researcher of this topic, integrating pronunciation into an English class is an essential part of communication for the EFL learners so they can be able to receive what is necessary to learn in terms of pronunciation field in a certain time without feeling any kind of boredom. Additionally, this topic's researchers tend to use the integrating phase in their class for the sake of cooperation pronunciation task with other skills like listening and dealing with a noticeable amount of vocabularies which may help teachers and learners to win time and improve learners' abilities in terms of listening training which is an important step in pronunciation progress. In addition to this, vocabulary stock aid EFL learners to gain more words to fill their baggage, which is crucial when learning English.

2.3.2 What Pronunciation Aspects to Teach

Pronunciation aspects as a whole are a very wild task to share. It is considered to be a portion of communication in modern English teaching. So teachers here are enquired to establish the necessary aspects to be taught which includes the main characters used in English class to introduce pronunciation field. Phonemic charts is one of the important features in teaching pronunciation. However, getting an idea about phonemic symbols makes it easier for EFL learners to read words even without hearing it and this does not neglect the fact that listening is essential anyway. In addition, pronunciation areas are another important aspect to be focused on. Taking Harmer's theory (2005, p.187-198) into consideration, teaching pronunciation of sounds, word stress, sentence stress, intonation and connected speech are crucial pronunciation areas which teachers are asked to follow and help their learners to give heed to.

Pronunciation features are teachers' weapon, which they tend to use in their class; it depends on how and when they use it according to their learners' needs. Therefore, teachers should pay their learners attention that pronunciation task and its features are just one direction from the long path which they must take if they want to improve their level in using English fluently and correctly in terms of pronunciation so they can be well understood and they will be able to take a part in each communication situation without feeling hesitated or unsure.

2.4 What Kind/Variety of English to Teach?

When it comes to what English variety to teach or to use inside EFL classrooms, a lot of discussions have been exposed so that they can establish the best variety to use and to be taught for foreigners. So many reaserchers like Farrel and Martin (2009,p.2) states that the issue is ambiguous in terms of how English might be taught. Thus far it might be known and believed that it is the standard variety of English which must be taught and used by the instructors, it is so relevant to take into considertaion the idea that there is no genearl knoweldge and agreement about what is exactly the term Standard English actually directed to.

2.4.1 Standard English and Received Pronunciation

The notion of Standard English is generally recognized as a very remarkable perception of British Standard English or Amercian Standard English which are widely used around the world. Besides that, the term Standard English is well known but its definition is a confusing task. (Farrel and Martini 2009,p.2)

Standard English as a variety which is tolerated amoung so many foreigners around the world where English is a foreign or second language. Most of its users do not know how to manage it because they do not know where and when they should sow the language amoung their EFL learners due to so many reasons, one of them is the difficulty of finding a fixed

definition to it. So this topic's researchers tend to show the most relevent information considering Standard English and RP.

About to be specified, Trudgill (2000,p.6) notes that the historical perspective of English language standardization elaborates that the standard variety of the English language derives from the collaboration and the creation of the manifold English dialects which were used by scholars, writers and clercks in London area. Along with this, Fisher (1996,p.9) states that these primarily graphemic typesets of clerks got used to write almost in the same style, syntax and orthography. So far, they became contributed to English language standardization. Hand in hand with Trudgill (2000, p.5), the English variety accustomed by the Londoners' upper class that was lately taken as a modern fashionable style as well among the other social classes. This kind of English lately became so famous by Caxton and it is considered to be used in all the popular books published. Even though it passed through a great number of changes; this English variety has overlived as the toppest form of the English language used by a lot of people whatever their social status. Fisher (1996,p.9) gives a smooth explanation to the English language standardization task as a process which took place in finding the way of representing essays and copies for business or governmental aims.

At the present time, an abstraction of Standard English is seen as a variety of English that is mostly used by educated people in television, radio and newspapers where they look after academic working and writings. Despite the fact that standardization task is diversed so there so many differences in so various angles within Standard Englishes such as vocabulary stock, grammatical aspects and pronunciation. According to what is stated before in the search Thudgill (2000,p.6) and Farell and Martin (2009,p.2-3) add to this huge topic, Standard English is regarded as the most accepted form of English that used by English speakers countries. So many aspects under the name of Standard English fight to be included and considered as an official variety of English. For example, Canadian speakers may exhibit their

Standard English as well as African speakers. Besides this, Trudgill (2000,p.8) states that no matter what this unusual differences between these varieties do not give the right to one variety to be more relevant than the other one. However, all the languages and all the dialects are equally complex system.

The general agreement about standard English is already exists which explains that there are such features that compose the real standard of Standard English are generated through commonly accepted and codified grammar rules. Nevertheless, this general explanation does not describe in a hand pronunciation, as it is normal to speak Standard English with regional or social accent. Talking about Standard English and what is related to Standard English. Clearly stated that the only standard accent connected hand by hand with Standard English is known as a unique one accent, which has tradionnaly stood out above all other accents in its ability to convey associatons of respectable social standing and a good education. This prestige accent is introduced as Received Pronunciation, or RP. According to what it is claimed in one note from Cambridge University Press notes (1995) that RP is associated with the south-east where most speakers live or work , but it can be found and discovered anywhere in England. Accents usually represent the speakers' belonging (where the person is from); RP in contrary represents a person's social or educational background.

As in hindsight to the RP's historical development that came to symbolize a person's high position in society. During the 19th century, it became the accent of public schools, such as Eton and Harrow, and was soon the main sign that a speaker had received a good education. It spread rapidly throughout the Civil Service of the British Empire and the armed forces, and became the voice of authority and power. Because it was a regionally 'neutral' accent, and was thought to be more widely understood than any regional accent, it came to adopted by the BBC, when radio broadcasting began in the 1920s. During WW2, it became linked in many

minds with the voice of freedom, and the notion of a "BBC pronunciation" grew. (British Council)

Nowadays, so many things have been changed in terms of the RP's area use. With the disintegration of the rigorous divisions between social classes and the development of the mass media, Received Pronunciation is not anymore the conserve of the social elite (first class). It would be more accurate to present it as an "educated" accent, for there in addition there are several varieties. According to what it stated in Cambridge University Press notes, it is claimed that this accent is widely used among people who belongs to the aristocracy class who tend to pay a fee for their children at English Public Schools. In addition to this, RP is generally heard on the BBC because early BBC recordings indicate how much this accent changed over just few decades, taking into consideration the fact that no accent is protected to change. Most of educated people have advanced an accent, which is a mixture of RP, and various regional characteristics that is called by some "Modified RP". Though RP still keeps significant status. It has noticeably been the leader accent taught to foreigners who wants to learn British accent model as well as to the fact that it is commonly used abroad.

RP is an accent, which has a very precious status among English speakers. It is called the Royal accent since the Royal Family in England, which preciously made it royal, uses it and this does not neglect that each accent has its charm. Received Pronunciation is a an accent which taught to foreigners who desires to have a good and clear pronunciation so they can be understood and take this accent as the first step to improve the English pronunciation and to be opened to the other English accents such as GA and other varieties of English. EFL learners should be tackled with the various English accents through listening and practicing so they can know that all accents are important and their status is present.

2.4.2 The Difference between GA and RP Varieties

The most common distinction between GA and RP accents can be noticed in pronunciation of certain letters when speaking. The pronunciation of postvocalic /r/ in words like *over, teacher*. Whereas British people who do not clearly pronounce /r/ in these words, American people do.

To sum up this huge topic, which deals with what Standard English represents, has been discussed so far. So a s general idea to this topic, what has been suggested to Standard English, that these are the codified grammatical rules that create the accepted range of Standard English. Looking back to the idea of Farell and Martin (2009, p.2), these are usually British English with the RP as its confirmed accent and American English as its admitted aceent that are as a rule regarded to be the standard form of the English language.

2.4.3 Standard Form of English in EFL classroom

The value of instituting teaching English as a foreign language (EFL) on a style of Standard English shows clearly the status of this successful way of teaching for so many years. Standard English generally and RP precisely is commonly codified and frequently didactically pleased and approved by so many researchers (Dziubalska- Kolacyzk, 2005) In a hand with this, Trudgill (2000, p.5-6) claims that Standard English which non-native speakers are revealed at schools is the most suitable , teachable and learnable variety because it is understood and clear.

When the EFL learner face such situation where he /she tends to go on into a serious conversation with a native English speaker, he/she will be at ease because this standard variety is commonly used among the native English speakers so the learner here will not be stressed or hesitated to get into these kind of conversations. Whereas in this state, he would be more motivated to try what he has learned so he can prove his/her level and improve his/her pronunciation. EFL learners should not be only encountered by RP, learners here might be

shocked when they hear other varieties of English, consequently they will hate what they have learned so EFL learners must be encountered by several English varieties as an important aspect to be learned and the necessity of meeting several English dialect will draw a clear idea in the learner's mind that there are so many English dialects and varieties that exist and they should be tackled at least by listening and capturing the differences between them. Including RP into EFL class, it is used as a first step especially for beginners which may help them to know the first basics in English language pronunciation and as they grow, teachers must encounter them with the several English varieties that may face them in their career by offering the most helpful way which would facilitate communication for non-native speakers.

2.5 Theories about Teaching Pronunciation and Language learning Strategies

Teaching pronunciation theories vary according to the learners' needs especially when these theories concern the field of communication and how to improve the state of communication amid EFL learners through studying the effectiveness of pronunciation training on learners' accomplishment in communicative competence. Morley (1998) notes that pronunciation as an aspect takes the position in the all-encompassing communicative competence. In addition to what Morely states, Young (2004) implies that using the traditional way to learn English where learners neglected the fundamental awareness of the importance of fluent speaking. This may be due to the lack of communication with foreign countries. However, oral communication started to be more visible and useful when they brought western countries expanded forms of communication in this century. Young (2004) points to a very essential point when he notes that understanding by reading or writing would no more be adequate for the noticeable improvement of the economy and that communicating face to face or chatting through a net box is desired to be more fluent and clear so that understanding make the stand here.

Teaching pronunciation through the communicative competence will make the path easier for EFL teachers and learners because as much as they tend to listen and practice, they would be more clear and precise. What EFL learners really need is to feel themselves encountered by the atmosphere of the language to be taught so they can engage into any kind of dialogue and with this technology development not only every century or year, now it becomes at every second in our lives would make it easier for them to get into real fluent training and practicing at any time they want. Teacher in this area plays the role of guider and motivator.

Pronunciation training in this subject research refracted rays of light converge on Smith's (1981) support which claims that consciousness and awareness nurturing are essential in Second Language Acquisition (SLA) despite the fact that Krashen's (1985) theory came along to prove that pronunciation s acquired inherently. Even so, clear instructions when dealing with pronunciation teaching was important to show the effectiveness of pronunciation training. Before Krashen's (1985) SLA theory, a programme of instruction concentrating on the connection system between pronunciation, influence, personality and social surroundings, which tend to aid learners whose pronunciation is fossilized. Even though its success proof was not proposed. Going back to what Morely (1994, p.16) gives hints and discussable ways to display that the focus on pronunciation training at the present time must be planned on effective instruction so she suggested a scheming called "new-wave instructional programmes" which should be taken into consideration when getting in touch with pronunciation training and these instructional programmes must also consider not only language forms and functions but as well as learners' self-involvement and strategy training difficulties. Teachers as an active pillar inside the classroom should be aware of learning chance for advancement and progress so they might draw such a potential ability to gain a deeper understanding of language learning and language classroom interaction.

According to Oxford (1990) Language learning strategies can ensure helping learners to develop their language competencies in a better way so they find themselves able to make a change in their competencies and try to improve their language level. Looking to the articles, which effected noticeable number of works by Canale and Swaim (1980) about communication strategies in ESL/EFL teaching, play a huge role in proving that communication strategies are the aspect key of the strategic competence. Through years, so many researchers tend to examine so many new variables in pronunciation learning that take a run at explaining successful second and foreign language pronunciation ability so that learners can notice their development in both segmental and supra-segmental areas of pronunciation.

Pronunciation training is so important at early age because children are able to practice and acquire in the same time. EFL learners as beginners or adults and especially the ones who planned to finish their studies abroad. Increasing their pronunciation skill can build their self-esteem and make themselves at ease to face any kind of conversation with native speakers without feeling uncomfortable or scared of making language mistakes. Teaching pronunciation is process that must be taking into consideration for the reason that we are living in a world where the way you talk and how you engage in talking turns would introduce your personality and your education level. That is why teachers should try to give more importance to pronunciation training without neglecting the other language aspects.

2.6 EFL Learners' Pronunciation Problems

According to my novice experience in teaching and as this topic's researchers, EFL learners face a lot of difficulties when they tend to learn how to pronounce correctly. These problems may affect their self-esteem and the way they engage in situations where they must be clear and fluent. One of the most noticeable issue that may EFL learners fall into is feeling that they cannot do that right, so they prefer to keep silent without participating because of the way they see the subject that "if I pronounce wrong the whole class will make fun of me".

This learners' analysis to the situation may came from their low self-esteem or the absent of motivation by the teacher inside the classroom or their parents and the environment they live in outside the classroom. Encouragement here may do the trick and turn a silent learner to a trier one who always aim to learn much and pronounce well. Another problem that may influence the EFL learners to make a good stand in pronunciation is the lack of listening to native speakers. So here, they must learn one crucial thing "The more they listen the more they tend to be fluent". A lot of listening practice is enough to make their ears get used to the language. In addition to this, one more problem as a researcher I have noticed so many times is that the effect of the learners' mother tongue can do the damage especially for the beginners and the ones who are not encountered with English in their daily life. The transfer in this situation may look hard for some EFL learners and that is happened when they meet pronunciation areas like word and sentence stress, intonation and sounds. The good thing about this that EFL learners gain such experience to confront with English without mixing it with their mother tongue.

So many problems when dealing with pronunciation may take place. However, according to the limited timing to this research subject, it good to narrow it down mentioning some observable points in pronunciation problems.

2.7 The teacher's Role in Pronunciation Training Class

The teacher in this field play a major role not only in teaching pronunciation but in how to attract learners to love what they are going to pronounce and practice. The teacher must get his/her learners attention each time they tend to tackle pronunciation session. One of the important roles of the teacher is to know how to fascinate the learners by choosing good pronunciation programmes so they find themselves following the teacher's instructions spontaneously, not because they are obliged to but they want to and they love to. This last is a key to drive learners to be in line with what is served by the teacher and avoid boredom that

may surround pronunciation-training class. Another important role is that the teacher must own a good background about the different varieties of English language and introduce them to his/her learners generally. Consequently, the biggest mistake a teacher can do is to narrow all the English accents in one accent. Learners must perceive that English variety cannot be a small width. Whereas it is too broad, so that they must meet the most famous English varieties not in depth but only listening to them can be so useful. Therefore, they will not be shocked when they hear and meet such accents in real. Over and above, teachers must design the suitable pronunciation curriculum, which meets the learners' needs and weaknesses, so the operation will be definitely organized and successful. So many teachers feel afraid of integrating a pronunciation training course because they think that they are not that advanced to make such step, but the fact is that these kinds of courses do not need that high level teacher, it needs only a teacher who is a researcher and a constituter. Someone who works hard to provide his/her learners with everything they need. As Wong (1987, p.17) aptly points out, the teaching of pronunciation "is not exclusively a linguistic matter", so that teachers need to take into consideration such factors as their learners' ages (whether they are juniors or adults), exposure to the target language, amount and type of prior pronunciation instruction, and most importantly the learners' attitude toward the target language and their motivation to achieve intelligible and fluent pronunciation that will help them in their careers.

2.8 Pronunciation and Speaking Skill

The most crucial part component of learning a second/foreign language rests on pronunciation (Pennington, 1996); thus speaking is so essential in acquiring and using the language. Dan (2006) claims that language competence covers many features. Phonetics both in theory and in training establish the basis of speaking skill above all other features of language and pronunciation is the portion of speaking. Clear and good pronunciation may

create an easy way for communication to take place and speaking will be more comprehensible.

EFL learners must combine these two aspects as if it is one soul. Speaking operation will never happen correctly if pronunciation is bad and unclear. So that teaching pronunciation should be taking seriously among EFL teachers and learners especially in this modern world we are living in. Communication became an international way and English became the modern's world key to be updated with everything happens rapidly. Dealing with pronunciation should be enjoyable so that learners will prefer to speak in order to improve their pronunciation even if what they are saying is wrong, knowing that learning without making mistakes is impossible. They must try so they can arrive. EFL teachers must aid their learners by providing what is important to make the process easier and enjoyable. Make them love what they do and what they learn so they can create their own path and career because learning language aspects and especially knowing how to pronounce and speak correctly may add something in their personalities like being confident.

Conclusion

This chapter has presented very useful data considering English pronunciation, its features and how to include it into the classroom with a way that offers EFL learners the opportunity to be fluent. In addition to this, English varieties have been tackled to show which kind of English should be taught in the pronunciation training class and what have been found that all English varieties are important to be cultivated about. Whereas, using whether RP or Standard English could be hard to decide because till now the term Standard English is still confusing to be defined. RP may take the priority among educated people and students at schools since it is considered as a sign of culture and education but this does not neglect the fact that all English varieties are important. This last accent may be used primarily among junior learners as a suitable way to introduce the English language and pronunciation.

Chapter Three

Field Work

Practical Section

Introduction

   The leading purpose of the practical section is to display and interpret the results that have been amassed via survey and pre-post-tests, for which the study have been chosen. The research has been lifted in EFL junior learners' classes. Though, there arise two relevant techniques that tend to serve our investigation (study), from which the findings could be compared and then analysis qualitatively. Consequently, the main purpose of the current chapter is to spot the light on the research methodology used by the researchers for the sake of delineating the outcomes (findings of the research project). First, up, the focus will be on introducing the research methodology used in the study along with the sample that has been chosen. Secondly, introducing the tools used in the research project in addition to small biography about the instruments have been accustomed in the practice sessions. Finally, we will be dealing with the findings through analysing the results have been found besides the researchers' comments on the study's outcome.

3. 1. Research Methodology

   Virtually, the issue under investigation entails a careful paradigm that encounters the ambition and the depth of the current study, which overtakes to seek the subject from junior learners' outlook. For this purpose, the researchers opt for the *descriptive-interpretive method*ology. The descriptive method is devoted to describe and analyse the study under investigation via gathering data through the use of the *survey method*. I.e., questionnaire. Whereas at the level of the interpretive phase, the researches aims to comprehend what kind of suitable possible pronunciation do Junior learners promote to use in both learning and speaking the language. Therefore, the attempt is on trying to get a clear and in-depth image on the direct impact of the English British movies and songs on the pronunciation of the junior learners at privet school sector.

3.2. Participants

The targeted population of the survey method i.e., questionnaire and t- tests 'pre-post-tests) have been basically chosen from the privet school sector junior learners. For convenience sake, the researchers have opted for a simple probability sampling (SPS). This latter refers to the random selection of the participants without paying any considerable attention to the age, gender, level and background of the respondents. Moreover, all the population members have an equal probability for being selected. In a handily manner, the selected sample are three (03) junior males English learners and four (04) females from a spring trimester English Foreign class (EFL) at Moufdi Zakaria center. After that, the seven junior learners were kindly invited to watch a movie and a song, which are subjected to pronunciation pre-post-tests (T-tests). After finishing watching, the seven students were served juice and snacks the day of the study. The survey practice lasted for around one hour.

3.3. Practice

A typical British English movie and a song were selected to be presented to the sample of the study in the foreign English class (EFL) at the privet school. The intended object was to bring the learners fully concentrated on the pronunciation of the different words, phrases in the various dialogues that ranged in the movie between the actors and the singer of the song. The show of the movie in the practice lasted approximately around 25 minutes (the first 25 minutes). In the meantime, the song exhibition lasted for 10 minutes.

Pre-post pronunciation tests: 40 words were chosen from both the song and the movie from different categories of words and phrases have been depicted and practiced. These categories of words and phrases (patters of language) varied between nouns, pronouns, adjectives, adverbs (different English parts of speech). For the sake of practicing the song and the movie, learners undertake a pre- Test experience before they were exposed to the materials. Then, following the display (exhibit), the seven volunteers were directed to a post pronunciation test

in the same category of words and phrases used in the pre- test to gage the influence and the effectiveness of certain typical British programmes in enhancing the junior learners' pronunciation widely and the Received Pronunciation (RP) as an accent specifically.

A. The movie

Harry Potter and the Prisoner of Azkaban is an international awarded fantasy film (2004) that was also nominated for two Academy Awards, Best Original Music Score and Best Visual Effects at the 77th Academy Awards in 2005. It is directed by *Alfonso Cuaron* and based on the novel of the same name by the British novelist *J .k. Rowling*. The movie is considered as the third investment in the Harry Potter film series. The story shows Harry Potter's third year at Hogwarts School, which is a fictional British school of magic that is comprised of students aged eleven to eighteen. The film most famous stars are Daniel Radcliffe as Harry Potter, side by side with Rupert Grint and Emma Watson as Potter's best friends, alongside with effective and professional actors in the British TV like Alan Rickman as the Professor Snape (R.I.P).

The film was chosen for the practical work for so many reasons; however, discovering the happy moments of Potter's Film is a way of entertainment and minds grow for kids nowadays. EFL junior learners enjoy watching it and listening to the typical native speakers, the aim is to feel themselves too near from the speakers, trying to imitate them in the pronunciation level because of the fact that the dialogues used in the movie are simple and the language is comprehended (voice and speaking) with a correct English pronunciation (RP), simultaneously, it is a very – well planned movie, containing good manners and behaviours that may play a huge role in attracting learners. 25 minutes from the movie was chosen besides 40 words from the 25 first minutes were opted for the pre-post-test.

B. The song

Adele has well known (4.55 minutes) song '' Hello'' was released on 23 October 2015 by XL Recordings from her new album 25. Adele is a British singer who wrote her song by her own

and its production was by the American producer Greg Kurstin. ''**Hello**'' is a song that has a soul effect, besides that, it is played along with the piano ballad. The song is dealing with very deep lyrics and words that discuss themes of nostalgia and feelings. It was selected for particular reason(s). The song is relaxing, it has the ability to make the listener focus on its lyrics, through repeating after the singer once, and twice, in addition the language used is clear and simple. Above all, the pronunciation (RP) in purely native and so meaningful. 40 words were selected in the pre-post-test.

3.4. Results

3.4.1 Survey

Table.02. Junior Learners' Gender

		Frequency	Percent	Valid Percent	Accrued Percent
Valid	Female	4	8,9	57,1	57,1
	Male	3	6,7	42,9	100,0
	Total	7	15,6	100,0	
Manquant	System	38	84,4		
Total		45	100,0		
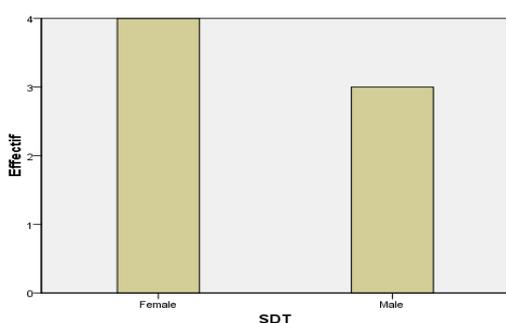
Figure.03. Junior Learners' Gender

From the output shown above, we know that there are 3 males (42.9%) and four females (57.1%) in the sample giving a total 7 of the respondents. Whose they are going to answer the different questions of the survey. Junior learners' responses (answers) were amassed hereafter

Deliberation One: Do you find pronunciation as important aspect of English language instruction as other aspects like grammar, writing, and reading?

Table.03. The importance of English Pronunciation

Effectif			
		X1	Total
		Important	
SDT	Female	4	4
	Male	3	3
Total		7	7
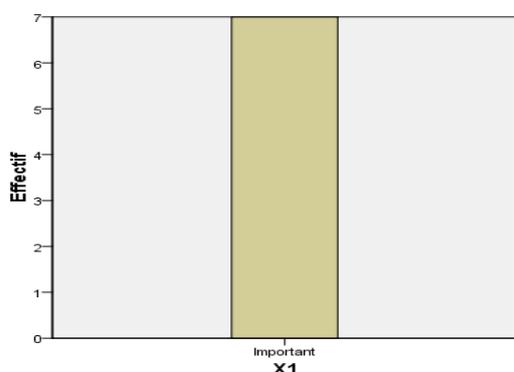
Figure.04. the Importance of English Pronunciation

All of the seven respondents (volunteers) reacted with 'yes' **(100%)**, resoluting the crucial necessity of pronunciation as a significant aspect of English language. This can be seen through, Lina, junior learner English class statement, 'yes, I do because pronunciation in English has magic power in speaking'. Simultaneously Rayan responded with **yes**, 'in order to be clear and understood'. Mohammed Amine also answered with **yes**, 'pronunciation is the pillar of English language'. Equally important, Yasmine's reply was a bit different. She answered with' yes' without stating her main reason.

Deliberation two: Do you think the academic and hours dedicated to English pronunciation, and oral practice enough?

Table.04. The sufficiency of the hours dedicated to English pronunciation

Effectif				
		X2		Total
		not enough	enough	
SDT	Female	4	0	4
	Male	2	1	3
Total		6	1	7

3 (Enough)
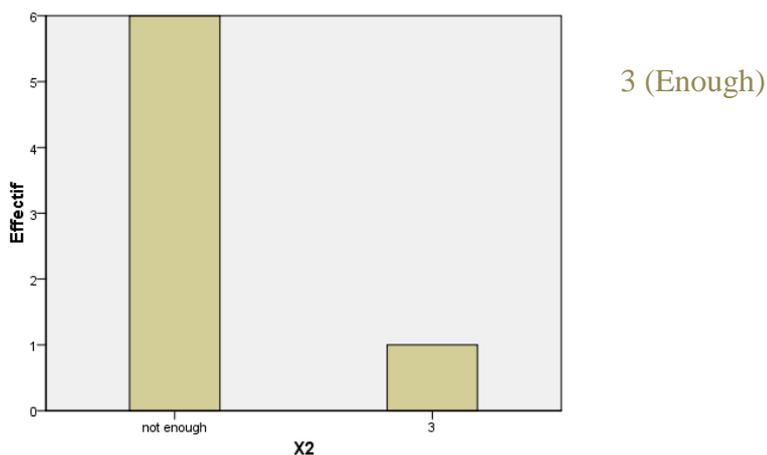
Figure.05. The sufficiency of the hours dedicated to English pronunciation

Junior English learners had various opinions for this question. The majority (six out of seven junior learners) said 'No 'according to the governmental schools where the learners daily learn. On the same side, they find themselves open to the international academic methods, which are used in Moufdi Zakaria privet school. We can take the case of Access and Activate pronunciation in use for beginners as an example to the methods used by teachers there. Lina in her answer stated that: the academic methods and hours at the governmental school where she studies are not enough but in Moufdi Zakaria school English class they practice a lot oral activities and pronunciation. Mohammed Amine in his turn goes with Lina's opinion. Whereas Houssem claimed that in both schools, the hours and the methods are not enough. A different view was stated by Anwaar who said that it is all fine in both schools.

Deliberation three: What additional/ extra activities do you exercise to practice English pronunciation and speaking skill?

Table.05. The extra activities suggested practicing the English pronunciation

		X3					Total
		practicing conversations	movies	songs	games	6	
SDT	Female	1	1	1	1	0	4
	Male	1	1	0	0	1	3
Total		2	2	1	1	1	7
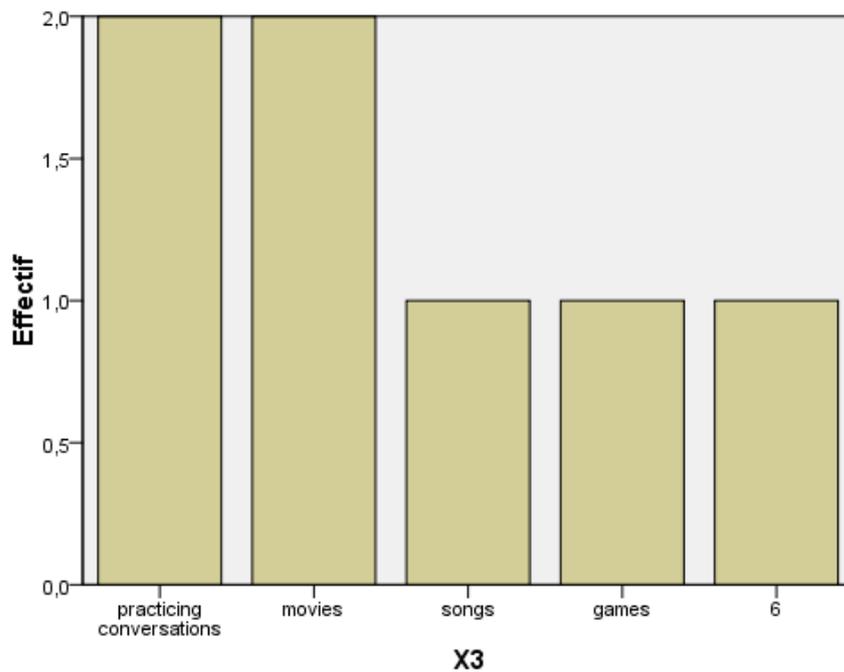
Figure.06. The extra activities suggested to practice the English pronunciation

Distinct views and answers were stated by the seven junior English learners. Most of them they watch movies and they constantly listen to the English songs and they chat with native speakers. For instance, Rayan stated that the extra activities used in English class to practice English pronunciation and speaking skill are talking games and watching movies from time to time while Yasmine and Lina tend to follow BBC learning English programme in additional to listening to the British singers. Likewise, Wassim's answer was very brief. He mentioned only to conversations' practice' through role-plays. As for Anwaar said that she watches a lot of English movies to improve her pronunciation and speaking skill.

Deliberation four: What kind of English T.V shows do u watch? For what purpose?

Table.06. Kinds of English TV shows

		X4				Total
		documentary shows	children shows	sport shows (volleyball)	action shows	
SDT	Female	1	1	1	1	4
	Male	2	1	0	0	3
Total		3	2	1	1	7

Various views and tendencies were captured from the seven junior English leaner's answers. Their choices were different. most of them stated that they tend to watch British documentary programmes, entertainment shows, comedy shows and music shows. This can e seen in Yasmine and Rayan's answers where they claimed that they prefer to watch British documentary programmes in order to have a good British accent because they love this accent. While Houssem, Mohammed, Wassim and Lina said that they go with entertainment and sports shows because they are funny and interested and also for the sake of listening to native speakers so they can catch how to pronounce correctly. On the other hand, Anwar's answer was that she desires comedy programme like (two and half men) and music shows like (Britain and American's got talent) without stating why.

Deliberation five: Do you feel such movies and songs are improving your English pronunciation?

Table.07. The effectiveness of English movies on the learners' pronunciation

Effectif			
		X5	Total
		yes	
SDT	Female	4	4
	Male	3	3
Total		7	7
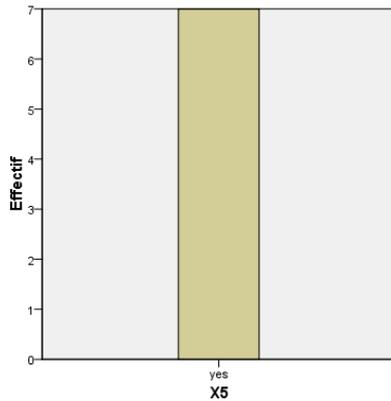
YES: 100%

Figure.6. The effectiveness of English movies on the learners' pronunciation

Junior English learners showed their support to such activities by answering 'yes'. Most of them added a lot of comments about that. For example, Lina's answer was really deep. She stated that songs and movies are one of her favourite ways to acquire the English language pronunciation. While the other six junior answered with 'yes, of course' which presents their satisfaction about the way used and their progress also.

Deliberation six: What accent you prefer to teach with in English? Why?

Table.08. The preferable English accents

Effectif				
		X6		Total
		RP	GA	
SDT	Female	3	1	4
	Male	3	0	3
Total		6	1	7
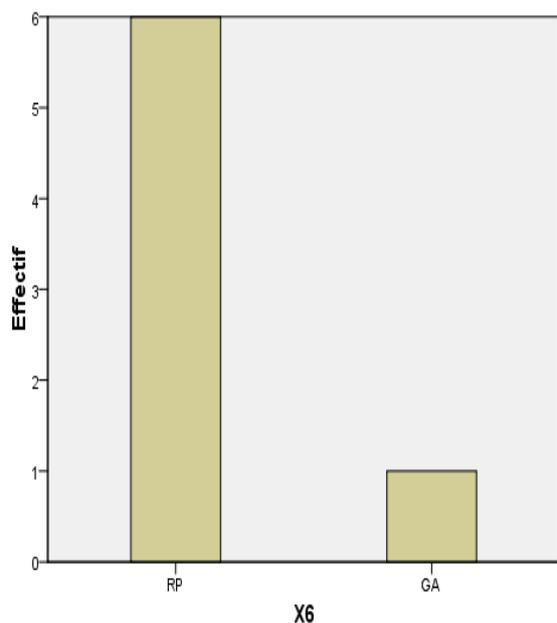
Figure.08. The preferable English accents

The seven junior learners' answers were so clear due to their novice background about English accents. So that their responses were assorted. Take the case of Yasmine, Houssem, Wassim and Mohammed who admired the Harry Potter's movie accent which is RP described it as the sweet accent to be taught with because it intangible for them. Whereas Anwar's reply was that, she prefers American because it is so easy to be understood. But Lina here stated that she doesn't have a problem with which accent since she likes both British and American, in the same time she desires typical British because it is the royal accent.

Deliberation seven: What accent you prefer to pronounce words with?

Table.09. The preferable accents to pronounce words with

Effectif			X7	Total
			British Accent	
SDT	Female		4	4
	Male		3	3
Total			7	7
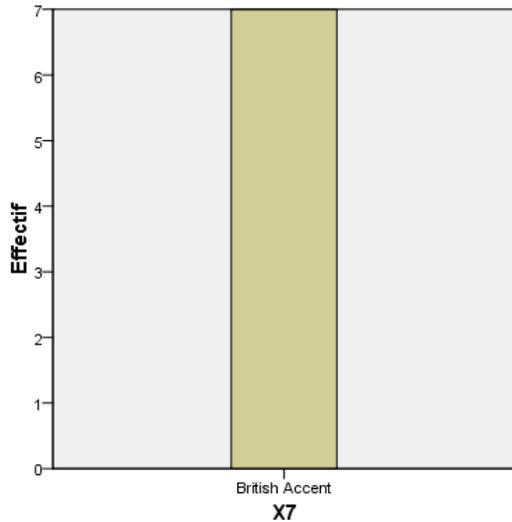
British accent: 100%

Table.09. The preferable accents to pronounce words with

Categorical views were claimed by the seven junior learners. Six out of seven of them replied by saying that they prefer to use RP when they tend to pronounce words. In contrary, Anwar's answer was different because she said that she adopts American.

Deliberation eight: Do you think (Arabic) or any other languages (French) affect your English pronunciation?

Table.10. Languages affect the English pronunciation

Effectif						
			X8			Total
		Arabic	French	No language		
SDT	Female	3	0	1		4
	Male	2	1	0		3
Total		5	1	1		7
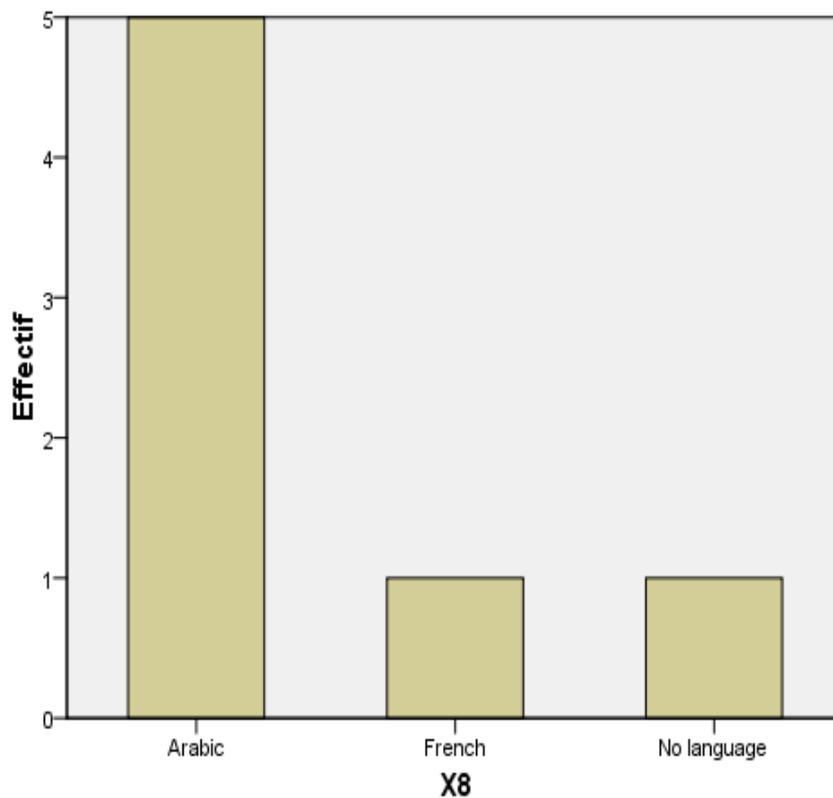
Figure. 10. Languages affect the English pronunciation

Junior English learners were divided in their answers according to the environment they live around where six out of seven responded with 'yes'. For instance, Yasmine and Wassim stated that they are affected by French language. Though Mohammed and Houssem claimed that they are influenced by Arabic language. While Lina's reply was very intelligent, she claimed that she does not have problem with mixing language or one language can affect the other because every language has its place and she tries to think English.

Deliberation nine: Do you have any suggestions for improving English pronunciation?

Table.11. Suggestions for improving English pronunciation

Effectif			
	X9		Total
	chatting with native speakers	visiting England	

SDT	Female	4	0	4
	Male	2	1	3
Total		6	1	7
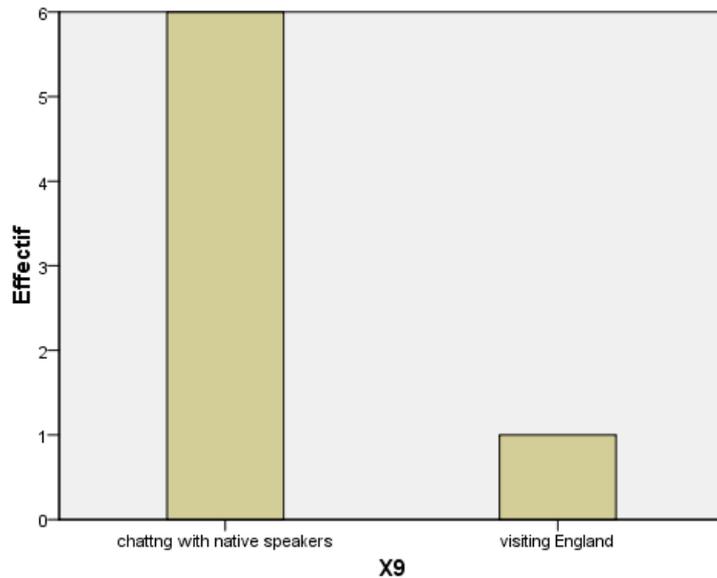
Figure.11. Suggestions for improving English pronunciation

Different answers were stated by the junior English learners. Their answers were beneficial,

they showed how much they want to learn more about pronunciation. For example, Yasmine

claimed that repairing trips to England will make it looks easier for her to be fluent in small

time. In addition to this, Lina's answer also was fair when she stated that listening to the BBC

radio and British English singers will improve her pronunciation easily. As well as Wassim

and Mohammed claimed that only chatting with native speakers is beneficial and helpful.

3.4.2 T.Tests (pre-post test)

3.4.2.1 Display of The Results Pre- test Song

Table.12.the pronunciation of the word **''Hello''**

Effectif		
	Hello	Total
	Correct	

STD	Anw	1	1
	Hosse	1	1
	Lin	1	1
	Moh	1	1
	Ray	1	1
	Wass	1	1
	Yasm	1	1
Total		7	7
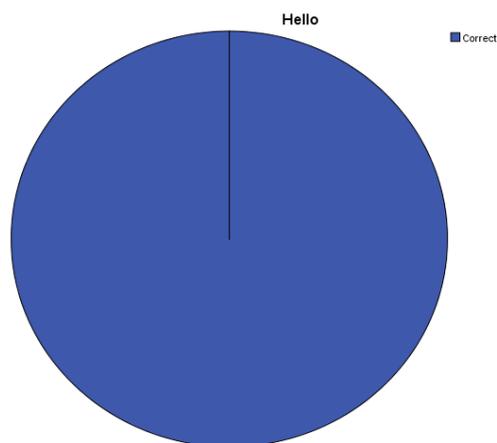
Correct 100%

Figure.12. The pronunciation of the word **''Hello''**

In the output presented above the information, we requested for each word and/or expression.

It has been noticed that the word 'Hello' was an easy term for the respondents. Consequently,

they have pronounced it correctly **(100%)** before the song has been displayed.

Table.13. the Pronunciation of the word **''years''**

Effectif				
		years		Total
		Correct	Incorrect	
STD	Anw	0	1	1
	Hosse	0	1	1
	Lin	1	0	1
	Moh	1	0	1
	Ray	1	0	1
	Wass	1	0	1
	Yasm	1	0	1
Total		5	2	7

years

Correct :71.4%
Incorrect :28.6%

Figure. 13. The pronunciation of the word **''years''**

Quiet of a lot of junior learners committed a pronunciation mistake when they have been tended to pronounce the word **years**. Hence, **(28.6%)** found a difficulty in pronouncing this last term correctly. Whereas, the rest of the respondents **(71.4%)** succeeded in the pronunciation which gave a positive impact on the learners' pronunciation level.

Table.14. The pronunciation of the word **'wondering'**

Effectif		wondering	Total
		Correct	
STD	Anw	1	1
	Hosse	1	1
	Lin	1	1
	Moh	1	1
	Ray	1	1
	Wass	1	1
	Yasm	1	1
Total		7	7

wondring
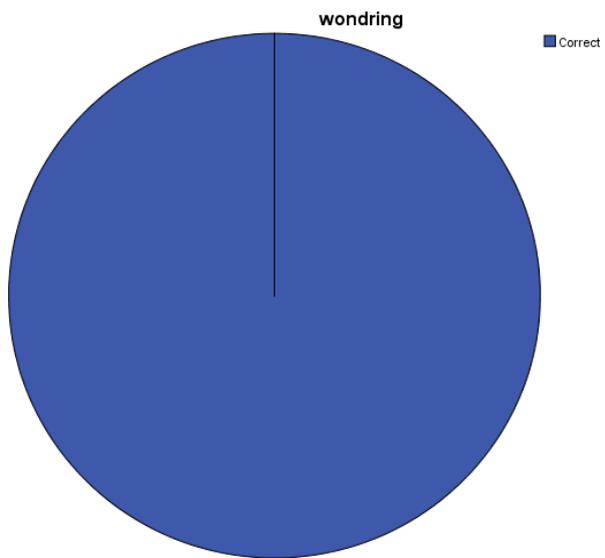
■ Correct

Correct :100%

Figure.14. the pronunciation of the word **'Wondering'**

For continuous analysis to the data of the pre-test song. The term 'wondering' has been pronounced correctly from all the 7 respondents **(100%)** because of the familiarity of the word among the learners who they showed their interest to the term given which they have used to hear it on TV.

Table.15. The pronunciation of the word **'Over**

Effectif		Over		Total
		Correct	Incorrect	
STD	Anw	1	0	1
	Hosse	0	1	1
	Lin	0	1	1
	Moh	0	1	1
	Ray	1	0	1
	Wass	1	0	1
	Yasm	1	0	1
Total		4	3	7

Correct :57.1%
Incorrect :42.9%
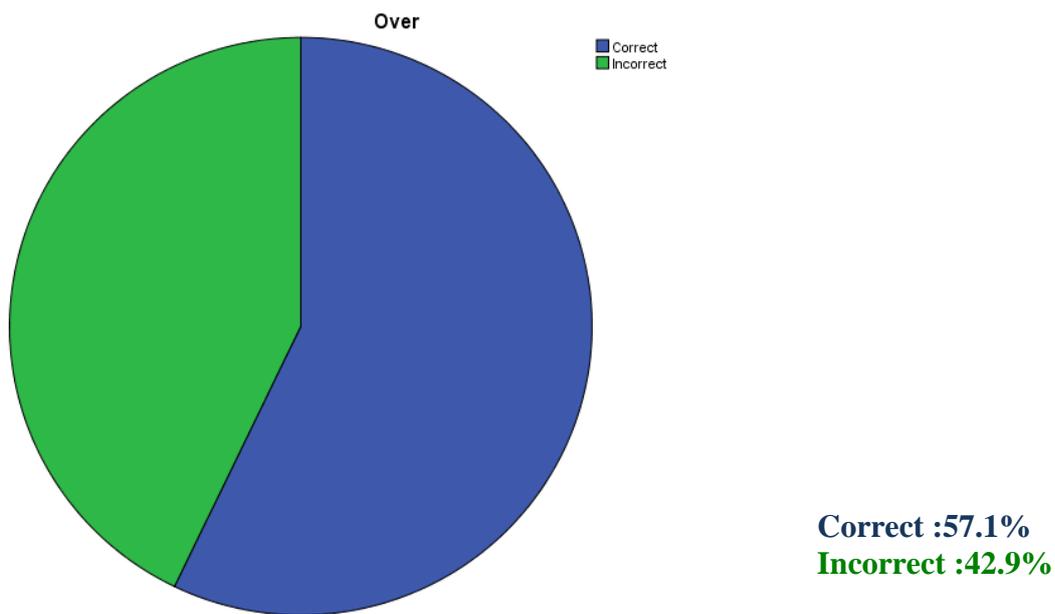
Figure.15. The pronunciation of the word **'Over'**

Junior learners' impact on the term 'over' was clearly stated according to the different pronunciation, which learners committed. This has been led to evaluate 4 learners **(57.1%)** who have found the word easy to be pronounced due to the way they deal with the word; their attitude toward the word was positive. Whereas the other 3 learners **(42.9%)** have been failed in the term's pronunciation because of the sound /əʊ/ which these 3 junior learners have found a difficulty to utter it correctly.

Table.16. The pronunciation of the word **'Heal'**

Effectif		heal		Total
		Correct	Incorrect	
STD	Anw	0	1	1
	Hosse	0	1	1
	Lin	1	0	1
	Moh	0	1	1
	Ray	1	0	1
	Wass	1	0	1
	Yasm	1	0	1
Total		4	3	7

heal

■ Correct
■ Incorrect

Correct :57.1%
Incorrect :42.9

Figure.16. The pronunciation of the word **'Heal'**

According to what it has been observed when dealing with the word 'heal' that 3 out of 7 junior learners **(42.9%)** have been declaimed in the word's pronunciation and as it has been noticed, it was due to the lack of self-esteem; learners seemed nervous while they were trying to utter the term due to the unfamiliarity of the term for them. Whereas the other 4 learners **(57.1%)** have been succeeded and pronounce the last term correctly without any kind of hesitation because it was so familiar to them and they tended to hear it from time to time on TV programmes.

Table.17. the pronunciation of the word **'Younger'**

Effectif		younger		Total
		Correct	Incorrect	
STD	Anw	0	1	1
	Hosse	0	1	1
	Lin	1	0	1
	Moh	1	0	1
	Ray	1	0	1
	Wass	1	0	1
	Yasm	1	0	1
Total		5	2	7

Correct :71.4%
Incorrect :28.6%

Figure.17. The pronunciation of the word **'Younger'**

According to the statistics that have been displayed in this analysis, it has been remarked that the pronunciation of the term 'younger' was differently stated by the junior learners. The majority of the respondents **(71.4%)** has been taken this word correctly since the term younger is often heard in book texts or in BBC programme conversations, which junior learners used to listen to. While the other learners **(28.6%)** failed in taking this practice because of the way the dealt with the term which was so quick.

     3.4.2.2 Display of The Results Post- test Song

Table. 18. The pronunciation of the word **'Hello'**

Effectif		Hello	Total
		Correct	
STD	Anw	1	1
	Houss	1	1
	Lin	1	1
	Moh	1	1
	Ray	1	1
	Wass	1	1
	Yas	1	1

Total	7	7
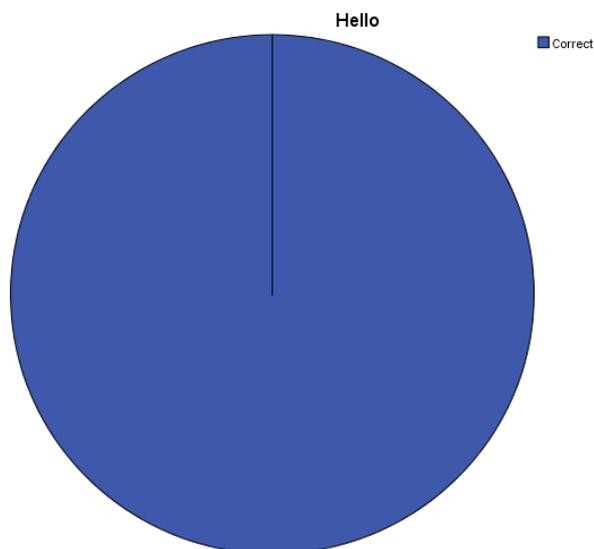
Hello

■ Correct

Correct :100%

Figure. 18. The pronunciation of the word **'Hello'**

In this phase of the analysis post-test song, after the song **'Hello'** has been displayed to the seven EFL junior learners. Their reaction toward this practice was positive; they have enjoyed the song and even those who were shy in the pre-post-test, they became so active after listening to the song. The 7 respondents (100%) pronounced the term 'hello' correctly, even the way the pronounce it sounded good and they were so confident and relaxed.

Table.19. The pronunciation of the word **'Years'**

Effectif		years	Total
		Correct	
STD	Anw	1	1
	Houss	1	1
	Lin	1	1
	Moh	1	1
	Ray	1	1
	Wass	1	1
	Yas	1	1
Total		7	7

years

■ Correct

Correct : 100%
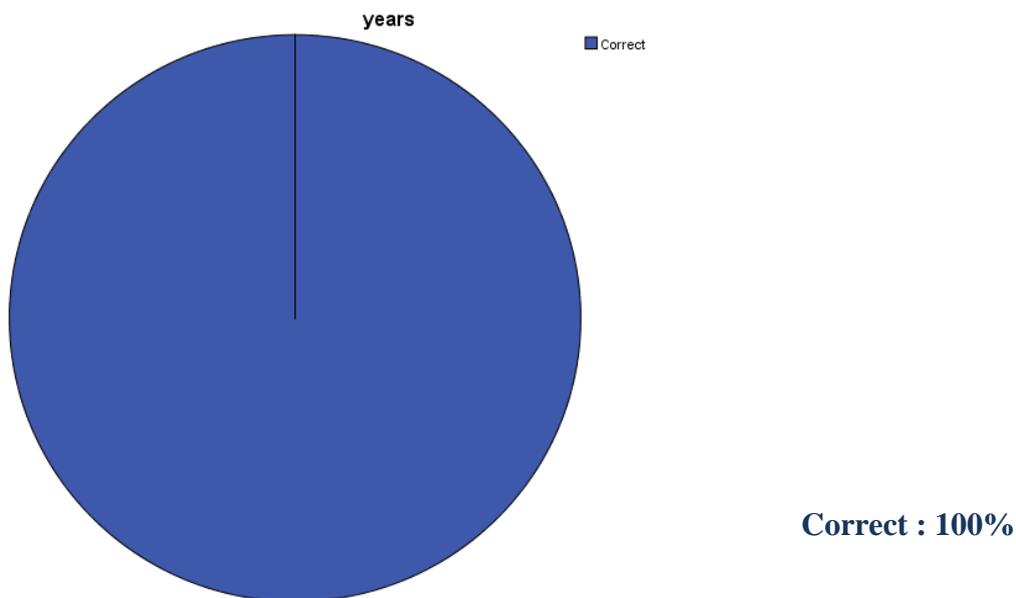
Figure.19. The pronunciation of the word **'Years'**

The British song had a positive effect on the junior learners' pronunciation. That has been noticed when they tended to pronounce the word 'years' which was completely different from the pre-test try. All the 7 respondents **(100%)** uttered the term correctly with a remarkable of RP's influence on the way they dealt with the word. In addition, their self-esteem has been raised especially those who were so stressed in the pre-test practice.

Table.20. The pronunciation of the word **''Wondering''**

Effectif			
		wondring	Total
		Correct	
STD	Anw	1	1
	Houss	1	1
	Lin	1	1
	Moh	1	1
	Ray	1	1
	Wass	1	1
	Yas	1	1
Total		7	7

wondring
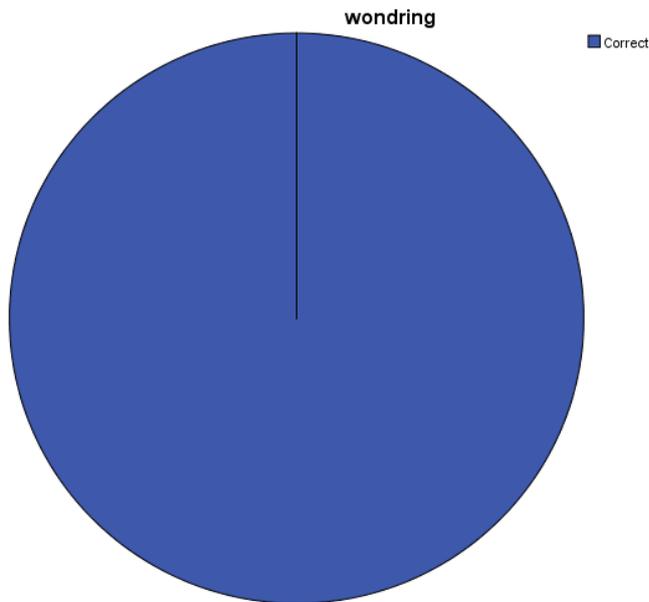
■ Correct

Correct : 100%

Figure.20. The pronunciation of the word **''Wondering''**

The pronunciation of the term 'wondering' in the post-test was not different from the one in pre-test. All of the 7 junior learners **(100%)** uttered the term correctly but something different was observed in the learners' attitude while practicing the word which was that most of them were enjoying doing this exercise after the song was displayed and this was a good point to remark.

Table.21. the pronunciation of the word **'Over'**

Effectif		Over	Total
		Correct	
STD	Anw	1	1
	Houss	1	1
	Lin	1	1
	Moh	1	1
	Ray	1	1
	Wass	1	1
	Yas	1	1
Total		7	7

Over

■ Correct

Correct :100%
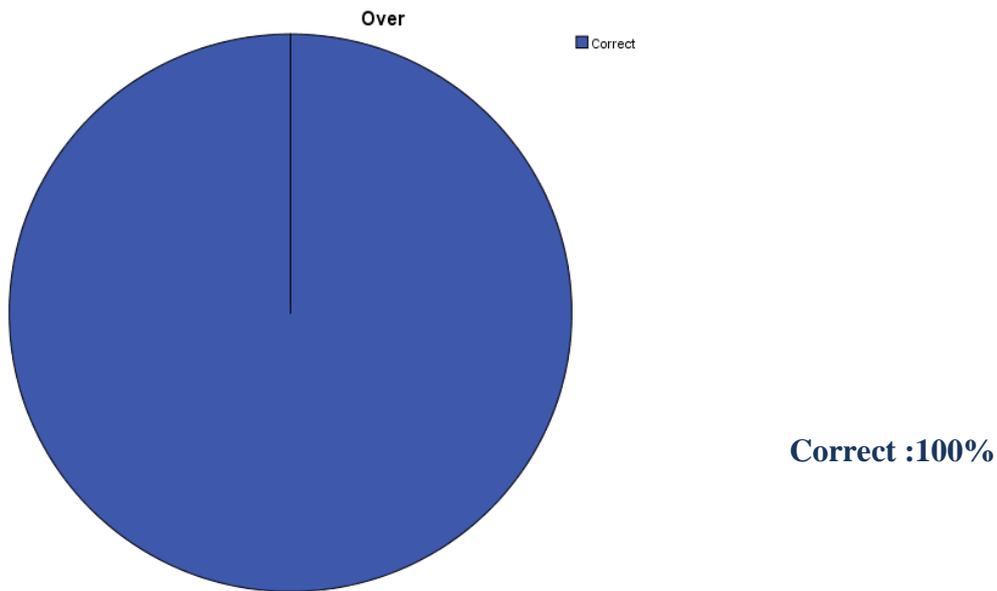
Figure.**21.** the pronunciation of the word **'Over'**

The term 'over' was hard to pronounce from the the 3 respondents **(42.6%)** before displaying the song (in the pre-test). their problem was the sound /əʊ/ but after hearing the song, those 3 learners have succeeded in its pronunciation and what made it sound interesting was that the respondent did their best to imitate the singer in her accent (RP). this technique turned out the statistics that have been made before displaying the song to (100%) of the learners obtained the goal of the practice.

Table.22. The pronunciation of the word **'Heal'**

Effectif		heal		Total
		Correct	Incorrect	
STD	Anw	1	0	1
	Houss	1	0	1
	Lin	1	0	1
	Moh	0	1	1
	Ray	1	0	1
	Wass	1	0	1
	Yas	1	0	1
Total		6	1	7

heal

Correct
Incorrect

Correct :85.7%
Incorrect :14.3%
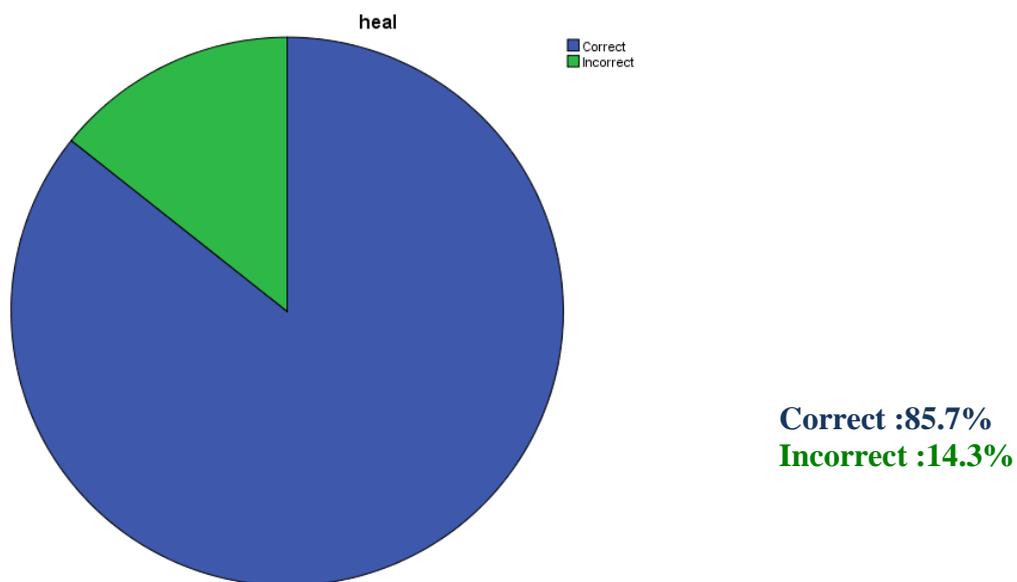
Figure.22. The pronunciation of the word **'Heal'**

Another term had a positive compress on the junior learners after the song has been exhibited. Only (14.3%) of the respondents have been failed in articulating the word 'heal' due to their over excitement toward the practice as well as their quick reply which gave a negative result. Whereas the other (85.7%) have been pronounced the term very well and also more clear and rhythmical (tones/intonation was highly recited)

Table.23. The pronunciation of the word **'Younger'**

Effectif		younger		Total
		Correct	Incorrect	
STD	Anw	0	1	1
	Houss	1	0	1
	Lin	1	0	1
	Moh	1	0	1
	Ray	1	0	1
	Wass	1	0	1
	Yas	1	0	1
Total		6	1	7

Correct : 85.7%
Incorrect : 14.3%
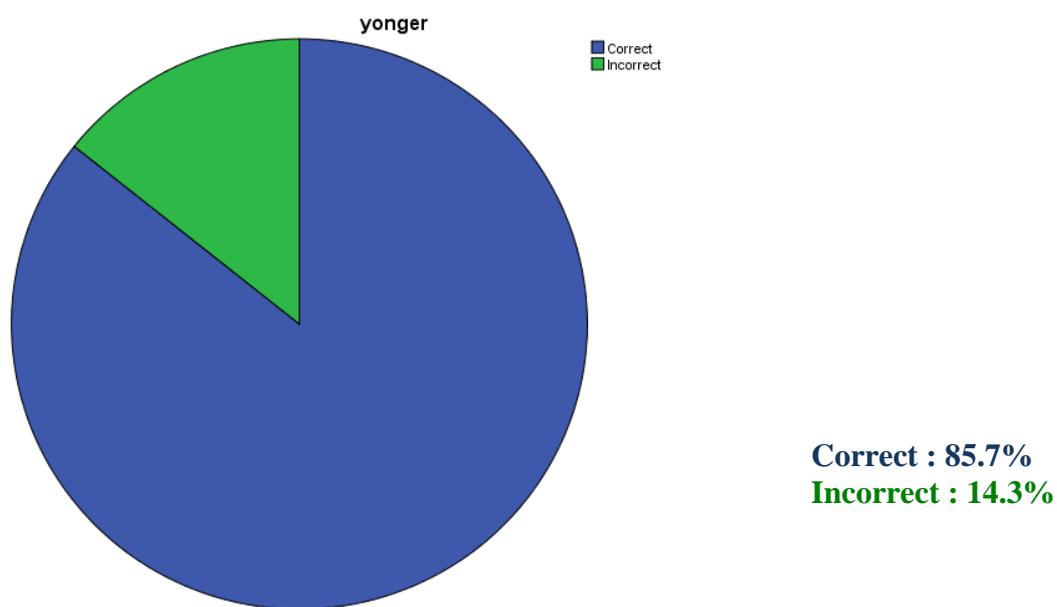
Figure.23. The pronunciation of the term **'Younger'**

According to what it is stated in the previous term's analysis, the same analysis could be taken to the word 'younger'. The learners' attitude towards this term was acceptable comparing with pre-test try since **(85.7%)** of the respondents gave the correct term's pronunciation due to the the listening practice they have participated in.

3.4.2.3 Display of The Results Pre-test Movie

Table. 24. The pronunciation of the expression **'Emergency Transport'**

Effectif		EMTR		Total
		Correct	Incorrect	
STD	Anw	0	1	1
	Hosse	0	1	1
	Lin	1	0	1
	Moh	0	1	1
	Ray	0	1	1
	Was	1	0	1

	Yasm	0	1	1
Total		2	5	7

EMTR

Correct : 28.6%
Incorrect :71.4%
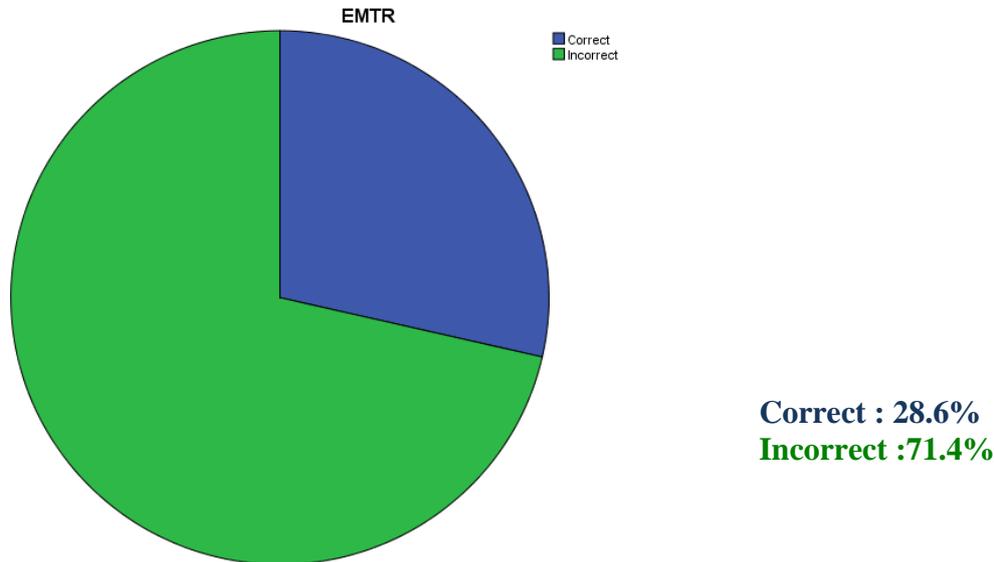
Figure.24. The pronunciation of the expression **'Emergency Transport'**

On the authority of the statistics that have been shown in the analysis of the pre-test movie. The expression 'emergency transport' was chosen from the movie's dialogues before the exhibition. Accordingly, junior learners were kindly asked to pronounce the last expressions that 2 out of 7 from the respondents **(71.4%)** have been failed to utter it correct as a result of its unfamiliarity and the way they have analysed the word was wrong because they have seemed so unsure when they tended to pronounce it. Whereas the other **(28.6%)** which are considered as a minority were able to deal smartly with the expression, even though it was new and a bit complicated for them but they have got it right.

Table.25. The pronunciation of the word **'Mummies'**

Effectif				
		Mummies		Total
		Correct	Incorrect	
STD	Anw	0	1	1
	Hosse	0	1	1

	Lin	0	1	1
	Moh	1	0	1
	Ray	0	1	1
	Was	0	1	1
	Yasm	1	0	1
Total		2	5	7

Correct : 71.4%
Incorrect :28.6%
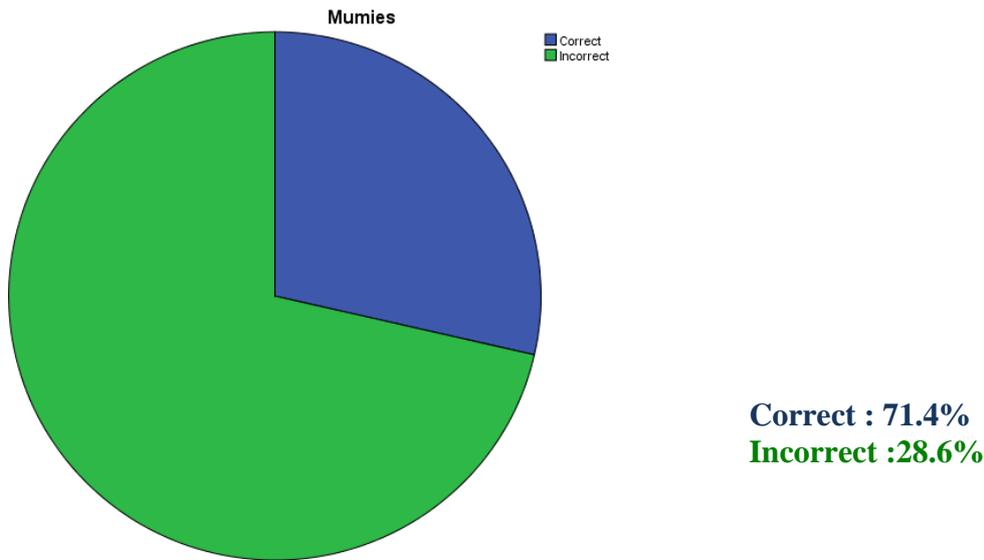
Figure.25 . The pronunciation of the word **'Mummies'**

In accordance with what was stated in the data processing, another word was considered difficult in pronunciation for the respondents so that the term mummies' was regarded hard to be uttered as it should since that **(71.4%)** which represented the majority of the junior learners have been defeated to pronounce it properly within reason that these category of learners get unused to the term was given. While the other **(28.6%)** who have found the term familiar because they watch a lot of Science- Fiction movies so that it was easy for them to pronounce it right.

Table.**26.** The pronunciation of the word **'Discourage'**

Effectif				
		Discrg		Total
		Correct	Incorrect	
STD	Anw	1	0	1
	Hosse	0	1	1

	Lin	1	0	1
	Moh	0	1	1
	Ray	0	1	1
	Was	1	0	1
	Yasm	0	1	1

Total	3	4	7
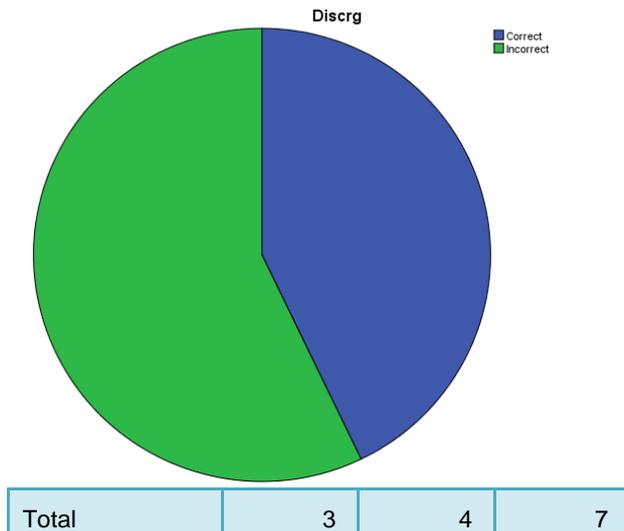
Correct :42.9%
Incorrect :57.1%

Figure.26. The pronunciation of the word **'Discourage'**

The pronunciation of the term 'discourage' in the pre-test was quite successful despite the fact that it was given before the learners were invited to watch the movie. 3 out of 7 respondents **(42.9%)** have found that the word discourage is the opposite form to the word courage which was so familiar and well comprehended. Whereas the other **(57.1%)** have faced a problem in itspronunciation so that they committed a mistake when they tended to pronounce the prefix (dis).

Table.**27.** The pronunciation of the word **'Voldemort'**

Effectif		Vldm		Total
		Correct	Incorrect	
STD	Anw	0	1	1
	Hosse	0	1	1
	Lin	1	0	1
	Moh	0	1	1
	Ray	0	1	1
	Was	0	1	1
	Yasm	1	0	1
Total		2	5	7

Vldm

■ Correct
■ Incorrect

Correct :28.6%
Incorrect :71.4%
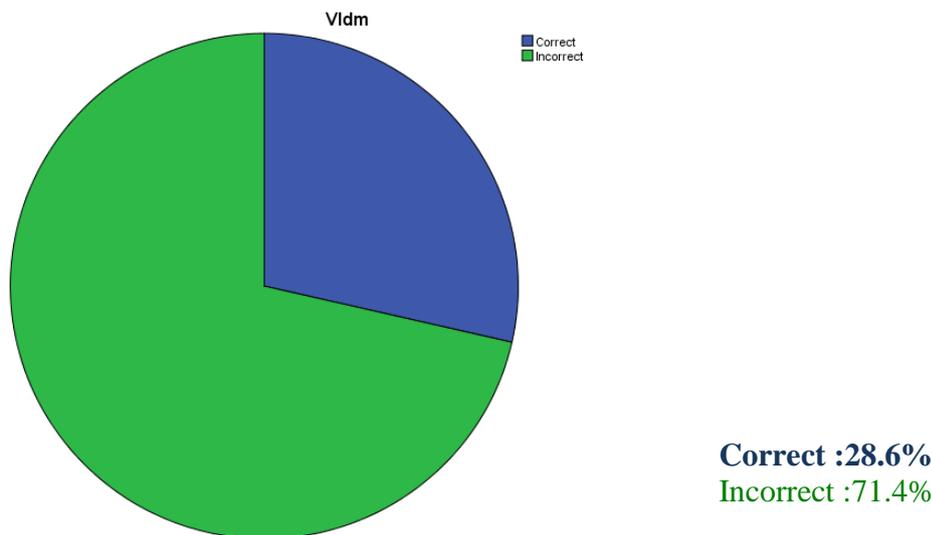
Figure.27 . The pronunciation of the word **'Voldemort'**

Since the term 'Voldemort' is the fictional name of one of the movie's character, the majority **(71.4%)** of the respondents have defeated when they pronounce the word according to the fact that they were asked to utter it before the movie has been displayed. That is why 5 out of 7 junior learners committed such a mistake and also the absent of these kind of shows that can motivate junior learners to get such terms. While the other **(28.6%)** have been accomplished the correct pronunciation to the noun due to their background about the movie and the character.

Table.28. The pronunciation of the expression **'Goodness' sake'**

Effectif		Gdssk		Total
		Correct	Incorrect	
STD	Anw	0	1	1
	Hosse	0	1	1
	Lin	0	1	1
	Moh	0	1	1
	Ray	0	1	1
	Was	0	1	1
	Yasm	1	0	1
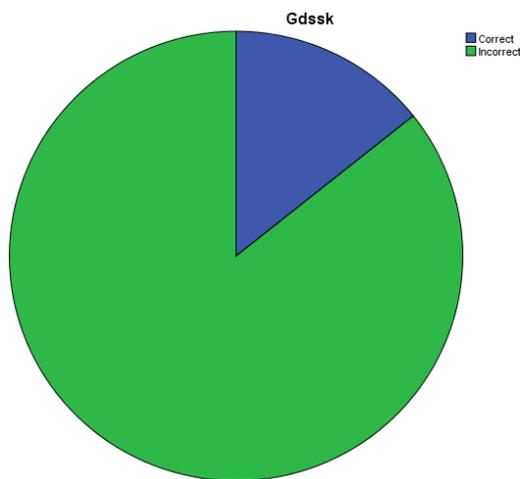
Correct :14.3%

Incorrect :85.7%

Figure.28. The pronunciation of the expression **'Goodness' sake'**

The pronunciation of the expression 'goodness' sake' have been depended on how much the learners do know about the English idioms. This last expression is an idiomatic term used to express frustration. As result of the learners' cultural lack, the majority of them **(85.7%)** have failed in the pronunciation practice in the pre-test and more than this, they were so afraid to pronounce it. While the other **(14.3%)** went for it and uttered it correctly and as it should be pronounced due to their previous knowledge about the expression.

Table.29. The pronunciation of the word **'Arrested'**

Effectif		Arstd		Total
		Correct	Incorrect	

STD	Anw	1	0	1
	Hosse	1	0	1
	Lin	1	0	1
	Moh	1	0	1
	Ray	0	1	1
	Was	1	0	1
	Yasm	1	0	1
Total		6	1	7

Correct : 85.7%
Incorrect :14.2%
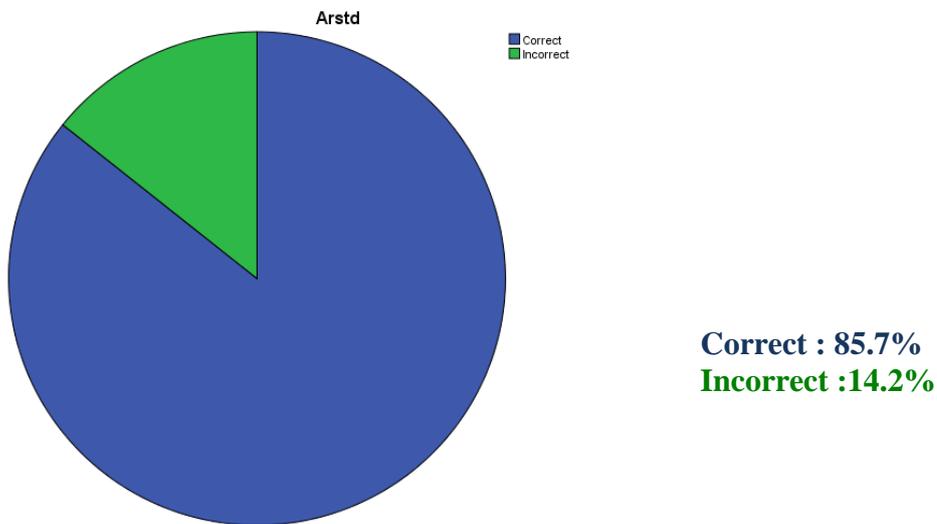
Figure.29 . The pronunciation of the word **'Arrested'**

The pronunciation of the word 'arrested' had a noticeable engagement among the EFL junior learners as well as the majority of the respondents **(85.7%)** have obtained the correct pronunciation without any kind of hesitation since the term was understood and clear. While the other **(14.2%)** have found difficulty not in how to pronounce it but it was in lack of their self-esttem, which made them think that, they cannot pronounce. It was sure if they just tried, they might succeed.

3.4.2.4 Display of The Results Post- test Movie

Table.30. The pronunciation of the expression **'Emergency Transport'**

		Correct	Incorrect	
ST D	Anw	0	1	1
	Hos s	1	0	1
	Lin	1	0	1
	Moh	1	0	1
	Ray	0	1	1
	Was s	1	0	1
	Yas m	1	0	1
Total		5	2	7

EMTR

■ Correct
■ Incorrect

Correct : 71.4%
Incorrect :28.6%
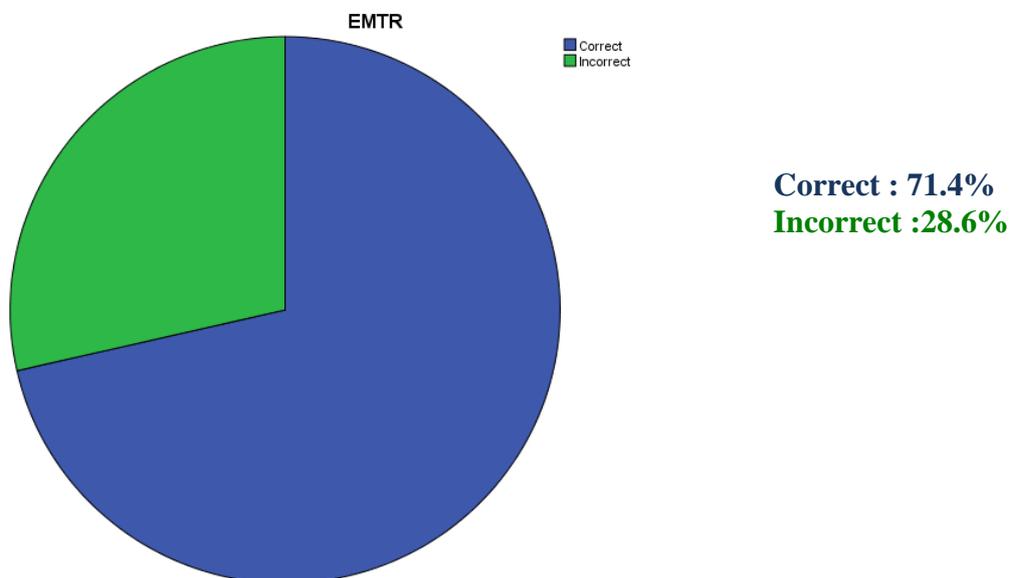
Figure.30. The pronunciation of the expression **'Emergency Transport'**

In harmony with the British movie's affection on the junior learners' pronunciation to the expression 'emergency transport', more than a half of the respondents **(71.4%)** have showed that the exhibition of the Potter's movie helped them to recognize the correct pronunciation to the expression has given in the pre-test which has created a well pronunciation after the movie's display (post-test). while the other **(28.6%)** failed again the post-test due to the lack of concentration.

Table.31. the pronunciation of the word **'Mummies'**

Effectif				
		Mummies		Total
		Correct	Incorrect	
STD	Anw	0	1	1
	Hoss	1	0	1
	Lin	0	1	1
	Moh	1	0	1
	Ray	1	0	1
	Wass	0	1	1
	Yasm	1	0	1
Total		4	3	7

Correct :57.1%
Incorrect :42.9%
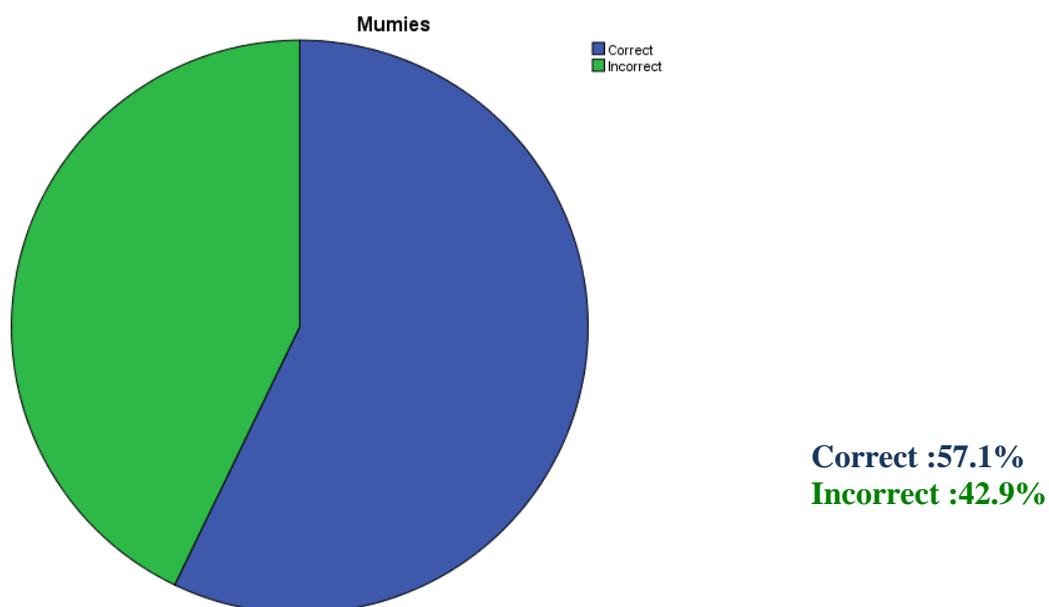
Figure.31. The pronunciation of the word **'Mummies'**

The pronunciation of the term 'mummies' became much easier after the movie's exhibition (post-test). 4 out of 7 respondents **(57.1%)** have pronounced the word correctly without any fear or stress. Whereas the others **(42.9%)** have failed due to the movie characters' speaking way, it was too quick that they could not catch the word.

Table.32. The pronunciation of the word **'Discourage'**

Effectif				
		Discrg		Total
		Correct	Incorrect	
STD	Anw	1	0	1
	Hoss	1	0	1
	Lin	1	0	1
	Moh	0	1	1
	Ray	1	0	1
	Wass	0	1	1
	Yasm	0	1	1
Total		4	3	7

Correct :57.1%
Incorrect :42.9%
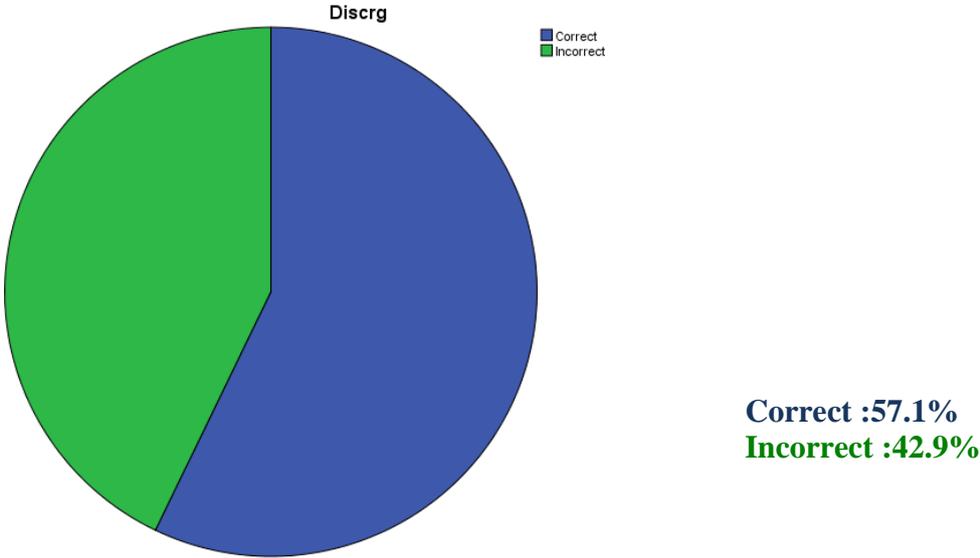
Figure.**32.** The pronunciation of the word **'Discourage'**

The same improvement was observed considering the word 'discourage' after the movie's display. Junior Learners have given a positive attitude towards the movie when they showed

their curiosity to what has been said in the movie looking for the right pronunciation to the words were given in the pre-test so that **(57.1%)** of the respondents have accomplished the correct pronunciation due to the higher concentration they showed while watching. But the other **(42.9%)** have defeated to accomplish the correct pronunciation because they were not concentrated enough.

Table.33. The pronunciation of the word **'Voldemort'**

Effectif		Vldm		Total
		Correct	Incorrect	
STD	Anw	1	0	1
	Hoss	1	0	1
	Lin	1	0	1
	Moh	1	0	1
	Ray	1	0	1
	Wass	0	1	1
	Yasm	1	0	1
Total		6	1	7

Correct : 85.7%
Incorrect :14.3%
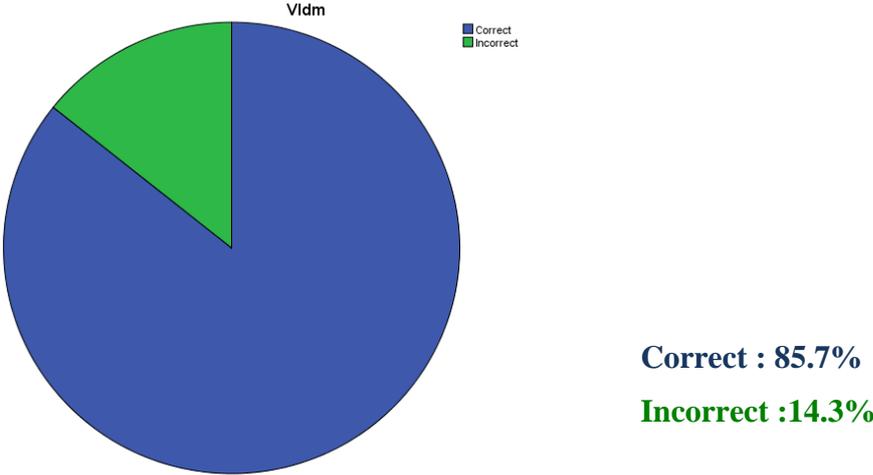
Figure.33. The pronunciation of the word **'Voldemort'**

After meeting the fictional character in the movie who was called 'Voldemort', junior learners have found the noun's pronunciation much easier than the pre-test so that it has counted that more than half respondents **(85.4%)** have achieved the correct pronunciation of the

character's name. While the other **(14.3%)** have failed to catch the word because of, they were just started to learn using this way so they could not focus on what it has been said exactly in the movie.

Table.34. The pronunciation of the expression **'Goodness 'sake'**

Effectif				
		Gdssk		Total
		Correct	Incorrect	
STD	Anw	1	0	1
	Hoss	1	0	1
	Lin	1	0	1
	Moh	0	1	1
	Ray	1	0	1
	Wass	0	1	1
	Yasm	1	0	1
Total		5	2	7

Correct : 71.4%
Incorrect :28.6%
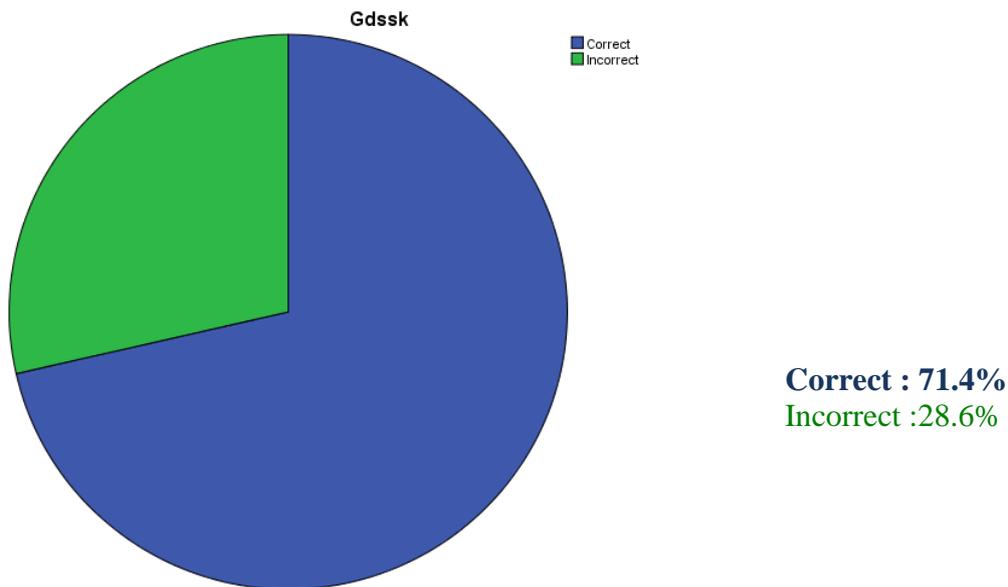
Figure.34. The pronunciation of the expression **'Goodness 'sake'**

As it has been showed in pre-test that the expression 'goodness' sake' is an idiom so its pronunciation depends on the learners' knowledge to the term. After the movie's exhibition, the majority of the junior learners have found the right use to the expression which seriously

helped them to accomplish the correct pronunciation so that **(71.4%)** of the respondents have found it easy to pronounce while the other **(28.6%)** have defeated to find the right pronunciation.

Table.**35.** the pronunciation of the word **'Arrested'**

Effectif		Arstd	Total
		Correct	
STD	Anw	1	1
	Hoss	1	1
	Lin	1	1
	Moh	1	1
	Ray	1	1
	Wass	1	1
	Yasm	1	1
Total		7	7

Correct :100%
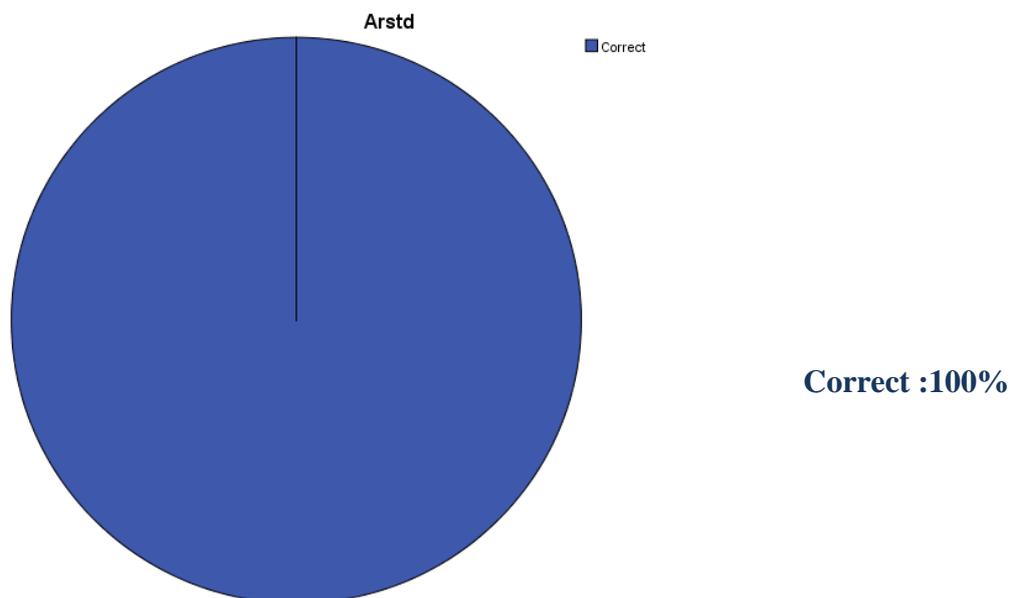
Figure.**35.** the pronunciation of the word **'Arrested'**

The pronunciation of the word 'arrested' have been understood by the learners so that all the respondents **(100%)** have succeeded to accomplish the correct pronunciation because they

have raised their awareness and concentration to be in close with every word that has been said in the movie.

	N	Minimum	Maximum	Mean	Standard deviation
X1	7	1	1	1,00	,000
X2	7	2	3	2,14	,378
X3	7	1	6	2,86	1,952
X4	7	2	6	3,14	1,464
X5	7	2	5	3,29	,951
X6	7	1	5	2,29	1,604
X7	7	1	1	1,00	,000
X8	7	1	2	1,14	,378
X9	7	1	2	1,14	,378
SDT	7	0	1	,43	,535
N valide (liste)	7				

Table .36. Descriptive statistics of the survey

Conclusion

The whole work in the practical section summarized the authenticity of the hypotheses that have been given. The analysis of the junior learners' answers to the survey questions have been showed the huge desire that learners own to learn pronunciation with every possible way as well as it has been showed their capacities to be fluent if they practice enough using the audio visual materials (movies, songs and BBC programmes) which are considered to be the most useful techniques that may aid EFL learners to improve their pronunciation in the near future. In addition, EFL junior learners have been shared the idea that pronunciation training would be better if they start their learning using RP as the first stone to a fluent pronunciation since they are children and they need that clear accent to be opened to the other English varieties in the future. Mentioning to the analysis of t.test movie and song, it has been noticed that junior learners faced real problems in pronunciation before they get invited to display the song and the movie which was another way to prove that children in their age need the most simplest and enjoyable materials to learn pronunciation without feeling shy or demotivated and using typical British movie and song have been affected clearly the way they pronounce so that the way they speak.

Intangibly, the study has given all the answers to the research questions and accomplished its goals. The research tools have confirmed the research hypotheses. First, using RP inside the EFL junior Learners English class is very useful for the learners' as the first rock in their language learning career so that to be more fluent and academic. Second, using such new materials and techniques (audio-visual) also aid the junior learners to improve their pronunciation and speaking skill so they can communicate well. To sum up, it is very important to include pronunciation training inside the language class and prepare sessions to get better results.

General

Conclusion

The investigation we insulted surrounded by the research study we presented has taken a tab at the hypotheses we expected which has strengthened them, passing by various work and enjoyable practice. The effect of Received Pronunciation on enhancing junior learners' pronunciation training and speaking skill in Biskra privet sector (Moufdi Zakaria Language School) has been proved through a practice of days taken into consideration the hypotheses we anticipated which came to assure the accuracy of what we have stated before the work :1) using English movies, songs, and BBC episodes programme where RP is used is expected to have positive impact on pronunciation and speaking skills of the junior learners.2) It is expected that pronunciation training inside the classroom affect the junior learners' ability to be fluent and intangible.

Our theoretical section was mainly devoted into two important aspects, which are the root of this research subject: speaking skill and pronunciation. In the first place, we illuminated the importance of mastering speaking skill since we are attached to the modern communication. Furthermore, again we refracted rays of light coverage on pronunciation generally and RP specifically through introducing ways to pronunciation training inside the language school (EFL classrooms).

In order to test the accuracy of these theoretical assumptions, we have conducted two main kinds of data gathering tools; survey that consists nine questions has been executed to EFL junior learners at Moufdi Zakaria language privet school Biskra. In addition, junior learners were invited to watch a movie and listen to a song, which are administrated to pronunciation pre-post-tests (t- tests). Depend on the data accessed from the survey (questionnaire), we derived the following result: using English movies, songs, and BBC episodes programme where RP have positive impact on pronunciation and speaking skill among EFL junior learners. Notably, junior learners are clearly affected by the pronunciation training inside the English classroom and that was noticed in the way they were pronouncing the words and

expressions which they have subjected to from the movie and the song and that was intangibly successful. Leftover, the questions were asked to be answered from learners showed that they are really interested in the field of English pronunciation and its training inside the classroom, although in a way their opinions were different when it came to choosing the appropriate English accent for them but in another way they have been met in one point that RP is such a necessary accent for them because they have found it clear and simple as beginners and as juniors who tend to learn a foreign language. Teachers who are well prepared for pronunciation training class will do better with their learners than others who are not; that is why pronunciation training must be taking into consideration when it comes to teaching a foreign language. As researchers we have noticed that learners face a lot of problems in pronunciation due to the lack of listening activity and also their limited knowledge about the importance of fluent pronunciation in taking a step to make an effective conversation because as long as the learner's pronunciation is clear and correct, the way he/she speaks will be more understood and appreciated.

Research results show that Received Pronunciation holds a prestige among EFL junior learners at privet school sector and they have a positive impact on using movies and songs help EFL learners to engage with the English language easily so they feel at ease and train their ears to get use to the language and choosing RP (typical British) instead of other English accents was a way to facilitate the thing for the learners according to the accent used in the selected tools (movie and song) in t- tests. Hence, based on the findings of learners' answers, we wish that the motions and recommendations we suggested in this research subject will be accessible and advantageous for promoting the EFL teachers' awareness at privet sector language school about the importance of including pronunciation training sessions in EFL Junior Learners English class using the typical British (RP) and enrich their sessions with

pleasant and behooveful activities like displaying songs or movies so they can help to build confidence in learners' personality and develop their memory and concentration.

➢ Learners should practice more listening activities even outside the classroom. This would help them engage easily in situations where they tend to speak.

➢ Learners should use dictionaries so they can check how to pronounce words correctly. So they should carry a small pocket dictionary with them and use it inside and outside the classroom.

➢ Learners produce a lot of pronunciation mistakes under different circumstances and especially shyness, stress, demotivation and the fear to engage; we suggest that teachers can do the trick here through encouraging their learners with activities that help them to be ready at any situation they face when they speak. This will automatically aid them to make their best and show their abilities to pronounce correctly and to speak clearly.

➢ Teachers are able to help junior learners to get in touch with anything has relationship with English. They can talk about their favourite English shows and programmes and imitate their favourite characters in how they pronounce. So here teachers should be opened to their learners' interesting.

➢ It is essential for teachers to guide their learners and improve their knowledge about the various English accents and this happens through conducting sessions where they let their learners meet with some English varieties. Listening activity is enough so they can differentiate between the varieties when they face such situations.

➢ Teachers should try to establish the enjoyable environment in the classroom so that learners will easily adopt what is given by the teacher. This also will help them determine their future career because they will be motivated enough to pronounce correctly and speak clearly.

To sum up, Using movies and songs where RP is spoken from time to time in junior learners' English class is very appropriate to make pronunciation training happen successfully. In addition, using such materials and techniques can improve the learners' level in speaking confidently which will certainly help them in their future work and career.

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Appendexies

Survey

First Name (only):   **Academic Year:**

Gender: M// F   **Level/ Grade: A1/**
A2

Age:

Dear student: If you please give, your attention to answer the following questions 'alone' with what you find suitable as you think:

1. Do you find 'pronunciation' an important aspect of English language instruction as other aspects like grammar, writing, reading?

2. Do you think the academic methods and hours dedicated to English pronunciation, and oral practice enough?

3. What additional / extra activities do you exercise to practice English pronunciation\ accents?

4. What kind of English T.V shows do you watch? For what purposes?

5. Do you feel such movies and songs are improving your English pronunciation and speaking skill?

6. What accent you prefer to teach with in English? Why?

7. What accent you prefer to pronounce words with?

8. Do you think (Arabic) or any other languages you are learning (French) affect your English pronunciation?

9. Do you have any suggestions for improving English pronunciation?

Pronunciation-Testing Format

Dear volunteer students, this paper aims at gathering data for a project concerning pronunciation. Be assured that no full names will be mentioned in the research experiment. You are required to respond to a preliminary pronunciation test. Then you are going to watch and listen to an internationally awarded movie titled'' **Harry Potter and the Prisoner of Azkaban Movie'' (25 minutes will be taken form the movie)** and focus on the pronunciation of words used in the film. Each of you, after that, will be asked to repeat certain words individually, taking into account word stress, sentence stress, and intonation. Your answers will be recorded. The same thing will be done after listening to a song by *Adele* titled "**Hello**". Your help will be appreciated, so be relaxed when answering.

C = Correct, I = Incorrect

Pronunciation Pre-Test

"Hello'' Song

		Name	Lina	Mohamed	Anwaar	Houssem	Wassim	Rayan	Yasmine
No.	**Word**	**Pronunciation**							
1.	hello	/həˈləʊ/							
2.	me	/mi:/							
3.	I	/aɪ/							
4.	Wondering	/ˈwʌndərin/							
5.	years	/jɪə(r)z/							
6.	over	/ˈəʊvə(r)/							
7.	Heal	/hi:l/							
8.	But	/bʌt/							
9.	Done	/dʌn/							
10.	Can	/kæn/							

11.	California	/ˌkælɪˈfɔːnɪə/						
12.	Dreaming	/driːmin/						
13.	Younger	/ˈjʌŋgə(r)/						
14.	I've	/aɪv/						
15.	Forgotten	/fə(r)ˈgɒt(ə)n/						
16	Feet	/fiːt/						
17	Home	/həʊm/						
18	Outside	/ˌaʊtˈsaɪd/						
19	Sorry	/ˈsɒri/						
20	Heart	/hɑːt/						
21	Matter	/ˈmætə/						
22	How are you	/ˈhaʊ ə ju/						
23	Typical	/ˈtɪpɪk(ə)l/						
24	before	/bɪˈfɔː/						
25	Town	/taʊn/						
26	Nothing	/ˈnʌθɪŋ/						
27	Secret	/ˈsiːkrət/						
28	Both	/bəʊθ/						
29	The other side	/ði ˈʌðə saɪd/						
30	Thousand	/ˈθaʊz(ə)nd/						
31	Never	/ˈnevə(r)/						
32	Call	/kɔːl/						
33	That	/ðæt/						
34	Tired	/ˈtaɪəd/						
35	Anymore	/ˌeniˈmɔː(r)/						
36	You	/juː/						
37	Tell	/tel/						
38	To	/tə, tʊ/						
39	so	/səʊ/						
40	Seem	/siːm/						

The Second Part

"Harry Potter and The Prisoner of Azkaban" Movie (25 minutes)

No	Word	Pronunciation	Lina	Mohamed	Anwaar	Housem	wassim	Rayan	Yasmine
		Name							
1.	My name is Harry Potter	/maɪ ˈneɪm z ˈhæri ˈpɒtə/							
2.	Emergency transport	/ɪˈmɜːdʒənsi trænsˈpɔːt/							
3.	Hogwarts	/ˈhɒˌwɔːts/							
4.	School books	/skuːl bʊks/							
5.	Grooks hanks	/<grooks> hæŋks/							
6.	Egypt	/ˈiːdʒɪpt/							
7.	Brilliant	/ˈbrɪlɪənt/							
8.	Mummies	/ˈmʌmɪz/							
9.	Worship cat	/ˈwɜːʃɪp kæt/							
10	Good	/gʊd/							
11	Hermione	/hərˈmaɪəni/							
12	Looking forward	/lʊkɪŋ ˈfɔːwəd/							
13	Great	/ˈgreɪt/							
14	Ministry	/mɪnɪstri/							
15	Discourage	/dɪsˈkʌrɪdʒ/							
16	Grave danger	/greɪv ˈdeɪndʒə/							
17	Escaped	/ɪˈskeɪpt/							
18	Voldemort								
19	Faithful	/ˈfeɪθfəl/							
20	Power	/ˈpaʊə/							
21	Swear to me	/sweə tə miː/							
22	Goodness' sake	/ˈgʊdnəs seɪk/							
23	Honesty	/ˈɒnɪsti/							
24	Lucky	/ˈlʌki/							
25	Arrested	/əˈrestɪd/							
26	Professor	/prəˈfesə/							
27	Murderous	/ˈmɜːdərəs/							

28	Yet	/Jet/							
29	Going on	/ˈgəʊɪŋ ɒn/							
30	Moving	/ˈmuːvɪŋ/							
31	Bloody hell	/ˈblʌdi hel/							
32	Here	/hɪə/							
33	Dementor	/dəˈmentə/							
34	Excuse me	/ɪkˈskjuːz miː/							
35	Rigid	/ˈrɪdʒɪd/							
36	Either	/ˈaɪðə/							
37	Weired	/wɪəd/							
38	Cheerful	/ˈtʃɪəfəl/							
39	Befuddled	/bɪˈfʌdl̩d/							
40	Retire	/rɪˈtaɪə/							

Pronunciation Pre-Test

Tableau croisé STD * me

Effectif

		me	Total
		Correct	
STD	Anw	1	1
	Hosse	1	1
	Lin	1	1
	Moh	1	1
	Ray	1	1
	Wass	1	1
	Yasm	1	1
Total		7	7

Récapitulatif de traitement des observations

	Observations					
	Valide		Manquant		Total	
	N	Pourcentage	N	Pourcentage	N	Pourcentage
STD * I	7	13,7%	44	86,3%	51	100,0%

Tableau croisé STD * I

Effectif

		I	Total
		Correct	
STD	Anw	1	1
	Hosse	1	1
	Lin	1	1
	Moh	1	1
	Ray	1	1
	Wass	1	1
	Yasm	1	1
Total		7	7

Récapitulatif de traitement des observations

	Observations					
	Valide		Manquant		Total	
	N	Pourcentage	N	Pourcentage	N	Pourcentage
STD * wondring	7	13,7%	44	86,3%	51	100,0%

Tableau croisé STD * wondring

Effectif

		wondring	Total
		Correct	
STD	Anw	1	1
	Hosse	1	1
	Lin	1	1
	Moh	1	1
	Ray	1	1
	Wass	1	1
	Yasm	1	1
Total		7	7

Récapitulatif de traitement des observations

	Observations					
	Valide		Manquant		Total	
	N	Pourcentage	N	Pourcentage	N	Pourcentage
STD * years	7	13,7%	44	86,3%	51	100,0%

Tableau croisé STD * years

Effectif

		years		Total
		Correct	Incorrect	
STD	Anw	0	1	1
	Hosse	0	1	1
	Lin	1	0	1
	Moh	1	0	1
	Ray	1	0	1
	Wass	1	0	1
	Yasm	1	0	1
Total		5	2	7

Récapitulatif de traitement des observations

	Observations					
	Valide		Manquant		Total	
	N	Pourcentage	N	Pourcentage	N	Pourcentage
STD * Over	7	13,7%	44	86,3%	51	100,0%

Tableau croisé STD * Over

Effectif

		Over		Total
		Correct	Incorrect	
STD	Anw	1	0	1
	Hosse	0	1	1
	Lin	0	1	1
	Moh	0	1	1
	Ray	1	0	1
	Wass	1	0	1
	Yasm	1	0	1
Total		4	3	7

Récapitulatif de traitement des observations

	Observations					
	Valide		Manquant		Total	
	N	Pourcentage	N	Pourcentage	N	Pourcentage
STD * heal	7	13,7%	44	86,3%	51	100,0%

Tableau croisé STD * heal

Effectif

		heal		Total
		Correct	Incorrect	
STD	Anw	0	1	1
	Hosse	0	1	1
	Lin	1	0	1
	Moh	0	1	1
	Ray	1	0	1
	Wass	1	0	1
	Yasm	1	0	1
Total		4	3	7

Récapitulatif de traitement des observations

	Observations					
	Valide		Manquant		Total	
	N	Pourcentage	N	Pourcentage	N	Pourcentage
STD * but	7	13,7%	44	86,3%	51	100,0%

Tableau croisé STD * but

Effectif

		but	Total
		Correct	
STD	Anw	1	1
	Hosse	1	1
	Lin	1	1
	Moh	1	1
	Ray	1	1
	Wass	1	1
	Yasm	1	1
Total		7	7

Récapitulatif de traitement des observations

	Observations					
	Valide		Manquant		Total	
	N	Pourcentage	N	Pourcentage	N	Pourcentage
STD * done	7	13,7%	44	86,3%	51	100,0%

Tableau croisé STD * done

Effectif

		done		Total
		Correct	Incorrect	
STD	Anw	1	0	1
	Hosse	0	1	1
	Lin	1	0	1
	Moh	0	1	1
	Ray	1	0	1
	Wass	1	0	1
	Yasm	1	0	1
Total		5	2	7

Récapitulatif de traitement des observations

	Observations					
	Valide		Manquant		Total	
	N	Pourcentage	N	Pourcentage	N	Pourcentage
STD * can	7	13,7%	44	86,3%	51	100,0%

Tableau croisé STD * can

Effectif

		can		Total
		Correct	Incorrect	
STD	Anw	0	1	1
	Hosse	0	1	1
	Lin	1	0	1
	Moh	0	1	1
	Ray	1	0	1
	Wass	0	1	1
	Yasm	1	0	1
Total		3	4	7

Récapitulatif de traitement des observations

	Observations					
	Valide		Manquant		Total	
	N	Pourcentage	N	Pourcentage	N	Pourcentage
STD * califor	7	13,7%	44	86,3%	51	100,0%

Tableau croisé STD * califor

Effectif

		califor	Total
		Correct	
STD	Anw	1	1
	Hosse	1	1
	Lin	1	1
	Moh	1	1
	Ray	1	1
	Wass	1	1
	Yasm	1	1
Total		7	7

Récapitulatif de traitement des observations

	Observations					
	Valide		Manquant		Total	
	N	Pourcentage	N	Pourcentage	N	Pourcentage
STD * dream	7	13,7%	44	86,3%	51	100,0%

Tableau croisé STD * dream

Effectif

		dream		Total
		Correct	Incorrect	
STD	Anw	1	0	1
	Hosse	0	1	1
	Lin	1	0	1
	Moh	1	0	1
	Ray	1	0	1
	Wass	0	1	1
	Yasm	0	1	1
Total		4	3	7

Récapitulatif de traitement des observations

	Observations					
	Valide		Manquant		Total	
	N	Pourcentage	N	Pourcentage	N	Pourcentage
STD * yonger	7	13,7%	44	86,3%	51	100,0%

Tableau croisé STD * yonger

Effectif

		yonger		Total
		Correct	Incorrect	
STD	Anw	0	1	1
	Hosse	0	1	1
	Lin	1	0	1
	Moh	1	0	1
	Ray	1	0	1
	Wass	1	0	1
	Yasm	1	0	1
Total		5	2	7

Récapitulatif de traitement des observations

	Observations					
	Valide		Manquant		Total	
	N	Pourcentage	N	Pourcentage	N	Pourcentage
STD * I've	7	13,7%	44	86,3%	51	100,0%

Tableau croisé STD * I've

Effectif

		I've		Total
		Correct	Incorrect	
STD	Anw	1	0	1
	Hosse	1	0	1
	Lin	1	0	1
	Moh	1	0	1
	Ray	0	1	1
	Wass	1	0	1
	Yasm	0	1	1
Total		5	2	7

Récapitulatif de traitement des observations

	Observations					
	Valide		Manquant		Total	
	N	Pourcentage	N	Pourcentage	N	Pourcentage
STD * Fogtn	7	13,7%	44	86,3%	51	100,0%

Résumé

L'Anglais est devenu la plus puissante et la plus renouvelée langue dans le ùonde entier. De nos jours si bien que l'enseigner l'anglais devient une nécesssité. Le principale objectif de cette langue est que l'interlocuteur prononce bien. Enseigner la prononciation peut aider l'apprenant à se sentir plus confiant lors de se prise de parole. Notre étude s'est focalisée sur une catègorie spécifique représentant les apprenants juniors de l'école de langue : Moufdi Zakaria. On a demandé à ces apprenants de rèpondre à quelques questions sur la prononciation et la compètence du parler. Après qu'ils ont ètè invités à regarder un film anglais et à écouter la prononciation anglaise. L'enquete visaint à confirmer les hypothèses et rèpondre aux questions de la recherche. Effectivement, ce qui a été remarquè est que les films et les chansons typiquement britanniques ont affecté la prononciation et le parler des apprenants de l'anglais en leur donnant lus d'assurance pour acquèrir cette langue et toutes ses variétés.