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**Diagnosing the Notorious Aspects of Pronunciation Problems among EFL
Learners: Case of Master Two EFL Students at the University of Tlemcen**

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Statement Of Originality

We hereby confirm that this thesis is entirely our own work and that we have written it in our own words. We also declare that the present work contains no plagiarism and that any information taken from published or unpublished sources has been acknowledged in accordance with the standard referencing rules.

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DEDICATIONS

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this paper.**

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ABSTRACT

This study investigates the major difficulties connected with pronunciation abilities among EFL learners. This research, which focuses on Master two students at the University of Tlemcen, is divided into two parts that advance from theoretical investigation to practical execution. The researchers used two questionnaires issued to a sample of 40 students and 6 teachers to examine the hypotheses linked to the issues experienced by our EFL learners. The questionnaires aim to diagnose the notorious aspects of pronunciation problems faced by these learners. By analyzing the collected data, this study attempts to identify the specific areas of difficulty, determine the factors contributing to pronunciation challenges, and propose potential interventions to alleviate the burdens related to these issues. The findings of this research will, hopefully, contribute to enhancing pedagogical approaches and interventions targeted at improving the pronunciation skills and overall language proficiency of Master two EFL learners.

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List of Acronyms

EFL (English as a Foreign Language)

ESL (English as a second language)

EA (Errors Analysis)

FL1 (Foreign language)

FL2 (First Language)

L1 (first/mother language)

L2 (second language)

PAI (Pronunciation Attitude Inventory)

CPH (Critical Period Hypothesis)

CBA (Competency Based Approach)

General Introduction

A language is simply a human and non-instinctive means of communication sharing feelings, ideas and wishes and the easiest way is through speech. In addition, for any successful conversation system, the speaker and the listener alike should recognize each other through a good pronunciation and neat perception. It is necessary to be masterful in grammar and vocabulary, but with a good pronunciation, the speaker is understood regardless other errors. Pronunciation plays a key role in order to get this mutual intelligibility and to get an effective communication. Thus, it is required that from the very beginning when you start learning any language, focus is set on the mastery of pronunciation, especially with languages known to have tremendously that peculiar notorious aspect; hence English is a typical case. Nowadays, English is a very important language since it has become a worldwide, part and parcel of almost every existing field. We use it as a global language to communicate in lot of domains ranging from trade to entertainment.

English pronunciation can be identified as one of the hardest skills to develop. It requires more specific time for progressing in pronunciation on the behalf of Learners of English as a Foreign Language; henceforth EFL learners. EFL Master two students of Tlemcen University find difficulties in pronunciation at several levels. Some are related to inexact English pronunciation and others typically associated to comprehending oral discourses filled with certain phonological aspects, such as: assimilation, elision and others which may affect the learners' communication process. That is why it is very important to focus on the factors that cause these pronunciation issues in terms of production and perception.

Thus, this study is an endeavor to unravel most of pronunciation problems of Master two EFL learners at Tlemcen University and diagnose the so-called 'notorious aspect' of the English language where written scripts most often diverge from the probable correct utterances due to the non-correspondence between morphemes and phonemes. This is why this research work is devoted to first lessen the hardships for

EFL learners, find strategies to better teach pronunciation and come with remedies for a higher pronunciation learning and teaching set of rules.

The overall aim of this study, as mentioned above is to analyze the notorious aspects that affect English pronunciation of EFL learners and the way to improve their pronunciation's correctness and accuracy.

To reach the objective of the research work, the researchers have tried to answer the following questions:

- 1 - At which level do EFL learners face difficulties in pronouncing?
- 2 - What are the main factors affecting the pronunciation learning among Master two students as EFL learners?
- 3-How can pedagogy play a role in alleviating the hardship(s) of English pronunciation?

Based on the above questions, the following hypotheses are set:

- 1- There are many difficulties in pronunciation; the most common errors are related to segmental and supra-segmental features.
- 2 - It is assumed that most pronunciation errors made by students are due to the influence of L1/L2, lack of exposure to the target language and lack of motivation.
- 3- If a well-designed program is set early for intermediate learners; the pronunciation skills could be improved.

Throughout this research work, the researchers will try to prove whether the above hypotheses are accurate or not. This research work is conducted with 40 EFL Master two students at Tlemcen University. The researchers will get a clear picture by sending two questionnaires, the first one is for the teachers of the same university then another questionnaire for Master two students from different branches for the sake of

finding out the most English problematic sounds for them. The first one is addressed to six (06) teachers having direct relation with teaching phonetics and phonology and/or dealing with modules including aural/oral skills; and the second questionnaire will be used in order to investigate the most common errors among students and their causes.

This research work is divided into two main chapters. In the first chapter, a theoretical overview of the field of pronunciation and its importance in the learning prospects of English as a foreign language is portrayed. It also theories the various challenges in diagnosing pronunciation errors among EFL learners and the subsequent strategies to overcome these related issues. Meanwhile, the second chapter will highlight the methodology used to cover the practical part; it deals with the analysis of data and their interpretation, then discussion of the results will follow. Finally, some recommendations and suggestions are set to help alleviate the burden of pronunciation and dissolve the notorious aspect related typically the English language production and perception alike.

CHAPTER ONE: Literature review

1.1 Introduction

For many years, researches have shown how necessary it is for learners of foreign languages to own a good pronunciation, especially, the English language. It is the main feature of developing the speaking skills. In communication procedures a better pronunciation may avert misunderstanding. Most of learners have serious issues in learning understandable pronunciation (Gilakjani, 2011). Therefore, English learners have to pay more awareness to the significance of pronunciation in developing their English language.

This chapter will first shed light on the general concepts about pronunciation, its components, importance and factors influencing learning pronunciation. Then, it will give a view about error diagnosis of and about pronunciation and its importance in studying this field. Moreover, a special focus on the status of teaching English pronunciation in the Algerian educational system will be sketched out all along.

1.2 Pronunciation Defined

Pronunciation is one of the most important elements in achieving success in any oral discourse. According to Paulston and Burder (1976), pronunciation is the creation of a sound system that does not obstruct communication from the perspective of the speakers or the listeners. The correct way to pronounce a word is called pronunciation (Otlowski, 1998). Furthermore, pronunciation was described by Richard and Schmidt (2002) as the process of making particular sounds. Similar to this, Fraser (2001. p.6) asserted that pronunciation includes all speech features that contribute to an easily understandable flow of speech, such as segmental articulation, rhythm, intonation, and phrasing, as well as less obviously gesture, body language, and eye contact. Grammar, vocabulary selection, cultural sensitivity, and other elements of oral communication are also essential components of pronunciation. However, Derwing and Rossiter (2002) stated that the majority of English as second language learners' main difficulty is learning how to pronounce, and generally,

learners consider pronunciation as the main cause for their communication problems (Ababneh, 2018)

1.2.3 Aspects of Pronunciation

Specialists in the field of phonetics (Kelly et al, 2000) divide sounds into two main categories: segments and supra-segmental. On one hand, segments are units of sounds which can be analyzed. They are also known as phonemes. On the other hand, supra-segmental features are features of speech which generally apply to groups of segments or phonemes (Kelly, 2000, p. 3). They are interrelated in the sense that all work is combination in the communication context. As a result, both of them are important, that is, learners have to be aware of using both of those features in their speech production in order to achieve an effective oral communication.

1.2.3.1 Segmental Features of Pronunciation: Vowels and Consonants

The phonological units of any language produced in a relatively short amount of time are called segments. They comprise the individual consonant and vowel sounds that make up words and utterances.

a. Vowels

Vowels make up the first group of speech sounds. The way they are created sets them apart from consonants. According to Rogers (2000), the vocal tract is more open when producing vowels than when producing consonants (p.28)

Vowels are created by voiced air flowing through various mouth forms; the variations in mouth shape are brought on by various tongue and lip positions, according to O'Connor (1980. p. 45). The cardinal vowel system, developed by Daniel Jones and endorsed by the International Phonetic Association (IPA), was the exact system used by phoneticians to describe vowels (Rogers 2000, p.176).

There are three forms of vowels in English: Simple vowels, also known as pure vowels or monophthongs (one vowel), diphthongs (two vowels in a sequence), and

triphthongs (three vowels in a sequence). English pure vowels include /ɪ/, /i:/, /e /, /ɑ:/, /æ/, /ɔ:/, /ʌ/, /u:/, /ʊ/, /ɜ:/, / and /ʊ/. The Diphthongs comprise /ɪə/, /eə/, /ʊə/, /eɪ/, /aɪ/, /ɔɪ/, /əʊ/ while the triphthongs are /eɪə/, /aɪə/, /ɔɪə/, /əʊə/ and /aʊə/.

b. Consonants

Consonants are phonemes that are frequently considered to be one piece of speech.

According to Roach (2001: 20), all real consonants are the consequence of watching the passage of air via the vocal tract. Additionally, producing a consonant requires making the vocal tract narrower than usual at some point; this narrowing is known as constriction. A consonant is a speaking sound in which the air is at least partially obstructed during production. Most of English accents have 24 consonant sounds.

The diagram bellow illustrates the features of English pronunciation of consonants:

		MANNER	VOICING	PLACE						
				Bilabial	Labiodental	Interdental	Alveolar	Palatal	Velar	Glottal
Obstruent	Stop	Voiceless	p			t		k	ʔ	
		Voiced	b			d		g		
	Fricative	Voiceless		f	θ	s	ʃ		h	
		Voiced		v	ð	z	ʒ			
	Affricate	Voiceless					tʃ			
		Voiced					dʒ			
Sonorant	Nasal	Voiced	m			n		ŋ		
	Liquid	Lateral	Voiced				l			
		Rhotic	Voiced					r (ɹ)		
		Glide	Voiced	w				j	(w)	

Figure 1.1. The Classification of English Consonants (Kelly 2000)

The limitation of air movement in some way, or the release of the restriction, is what gives the Consonant its distinctive sound. Consonants are noises made with a lot of tightness in the mouth so that the air flowing up from the lungs gets squished,(Knight 2012, p. 9).

Consonant sounds also tend to occur at the start and end of syllables, for example, those at the beginning and end of the words: ‘dog’, ‘cat’, ‘pen ‘and ‘tub.

1.2.3.2. Supra-segmental Features of Pronunciation

Most EFL learners struggle to grasp the supra-segmental elements of English, believing that acquiring these aspects is difficult. Despite the fact that prosodic and macro aspects are important; students should pay more attention to them. (Celce-Murcia et al., 1996, p. 3) described supra-segmental characteristics as aspects of pronunciation that affect more than one sound segment, such as stress, intonation, and rhythm the musical aspect of pronunciation. According to Murray and Christison (2011), supra-segmental or prosodic elements play an important role in assisting learners in differentiating words, phrases, and even sentences. Stress, rhythm, and intonation are the most essential supra-segmental characteristics.

a. Stress

The prominence given to a certain element or syllable in a word, sentence, or phrase is referred to as stress. According to Rogers (2000), stress is a complex aural impression that the listener perceives as making one syllable more prominent than its neighbors, a variety of factors, either separately or in combination, such as increased loudness, higher pitch, and length, all contribute to the feeling of stress. In English, a stressed syllable frequently possesses all three of these properties. Stress can be induced in different languages by employing only one or two of the features (p. 94).

This signifies that the stressed syllable is stronger and more audible than the others. Furthermore, words with many syllables have both stressed and unstressed syllables. In the same vein, each stressed syllable of a word in isolation has a shift in pitch, or the level of the speaker's voice, and the vowel sound in that syllable is stretched, Kelly (2000, p. 66). According to Low (2015), the generation of stress requires three fundamental points: boosting the respiratory muscles and producing a high level of loudness, exaggerating consonant and vowel qualities, and exaggerating pitch. In the same line, Kelly (2000) stated that stressed syllables are those that have three key characteristics: loudness, pitch change, and a longer syllable.

b. Rhythm

Rhythm, according to Ball and Rahilly (1999), is a pulse that happens at more or less equal intervals of time (p.119). The rhythm of a language, according to Skandera and Burleigh (2005), is the recurrence of important components of speech at what are considered to be regular intervals of time. Depending on the language, the most significant elements are usually stresses or syllables (p. 87).

According to Kenworthy, English speech resembles music in that it has a beat, (1987, p. 10). There are groups of syllables, just like bars of music, and within each group there are strong and weaker beats. It means that strong beats will fall on stressed content words (nouns, verbs, adjectives, and adverbs), whereas weak beats will fall on stressed function words (prepositions, articles, and pronouns). Furthermore, Roach (2009) defined rhythm as a visible event that occurs on a regular basis. It has been argued that English speech is rhythmical, and that rhythm appears consistently in stressed syllables with a stress-timed rhythm; that is, stressed syllables will occur at a regular time whether they are stressed or not; and the period between each stressed syllable will be the same. According to the idea, certain languages have stress-timed rhythms comparable to English, while others have a different rhythmical structure known as syllable-timed rhythms. The latter implies that the time between syllables, whether stressed or unstressed, tends to be the same. In other words, the length of time

it takes to utter a sentence is determined by the number of syllables inside it rather than the number of stressed syllables.

c. Intonation

The used pitch changes throughout the sentence, hence, that what intonation is all about, because there is no widespread consensus on what exactly the phrase signifies, the concept of intonation has long been seen as a difficult term to define. Essentially, intonation reveals the speaker's attitudes and feelings, reflecting what they feel from what they are saying. According to Davenport and Hannahs (2005), intonation is employed for a range of tasks, such as: discriminating between phrase kinds or conveying speaker attitude (p. 84). In addition, speakers utilize intonation to list specific items. Intonation is defined as the distinctive usage of pitch over bigger than a single word Reetz and Jongman (2009, p.221). They went on to say that intonation may convey linguistic information.

For Kelly (2000), intonation is the way the voice goes up and down in pitch when we are speaking. It is a crucial aspect of the way we express our own thought and it enables us to grasp that of others (p. 86). Furthermore, Roach (2009) suggested that it is critical to listen to the speaker's pitch in order to analyze his intonation, and that his pitch might be classified as high or low. Furthermore, Wells (2006, p. 1) stated that intonation is the melody of speech. In researching intonation, we look at how the pitch of the voice changes and how speakers employ this pitch variation to transmit linguistic and pragmatic meaning.

1.2.4. Aspects of Connected Speech

Harmer (2001) claimed that in order for learners to master English pronunciation, they must first master specific sounds such as consonants and vowels, as well as understand how stress, rhythm, and intonation can affect them. When students have mastered these fundamentals, they can progress to learning other aspects of related speech such as assimilation, elision, and linking.

According to Roach (2001), assimilation is "*the process through which a segment is transformed by its neighbors*" (p. 53). Underhill (1994) gives a similar description claiming that assimilation occurs when a phoneme's quality changes due to the impact of an adjacent sound. It changes to sound more like the surrounding noise and differs or is even the same as it. (p. 60). Assimilation, according to Cristal (2008), is "a broad term in Phonetics that refers to the effect exercised by one sound segment on the Articulation of another, so that the sounds become equal or identical" (p. 39).

Furthermore, elision is the process of dropping one or more phonemes. Kelly (2000) defined elision as the loss of a sound. For example, in the sentence: he leaves next week, the speaker will say it as /nekswi: k/. The rationale for this is to save effort and to make it more difficult to combine specific consonant sounds. Also, Knight (2012) determine elision as the loss or deletion of sounds that occur in both weak and strong forms without affecting vowels or causing any other changes. According to Roach (2009), elision is the loss of sounds that should be present in quick, informal speech. For foreign learners' elision is not something necessary to learn but they need it to understand native speakers' speech.

Linking is an important feature of connected speech as well. Because linking is so important, adopting it allows speakers to be more comfortable and natural in their delivery. According to Roach (2009), in our hypothetical mechanical speech, all words would be independent units arranged next to each other in order; yet, in real connected speech, we link words together in a variety of ways. The phoneme does not occur in syllable-final position in the BBC accent, although the spelling of a word suggests a final /r/, and word beginning with a vowel follows, the conventional pronunciation is to pronounce with /r/. (p.115).

1.3. The Importance of Pronunciation

Pronunciation contains two important components: Segmental features, which include vowel and consonant sounds, and supra-segmental features, commonly referred to as prosody. Prosody is the patterns in individual words of stress, pitch,

tone, and rhythm and the intonational patterns of longer utterances (Pennington, 1989, p. 22 as cited in Arab World English Journal).

First off, poor pronunciation while speaking may prevent a student from developing verbal fluency and confidence. Consequently, the student won't be capable of developing the fluency skill. In other terms, when the student is unsure of the pronunciation of what he is speaking, majority of the time his speech seems in a very slow manner because he is thinking about the pronunciation of each individual word.

Having a perfect pronunciation of English language may aid in ordinary communication, especially intelligibility (Derwing and Munro, 2005). Both of Binmustafa & Aljaroooshi (2020) mentioned that Zimmerman invokes that Pronunciation is significant because it's the first thing speakers of other languages detect about English language learners.

Learners must have good pronunciation in order to communicate intelligibly in English with both native and non-native speakers of the language in everyday situations. Even if learners have good grammar and vocabulary, with poor pronunciation they won't be able to communicate because they are difficult to understand. As a result, pronunciation is a crucial skill that helps pupils to interact effectively in English. It is simple to understand the value of pronunciation in foreign language (FL) schools (Brown, 2002).

Pronunciation is important! It doesn't matter how strong a learner's vocabulary or grammar is if no one can understand them when they speak. Additionally, in order to be understood, a learner must have a solid grasp of how English's sounds, rhythms, and cadences go together in connected speech. While speakers with incoherent pronunciation will still be difficult to understand even if they have a rich vocabulary and flawless grammar, speakers with good pronunciation will be understood even if they make mistakes in other areas. Consequently, there is no dismiss the significance of pronunciation and the part it plays in language learning and usage.

1.4. Teaching Pronunciation

Consideration of learners' pronunciation errors and how these can unhamper effective interaction is a useful foundation for determining why it is important to address pronunciation in the classroom. The incorrect production of a phoneme can lead to misunderstanding such as when a student says /soap/ in a situation in which they should have said /soup/, in a restaurant. A student who continuously mispronounces a variety of phonemes can be extremely difficult to understand for a speaker from another language community. This can be extremely frustrating for the student, who may have a strong command of grammar and lexis but struggles to comprehend and be understood by a native speaker.

In addition to that, teachers should prioritize the aspect of pronunciation in any teaching pronunciation program. As reported by Kelly (2007), English teachers should first recognize that they are not required to be expert phoneticians; what is important is a basic understanding of phonetics and awareness in providing students with guidance and hints when necessary. According to Fraser (2000), English as a second language (hence forth ESL)/EFL teachers should be given 20 courses and materials to help them improve their successfulness in teaching pronunciation. She also added that for effective education, teachers require high-quality, effective materials, particularly computer-based materials with audio demonstrations. According to Hewings (2004), there are three main ways for teachers to teach pronunciation:

1. To be aware of students' likely pronunciation difficulties and prepare activities to address these issues.
2. To identify students' pronunciation flaws and then plan activities to address these flaws.
3. Examining the syllabus in the students' course book and identifying the parts that require more work on pronunciation (p.20).

Fraser (2000, p. 5) states that there is currently lack of reliable research-based information about what does work and what does not work in teaching pronunciation. Not only a need to increase the amount of academic research on these topics, but there is a need to improve teachers; research orientation and opportunities to contribute to

serious research, as they can provide essential information for linguistics. One particular area that requires special attention is that of ESL/EFL pronunciation assessment. Without reliable evaluation and diagnostic tools, it is very difficult to quantify the effectiveness of methods or materials, or to engage in opinion-based debates. Teachers are constantly experimenting, adapting, improvising and even bettering previous techniques. This tradition must be carried on, especially in the field of pronunciation studies. Proven methods should be translated into research papers that can be shared to others. For example, Bray (1995) describes the use of limericks in teaching English and offers a beneficial approach for utilizing them to express supra-segmental such as stressed, unstressed, and stress-timed rhythm. Chen et al (1996) used visual effects to teach word rhythm, auditory techniques like clapping to differentiate between stressed and unstressed syllables, as well as visual images of syllable length changes and stress mapping. Makarova (1996) addresses the query of teaching pronunciation to huge groups of students when this ideally requires close one-to-one interaction between teacher and students. She claims that by combining less traditional techniques such as phoneme cards, pronunciation-based quiz games, sign language and materials generated by students like as tongue twisters and limericks, it is feasible to gather feedback from a wide number of students and increase student motivation.

Thus, with a poor and mysterious pronunciation there will be no successful communication even if the student is fluent in grammar and vocabulary use. So, it will be hard on the receiver to recognize and understand what the interlocutor means. According to Y.Kriedler (1989), a net and accurate pronunciation is crucial for language learners because otherwise they risk not being understood and being negatively viewed by native English speakers. Morley (1998) contends that pronunciation is crucial in assisting students in becoming more understandable speakers.

1.4.1 The Importance of Teaching Pronunciation

In the past, English pronunciation was given less importance and attention in teaching/learning foreign languages. According to Harmer (2007), almost all English teachers focus on grammar and vocabulary, practice functional dialogues, and attempt to help students become skilled in listening and reading, but some of these teachers place little attention on teaching pronunciation because they believe it is a complicated subject. Teaching pronunciation presents a number of difficulties. To start with, teachers frequently discover that they do not have enough time in class to devote to this factor of English instruction. If they find time to work on their pronunciation, direction is often in a summary; it leads to presentations and practices on a series of boring and seemingly unrelated topics. As a result, discouraged students and teachers tend to avoid pronouncing in full. Thus, the ability and habits of the students in hearing and speaking are greatly improved by teaching pronunciation. Since writing is the graphic representation of sound sequences, the development of reading and writing habits and skills is just as important.

Furthermore, teachers should influence students' attitudes toward the critical importance of pronunciation. Kelly (1969) referred to pronunciation as the "Cinderella" of language teaching. In a similar vein, Harmer (2001, p. 183) explains that "pronunciation teaching not only makes students aware of different sounds and sound features, but can also immeasurably improve their speaking." In this way, they will gain a solid understanding of pronunciation for a successful performance.

When teaching pronunciation, the learner must be deconditioned from the habits of his mother tongue and reconditioned to the habits of the language being learned, when the latter differ from the former. In this respect, one could argue that even for complete beginners, much of pronunciation instruction is rehabilitative in nature.

Thus, Pronunciation instruction is crucial when it comes to helping students develop better speaking and listening skills. Because writing is the graphic representation of sound patterns, the acquisition of reading and writing behaviors and abilities is just as important.

1.5 Pronunciation Difficulties

Internal or external difficulties in teaching pronunciation to EFL learners may exist. Learners of English as a second, foreign, or lingua franca face numerous challenges due to the difficulties and complexities of the English language system and nature. Among the most difficult challenges for EFL learners is developing a strong correlation between spelling and pronunciation; this latter is thought to be the primary reason why students make mistakes because spelling and pronunciation have a complicated relationship. As a result, according to Bose (2005), the English language misses an ideal correspondence between its word spelling (letters) and its pronunciation (sounds). As a result of this mismatch between spelling and sound, students struggle to learn. In addition to that according to him, learners generally make mistakes when words are pronounced the same but their spelling differs, such as /led/ and /LED /, /bear/ and /bare/ / two/, /to/ and /too/. Another example is the sound of the letter group "see," which can be spelled in a variety of ways, such as /see/ / senile/ / sea // scenic/ / ceiling / cedar / /juicy/ and /glossy/. The second situation in which Bose (2005) stated that the learner may encounter pronunciation difficulties is when words are spelled the same but have different pronunciations.

1.6. Difficulties in Learning Pronunciation

Pronunciation can be one of the most difficult aspects of learning a language. One of the most widely accepted facts about pronunciation learning is that some people learn the L2 sound system more successfully than others due to a variety of factors including mother tongue influence, age, attitudes, motivation and exposure.

1.6.1 The Influence of the Mother Tongue

The method a student acquires the pronunciation of a second language (L2) or foreign language, hence English language is heavily influenced by his or her first

language (L1) (FL). When certain consonants in the two languages are quite similar, for example, this impact is frequently beneficial. The way language students speak the target language varies from time to time from how native speakers do, and this variation is known as a "foreign accent," the characteristics of which are greatly influenced by the learner's native tongue (Avery & Ehrlich, 1987:9). This is referred to as language transfer or native language interference. Thus, acquiring English pronunciation requires a strong foundation in the native tongue.

According to Avery and Ehrlich (1992), the sound characteristics of the mother tongue are transmitted into the foreign language. The learners could be unable to pronounce the sounds if they are not present in the native sound inventory. It's possible that the target language's sound-combination rules are distinct from native language ones. The target language may pick up on the native tongue's characteristics of stress, rhythm, and intonation.

Also, according to them, there are at least three different ways in which the native language's sound system might affect how well students pronounce a target language. First, if a sound in the target language is missing from the students' native sound inventory or the other way around, it's possible that students won't be able to make or even hear the sound (s). Second, because of the phonotactics limitations and norms that are language-specific and differ from one language to another, they present difficulties for learners when they differ from those in the target language and the learners' mother tongue. Thirdly, because a language's rhythm and melody define its patterns of stress and intonation, students may be able to transmit these patterns into the target language.

To Bose too (2005), the difficulties in learning pronunciation are caused by the learners' mother tongue interference. In other words, students will be influenced by their prior knowledge, and as a result, they will unconsciously use some sounds from their first language when speaking the target language.

Thus, due to the fact that language-specific regulations might differ from one language to another, all these elements could provide issues for learners.

1.6.2 Attitudes

Attitudes also have a significant impact on the acquisition of correct foreign language pronunciation. Kumaravadivelu (2006, p. 38) pointed out that: “*attitudes are one’s evaluative responses to a person, place, thing, or an event*”. Elliot (1995) discovered that subjects' attitude toward acquiring native or near-native pronunciation, as measured by the Pronunciation Attitude Inventory (PAI), was the primary variable in regards to target language pronunciation in research on pronunciation accuracy of university students studying intermediate Spanish as a foreign language. In other words, if students were more concerned about their target language pronunciation, they tended to have better pronunciation of the target allophones (Elliot, 1995). Thus, courageous or extrovert students have more chance to improve their pronunciation.

1.6.3 Age

Age is thought to be a major factor in pronunciation learning. Children frequently find it quite simple to achieve a native-like pronunciation, whereas many adults’ second-language learners exhibit an inability to do so. Both linguists and non-linguists have frequently had several questions about this fact. Children's learning of pronunciation is facilitated by their age, which is not the case for adults, according to Harmer (2007). He continues by mentioning that older learners have more difficulty approaching native speaker pronunciation than younger ones do. According to Kenworthy (1987), a person must have started learning a second language during infancy if they pronounce it with a native-like accent. Once a person has passed puberty, it is nearly impossible to improve their pronunciation. This fact is illustrated by research findings from (Oyama 1976, as in cited in Kenworthy 1987), who looked at the pronunciation abilities of 60 Italian immigrants who arrived at various ages (6-20). In contrast to the others who arrived older than 12, he discovered that children spoke with native-like pronunciation. The Critical Period Hypothesis (CPH) is a

theory that explains this variation in learning. *"It is generally accepted that the age at which learners begin to learn a second language influences their ultimate attainment in language knowledge or ability."* KumaraVadivelu (2006, p. 32). According to some academics and neurologists, language acquisition and lateralization are closely related processes. In a similar vein, Lenneberg (1967) proposed that lateralization is a gradual process that begins around the age of two and is finished around puberty. In addition, Lenneberg (1967) noted that while the right hemisphere is more active in children's language development, lateralization occurs as the child grows and the two halves of the brain become more specialized for various tasks. According to the critical age hypothesis, there is such a biological timetable. In conclusion, since children learn languages better at a young age, teaching pronunciation should begin before puberty. It has been argued that after puberty, it is very challenging to teach learners to acquire a language accent similar to that of native speakers.

1.6.4 Motivation and Exposure

Students are motivated to learn English because they want to improve their pronunciation in particular. While learners aspire to speak with a clear English accent, they merely want to become better versions of themselves.

Students can become extremely experienced in pronunciation if they are motivated to do so. Learner's motivation for the language is positively impacted by experience. Additionally, the teacher should emphasize proper pronunciation and accent in class discussions and lessons encourage students to speak English outside of the classroom, and teach them the format of such interactions.

Both motivation and exposure are crucial because students who are motivated to learn English perform well in both word pronunciation and participation in class activities. The learner can exert control over their own pronunciation. Therefore, one of the best and most efficient factors for learning pronunciation is motivation. (Mohammad Reza Ahmadi 2011, p. 76).

1.7. Challenges to Diagnosing Pronunciation Errors

Studies on the acquisition of second languages have tended to concentrate on learner errors lately since they can be used to predict the challenges associated with learning a second language. This allows teachers to focus extra attention and care on the challenging regions that their students will encounter. As Corder (1967) defined, Errors Analysis (henceforth EA) is a technique used by both researchers and teachers to collect a sample of learner speech, identify errors in the sample, explain those errors, and including classifying and evaluating those errors according to their nature, their cause and their seriousness. In fact, the purpose of error analysis is to find out what the learner knows and does not know. Furthermore, it is used eventually to determine if the teacher is not only wrong in his hypothesis, but also what is important is to be able to provide him with the information that, using the appropriate kind of information or data to form a better conception of the rule in the target language (Corder, 1974, p. 170). Richards (1971, p. 1.) states that

"The area of error analysis may be defined as dealing with disparities between the way people learning a language speak and the way adult native speakers of the language use the language"

According to S.P. Corder:

"Error analysis (diagnosis) is acceptable because it provides several significances which are beneficial for the linguists and language teacher. It equips validation of the findings of contrastive linguistic studies. Furthermore, error analysis aims to reveal something about the psycholinguistic process of language learning" (1981).

The above quote explicates in simple words all the encounters of practical diagnosis from the start of any language learning process, especially if the language into question reveals to have some of the notorious aspects in the way it is produced

and perceived by foreign learners. Such endeavor gives information from which it is possible to draw conclusions about the nature of the language acquisition process. Furthermore, it could help teachers and curriculum designers know which parts of the target language students have the greatest trouble using appropriately and which mistakes they tend to make because they lack the necessary communication skills. However, though Dulay et al (1982) place a strong emphasis on the classification of speech faults; this could also show more positive traits towards a good demonstration of how it may be effectively used to analyze and classify all sorts of errors in written as well in spoken texts.

1.7.1. Difference between Theory and Practice in Errors Diagnosis

According to H. Douglas Brown, errors refer to performance errors that are either chance guesses or a "slip" in that it fails to correctly use a known system. An error is a noticeable deviation from the native speaker's grammar that reflects the learner's ability. This means that errors reveal the learner's knowledge of the target language, whereas errors are the learner's temporary impediments or imperfections in using the language.

According to Keshavarz (2006), that we can spot the errors made by learners through two different canals: theoretical error analysis and applied error analysis

The theoretical component focuses on the process and strategies of second/foreign language learning, as well as how related those processes are to those of first language learning. Second, it attempts to decipher the learning strategies employed by students, such as overgeneralization and simplification. Language transfer is another strategy that should not be overlooked. To learn a new language, students use their mother tongue. Finally, this theoretical component strives to arrive at a conclusion concerning universals of language learning; whether or not there is an internal syllabus for a second language.

Whereas the applied error diagnosis is concerned with designing and organizing appropriate material, as well as other remedial courses, methodologies, and

teaching strategies, in order to solve problems discovered during theoretical error analysis (Keshavarz, 2006). The target of the present research paper is to find practical remedies about perception gains and practical production outlets.

1.7.2. Sources of Pronunciation Problems

Before any undertaken decision on the state of the arts, the researchers have to shed light on the main probable sources leading EFL students fall into the misconception of these prosodic aspects of the English language. Then, it could be easier to deviates the wrong habits of learning and set newly beneficial and practical measures to overcome the notorious aspect of the language.

These sources could be summarized below as follows:

1.7.2.1. Intra-lingual Transfer

Intra-lingual takes place within the target language itself; at this level, learners' prior experiences and existing knowledge begin to have an impact on target language structures. This occurs at an intermediate level of learning, also called "negative intra-lingual transfer" or "overgeneralization". This kind of errors is also renowned as "developmental errors".

In addition, if the students are unaware of a required item, they can use their learning strategies to fill the gap. These can be sources of error, and they are classified as follows by James (1998):

1. Incorrect analogy: boy/boys vs. child/child's
2. Misanalysis: the learner has formed an unfounded hunch or hypothesis about an L2 item that is not based on L1 knowledge: They are carnivorous plants, and *its name is derived from (...) *it is the pluralized form of it;
3. Insufficient rule application: the inverse of overgeneralization; under-generalization: no one knew where *Bella was - insufficient implementation of the interrogative structure rule.
4. Taking advantage of redundancy: unnecessary morphology and double signaling, such as signaling subjecthood by word order and inflection;

5. I'd like to learn (gerundial complement required) despite co-occurrence constraints.

6. Hypercorrection (monitor overuse): similar to system simplification, when a student believes something is incorrect or a false friend and selects the incorrect TL counterpart.

7. Overgeneralization and system-simplification: Bill, *who had a great sense of unconventional morality (...) - this strategy results in overindulgence of one member of a set of forms and underuse of others in the set (that excludes who).

1.7.2.2. Inter-lingual Transfer

Inter-lingual transfer Inter-lingual transfer is considered as a major cause of errors for all EFL learners. The early phases of learning a second language tend to be apt to inter-lingual transfer or interference from the native language (Brown, 2007: 263). Inter-lingual transfer is the negative transfer from the mother tongue that the learners use in the target language itself. These errors can be phonological, morphological, grammatical, lexical semantic and they reflect features from the learner's native language. For example: the learners say "meat" for "meet" or "the phone of Khadija" instead "Khadija's phone".

In addition, according to Ortega (2009: 33) there is at least three elements impact inter-lingual identification:

a-The nature of specific L2 phenomenon and universal forces that shape its natural development

b- Learners' perceived distance between the L1 and the L2 and their intuition of what is transferable or not.

c- The relative competence level of the learners.

1.7.3 Teaching English Pronunciation in The Algerian Universities

According to Bouhadiba (2006, as cited in Benadla 2012), EFL learning reached an alarming position in which it was disconnected from its communication nature in the 1980s. This difficulty was caused by the teaching methodologies that were used. As a result, the students saw it as merely a topic, and it was simply learned to a passing grade in order to move on to the next level. Due to the fact that EFL is the language of globalization, Benadla (2012) demonstrated that teaching EFL was a highly essential issue in the educational reform more so than before. As mentioned above, EFL is compulsory for four years of secondary school and three years of secondary school. Bouchair (2018, p. 51), in identifying links between his EFL education in Algeria, the rise of globalization, and the importance of pronunciation education, he argues that: The rise of English as a lingua franca, revolutions in transportation and communication technologies, and globalization have created unprecedented opportunities for native and non-native speakers to use spoken English as a medium for online and offline communication. This situation highlights the need for pronunciation education that enables learners of ESL to reach an acceptable level of comprehension.

Moreover, Bouchair (2018) claimed that a model built on the Competency Based Approach (CBA) must include pronunciation. As previously indicated, the CBA emphasizes the connection between the languages as they are taught in class and as they are utilized in actual life circumstances, with a focus on building the learners' capacities to operate well in society. She claims that over the past 10 years, it has been suggested that mastering pronunciation is essential to developing communication skills, particularly in the age of EFL. As a result, pronunciation teaching needs to be included in Competency Based Language Teaching (CBLT) classrooms where the primary educational objective is to help students become proficient language readers, writers, listeners, and speakers.

1.8. Conclusion

This chapter focuses on the issue of the English language pronunciation problems from a theoretical point of view. Numerous studies that have been done in the area of pronunciation have been reviewed in this chapter. All researchers concur that proper pronunciation is crucial for effective communication and argue that it needs more time and attention in second- or foreign-language classroom settings. It has also looked at the theories that have shaped the discipline of teaching pronunciation.

To conclude, this chapter mentioned that there are several difficulties faced by both students and teachers when it comes to pronunciation, it also highlights the factors that affects the pronunciation learning. The body of knowledge that is currently available on teaching third languages is very sparse. EA received the most focus of the examined theories. This is as a result of its significant contribution to language instruction. However, they discovered during the review that very little has been done thus far to demonstrate the role that it can bring in pronunciation teaching and learning.

CHAPTER TWO: Research Methodology and Results

2.1. Introduction

The second part of this research is related to the practical stage. In the present chapter the main objective is to investigate the notorious aspects behind pronunciation errors made by Master two EFL students from different branches (LS, LC & Didactics). To reach this goal a good methodology and objective results analysis and discussion are desired.

This chapter starts with presenting the research design and methodology. It also describes the participants, and the instruments used in this study: Two questionnaires for both teachers and students to collect data as well as the data collection procedure. Additionally, a thorough analysis of the data gathered and its interpretation will be provided. At the end, this chapter puts forward some suggestions and recommendations for both students and teachers to help fixing the observed pronunciation issues.

2.2. Sample of the Study

Accordingly, this research work has dealt with 5 teachers of the English language and 40 Master Two EFL at Abu Bark Belkaid University of Tlemcen. The students were from all streams among which language sciences, didactics, literature and civilization. The researchers took them at random without specifying the specialty to have bias information and to make all of them in the same issue of answering the questions about pronunciation. The majority of them have learnt English since the first year at the middle school. The students responded to the questionnaire; they were assured that the data collected would only be used for the purpose of the study, in addition to 5 teachers. University teachers and learners were asked to give sufficient and meaningful answers to the proposed questions. As a result, their answers are more helpful in the research, because it provides the researcher with perfect information.

This research is particularly directed to Master two students since they had studied phonetics for two years. That is to say, the sample has at least previous knowledge about English/Phonic sounds or pronunciation in general. However, the phonetic conferences taught to students are only one hour and a half per week, which is not enough for a correct learning of a foreign language.

2.3. Data Collection Instruments and Procedures

In this investigation the researchers used two questionnaires one for teachers and one for students.

The study was carried out at the department of English, Tlemcen University, during the second semester of the academic year 2022-2023. The questionnaires were delivered to both Master two students and teachers from the same department randomly from different streams online using Google Forms for them to answer comfortably. Among all of the participants 40 students and 6 teachers who answered all of the questions.

2.3.1. Questionnaires

A questionnaire is one of the most familiar tools used in researches. It is considered as a set of written questions used to collect data about facts and opinions is mainly used to collect quantitative and qualitative data. A questionnaire may include three types of questions: close-ended, open-ended and multiple choices questions:

The close-ended question involves answers with ‘Yes’ or ‘No’. In this study, ‘yes’ or ‘no’ questions Also, the multiple choices question which requires from the respondents to select one answer or more from a set of responses or alternatives. The last one which is the open-ended question, it demands a long answer and provides qualitative data. It is more time consuming and difficult to analyze. Although they

were the least used in the present research, they greatly aided the researcher in gathering qualitative data.

Moreover, it is very important to be careful when designing the questionnaire in order to get successful and relevant data. A fully designed questionnaire needs to be planned passing through different stages, as shown in the following figure:

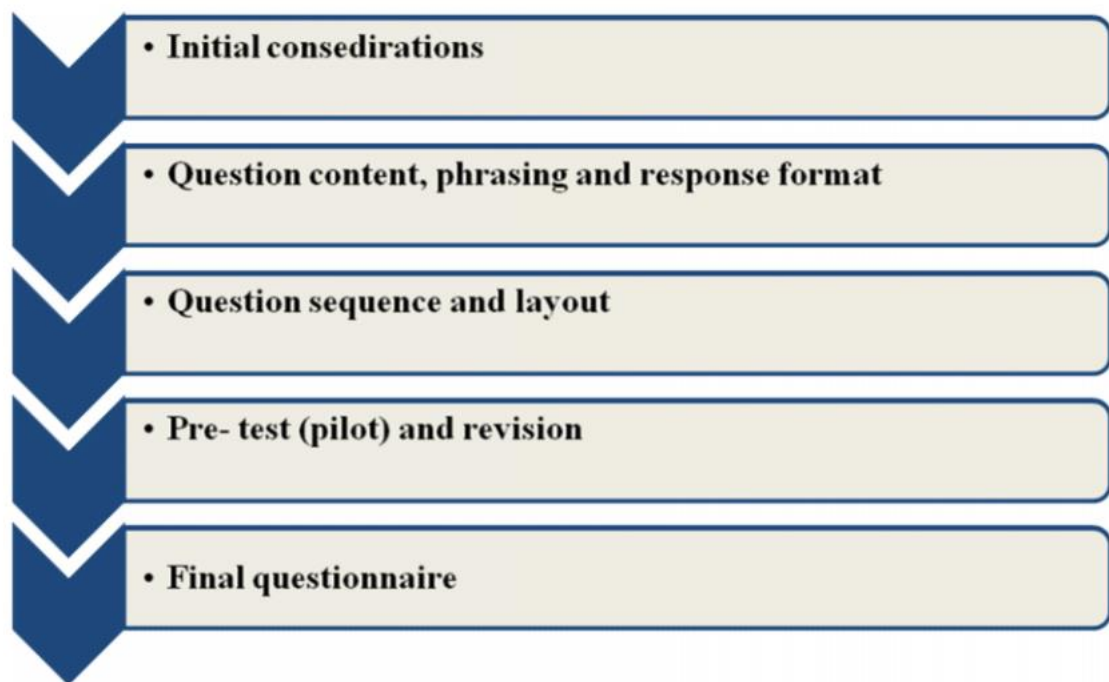


Figure 2.1. Questionnaire Design Adapted From (Bensafa, 2015:88).

The questions are meant to elucidate the issues related the teachers of pronunciation and the many challenges that students are facing according to their teachers.

Students themselves are asked to answer certain questions which have relation with the main challenges they are facing in pronunciation issues as would be teachers for the future. These questions included will provide us with a clear picture about the level of the students in the pronunciation, and there will bring themselves to a better way of mastering.

2.3.2.1. Teachers' Questionnaire

The teachers' questionnaire was addressed to six Teachers from the department of English at Tlemcen University. It includes two types of questions: close-ended questions where teachers are supposed to choose either 'yes' or 'no' answers with some being general and others being more specific. The first section is about general information of the participants. Although, the second section; is concerned with teachers' attitudes and perception about the factors affecting the pronunciation level of their students.

2.3.2.2. Students' Questionnaire

The questionnaire was administer to 40 students which consists 16 questions Some being general and others more specific. Respondents are asked to either select a choice or provide detailed explanations depending on the question. The questionnaire is divided into four sections. The first section is for general information about the participants, such as their gender, age, level of English and pronunciation, and their attitude towards mastering the English language. Participants are asked to choose the relevant answer and justify when necessary. The second section contains specific questions about the period of studying phonetics and the participants' opinions on whether it was enough or not. The third section aims to identify the types of pronunciation errors that learners make in their speeches. The fourth and final section explores students' awareness of the factors that can affect pronunciation learning and asks what solutions they believe can remedy the current issue.

2.4. Analysis of the Results

The analysis of the results includes all the provided answers from both teachers and students. It simply displays the quantitative as well as the qualitative results as illustrated without any interpretation not to be biased.

2.4.1. Analysis of the Teachers ‘Questionnaire

This questionnaire is set to investigate the teachers’ opinions about the issues related to the aspects that affect pronunciation learning in general and to supra-segmental features of phonetics in particular. Seventeen questions are set where teachers are asked to freely express or explain their points of view. Each question will be discussed and analyzed separately.

Question1: Degree held

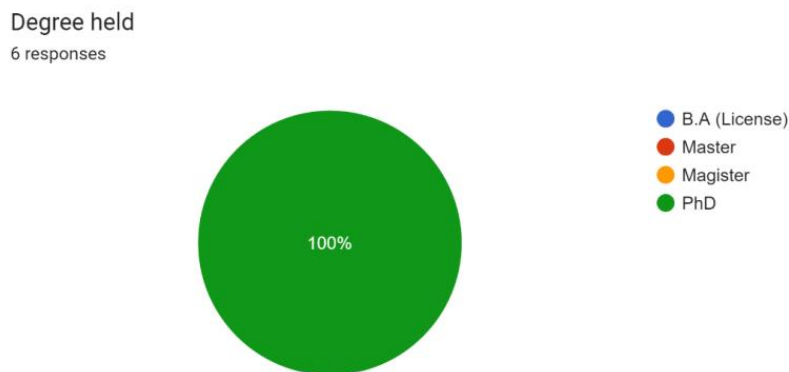


Figure 2.2: Teachers’ Degree

As it is shown above, all of the teachers (100%) have a PhD certificate.

Question2: How long have you been teaching English as a foreign language?

Teacher 01	Teacher 02	Teacher 03	Teacher 04	Teacher 05	Teacher 6
25 years	+ 40 years	15 years	27 years	+25 Years	12 Years

Table 2.1: Years of Teaching English

As shown in the table above, all teachers involved in this study have remarkable years of experience, which range from twelve to forty years. This means that our respondents have different experiences and opinions towards the subject under investigation.

Question 3: According to you what is the most difficult aspect of teaching?

According to you what is the most difficult aspect of teaching?
6 responses

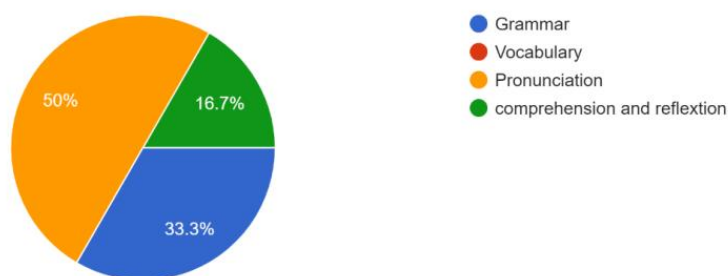


Figure 2.3: Most Difficult Aspect of Teaching

As one can see above, half of the teachers (50%) agree that pronunciation is the most difficult aspect of teaching. However, two other teachers (33.3%) see that grammar is

the hardest to teach. Whereas only one teacher admit that comprehension and reflection is more difficult to teach.

Question 4: How would you rate the overall pronunciation level of the majority of your students?

How would you rate the overall pronunciation level of the majority of your students?
6 responses

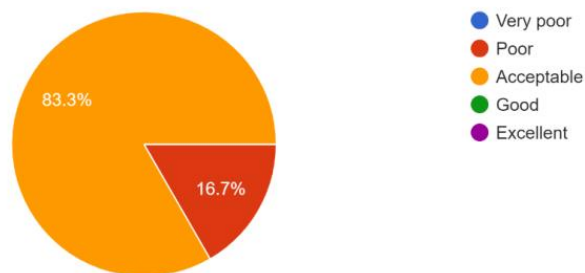


Figure 2.4: Students' pronunciation level

As it can be observed from the figure above, the majority of the teachers (83.3%) rate the overall pronunciation level of their students as acceptable. Whereas only one teacher spots that the level is poor.

Question 5: How do your students find pronunciation learning?

How do your students find pronunciation learning?
6 responses

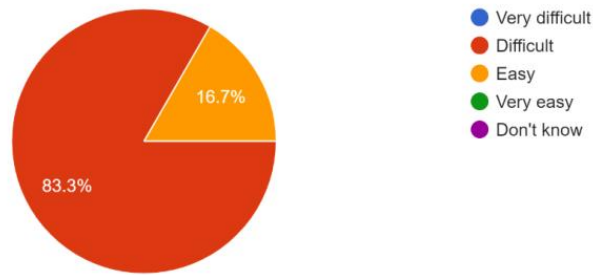


Figure 2.5: Students' opinion about pronunciation learning

This question is set in order to check the students' view about pronunciation learning, most of the teachers (83%) agree that their students find the process of pronunciation learning difficult. In the other hand only one teacher (16.7%) sees that the students find it easy to learn pronunciation.

Question 6: Do you like teaching pronunciation?

Do you like teaching pronunciation?
6 responses

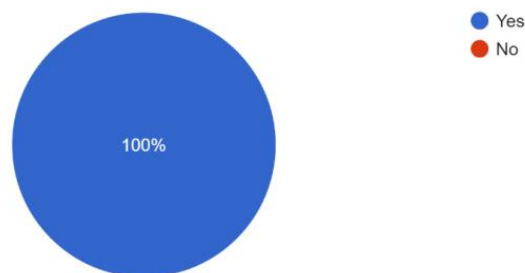


Figure 2.6: Teachers' opinion about teaching pronunciation

According to the results shown above, it can be observed that all the teachers like teaching pronunciation and find pronunciation teaching interesting.

Question 7: To what extent do you think pronunciation is important For Algerian EFL students?

To what extent do you think pronunciation is important For Algerian EFL students?
6 responses

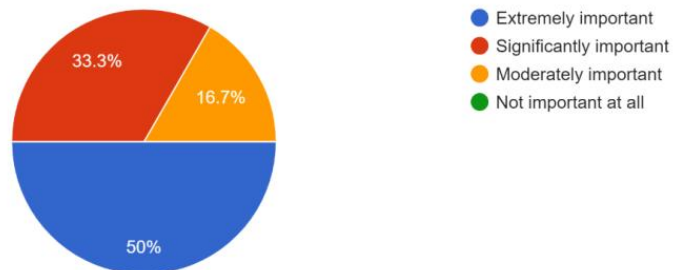


Figure 2.7: The importance of pronunciation for Algerian EFL students

The figure above shows that half of the sample (50%) perceives that it is pronunciation is extremely important for Algerian EFL students. While two of the teachers (33.3%) agree that it is significantly important. However, one other teacher sees that pronunciation is moderately important.

Question 8: To what extent do you think teaching phonetics and phonology can help improving learners ‘pronunciation?’

To what extent do you think teaching phonetics and phonology can help improving learners' pronunciation?
6 responses

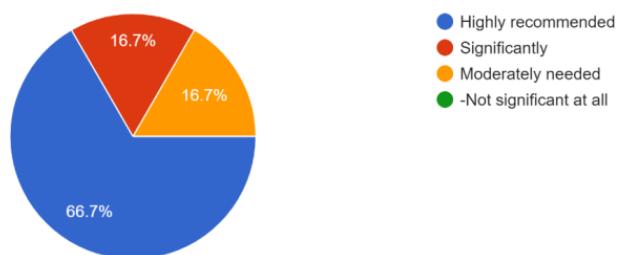


Figure 2.8: The role of phonetics and phonology on improving learners' pronunciation.

It is found that more than half of the informants 4 (66.7%) admit that teaching phonetics and phonology is highly recommended in order to help improving learners 'pronunciation. However, one informant (16.7%) sees that they significantly help improving learners 'pronunciation. While one more informant (16.7%) perceives that they are moderately needed.

Question 9: Do you think that your students enjoy learning pronunciation (phonetics & phonology)?

Do you think that your students enjoy learning pronunciation (phonetics & phonology)?
6 responses

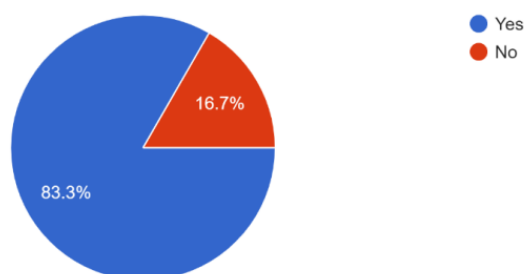


Figure 2.9: Students' enjoyment about learning pronunciation.

It is noticed from the results above, that the majority of the teachers (83.3%) agree that their students enjoy learning pronunciation (phonetics and phonology). Whereas, only one teacher, (16.7%) responded negatively.

Question 10: Do you insist on teaching the correct pronunciation to your students?

Do you insist on teaching the correct pronunciation to your students ?
6 responses

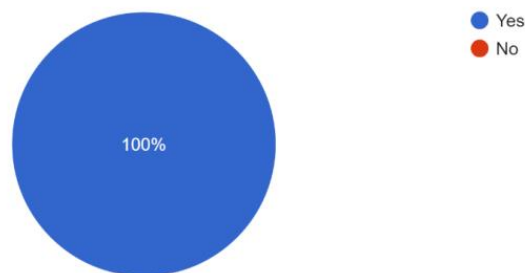


Figure 2.10: Teaching the correct pronunciation to the students.

All the participants' respond (100%) is positive to this question which aims to find out whether the teachers insist on teaching the correct pronunciation to their students or not.

Question 11: What are the major problems facing you in teaching English pronunciation?

What are the major problems facing you in teaching English pronunciation ?

6 responses

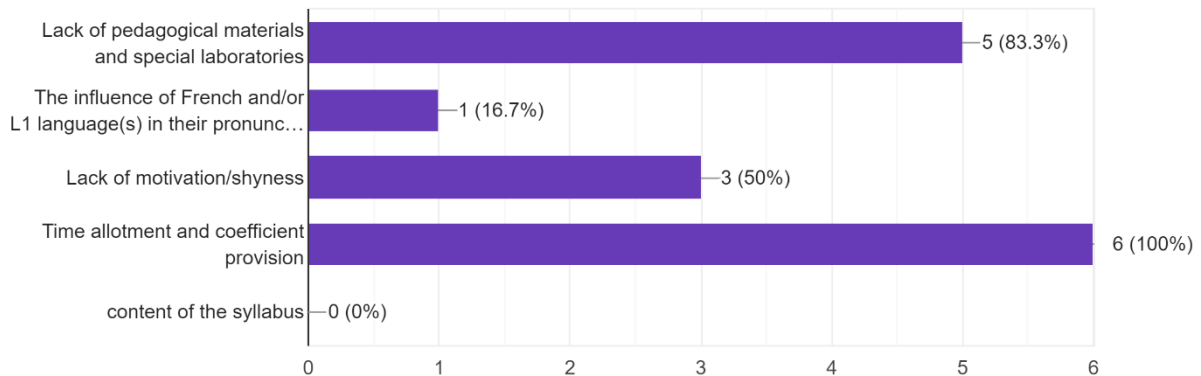


Figure 2.11: The major problems facing teachers on teaching pronunciation.

One can perceive from the above figure that all the informants 6 (100%) agree that time allotment and coefficient provision is a major problem facing them in teaching English pronunciation. However, five of them (83.3%) admit that lack of pedagogical materials and special laboratories is another major problem, as well as the lack of motivation and shyness in which three of the informants (50%) claim that it is one of the issues. In addition to one informant who admits that the mother tongue or L2 influence can cause an obstacle when teaching pronunciation.

Question 12: What kind of activities do you give to your students?

What kind of activities do you give to your students?

6 responses

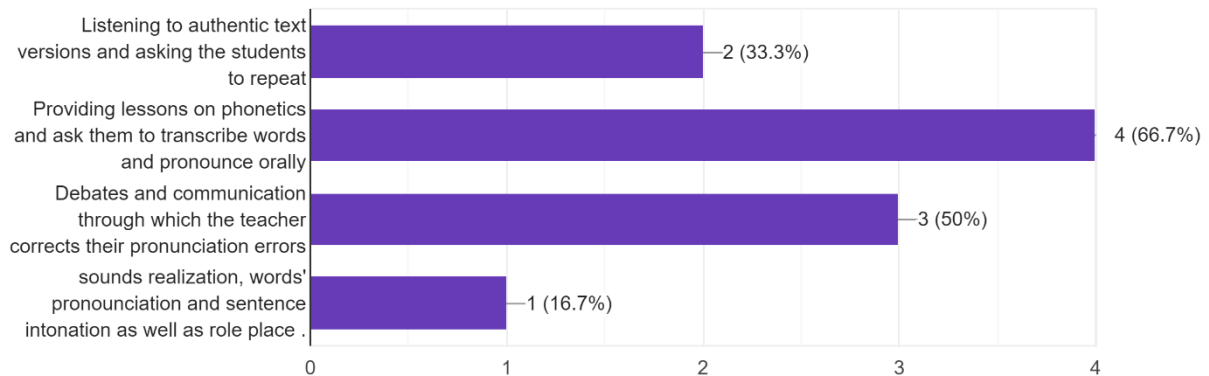


Figure 2.12: Pronunciation' activities

The majority of the informants 4 (66.7%) claim that they provide lessons on phonetics and ask the students to transcribe words and pronounce orally as a kind of activities for the aim of improving their level of pronunciation. Whereas three of them (50%) get into debates and communication through which the teacher corrects the students 'pronunciation errors. In addition to two of the teachers (33.3%) which admit that they use listening to authentic text versions and asking the students to repeat as one of the activities. However only one of the informants claimed that he/she uses sounds realization, words 'pronunciation and sentence intonation as well as role place.

Question 13: Do you think that pronunciation errors decrease your students' motivation in English learning in general?

Do you think that pronunciation errors decrease your students' motivation in English learning in general?
6 responses

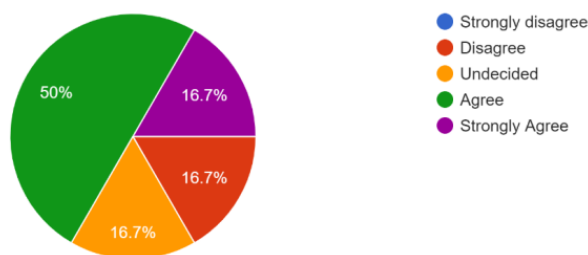


Figure 2.13: Pronunciation errors' effect on the students' motivation in English learning.

From the figure above, it is shown that half of the informants 3 (50%) agree that pronunciation errors decrease their students' motivation in learning English in general, while the other (50%) is divided into three opinions one of them (16.7%) strongly agrees, the second one (16.7 %) disagrees and the last one 's choice (16.7 %) is undecided.

Question 14: Do you think that pronunciation errors hinder your students' communicative abilities?

Do you think that pronunciation errors hinder your students' communicative abilities?
6 responses

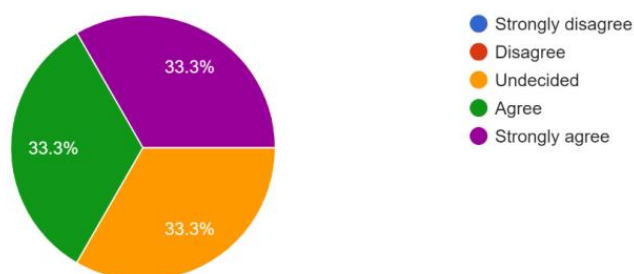


Figure 2.14: Pronunciation errors hinder the students' communicative abilities.

The results above are divided into three portions. Two of the teachers (33.3%) strongly agree that pronunciation errors hinder their students' communicative abilities.

Whereas, the other two teachers (33.3%) agree; and the last two respondents' choice (33.3%) is still undecided.

Question 15: Do your students like to be corrected when they make pronunciation errors?

Do your students like to be corrected when they make pronunciation errors?
6 responses

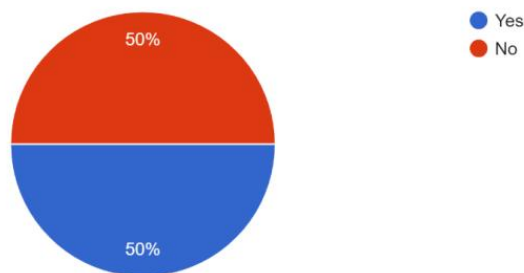


Figure 2.15: Students being corrected when they make pronunciation errors

It can be noted that the results from the above figure are divided into two opinions. Half of the respondents 3 (50%) agree that the students like to be corrected when they make pronunciation errors. Whereas, the other half of them (50%) disagree.

Question 16: What portion of teaching time is devoted to pronunciation in your lectures?

What portion of teaching time is devoted to pronunciation in your lectures?
6 responses

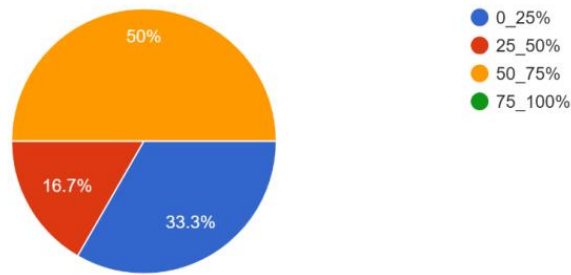


Figure 2.16: Teaching time' portion devoted to pronunciation in the lectures.

As it is shown above, half of the teachers 3 (50%) devote 50 to 75% of their teaching time to pronunciation. However, two of them (33.3%) devote just 0 to 25% teaching time. In the other hand, only one (16.7) of them devotes from 25 to 50% of time into pronunciation teaching in his lectures.

Question 17: From your teaching experience, what solutions could be adopted to resolve the issue of the notorious aspect of the English language?

The participants suggest a variety of solutions to solve the presented issue. First, it is advisable to allot more time in the curriculum for the module 'Oral Expression' as well as that of Phonetics and Phonology. Furthermore, to reach pronunciation competence, the students should adopt some habits such as reading aloud intensively and extensively, speaking in groups, comparing scripts to sounds and checking the phonetic transcription of even the words they already know, and they even suggest need of specific labs for practice and student trips to Britain.

2.4.2. Interpretation of the Teachers' Questionnaire Results

This questionnaire was set to look for the teachers' viewpoints about the pronunciation' issues facing their Master two EFL students. All the respondents have

a PhD degree in addition to considerable years of teaching, which confirms that they possess enough experience in this domain and they can be helpful for this research. Besides, half of the teachers (50%) claim that pronunciation is the most difficult aspect of teaching as it is shown in the question three, and that the majority of them (83.3%) find that their students 'pronunciation level is acceptable as it is revealed in the question four. Furthermore, in question five a high percentage of the teachers (83.3%) think that their students find learning pronunciation difficult. Moreover, in question six all the respondents (100%) reveal that they like teaching pronunciation and half of them (50%) think that teaching pronunciation is extremely important for Algerian EFL students as it is revealed in the question seven. Additionally, the majority (66.7%) of them agree that teaching phonetics and phonology is highly recommended in order to help improving learners 'pronunciation, and a significant percentage (83.3%) of them see that their students enjoy learning pronunciation (phonetics & phonology) as shown in the questions eight and nine. Also, in question ten, all of the respondents (100%) of the respondents insist on teaching the correct pronunciation to their students.

However, all the teachers in question eleven agree that time allotment and coefficient provision is one of the major problems facing them in teaching English pronunciation, and providing lessons on phonetics and ask them to transcribe words and pronounce orally is one of the activities that the majority of them use as it is shown in the question twelve., On the basis of this, and from teachers' answers to statements 13, 14, and 15 which investigate the Algerian EFL students' motivation and behavior towards learning pronunciation , half of the teachers (50%) think that pronunciation errors decrease your students' motivation in English learning in general, and (50%) of them agree that their students like to be corrected when they make pronunciation errors while the other (50%) disagree, while each (33.3%) of them either strongly agree ,agree or have an undecided opinion when it comes to their point of view about if that pronunciation errors hinder their students' communicative abilities . Nevertheless, half of the participants devote 50 to 75% of their teaching time to pronunciation as it is presented in the question 16.

Accordingly, the teachers suggest several solutions in order to solve the issue of notorious aspect of the English language such as devoting more time in the curriculum and having more sessions in phonetics and phonology and oral expression, equipping special laboratories, practicing and reading aloud. In addition to checking the phonetic transcription.

2.4.3. Analysis of the students' Questionnaire

After collecting data from different sources through the use of a research instrument, namely a questionnaire which consist 16 questions for the Master two students of EFL. This section is concerned with the analysis of data resulting the students' questionnaire, and the interpretation of the main results. Each question is analyzed separately either quantitatively or qualitatively according to the nature of the question.

Question 01: Students' gender

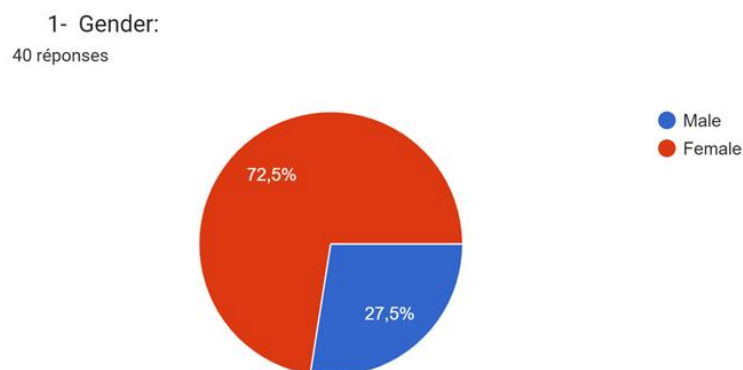


Figure 2.17: Gender distribution

From the above figure, it is noticed that the majority of the students are females; out of four participants, twenty-nine (72, 5 %) in opposition of only eleven boys (27, 5 %).

Question 02: What is your age?

2- What is your age:
40 réponses

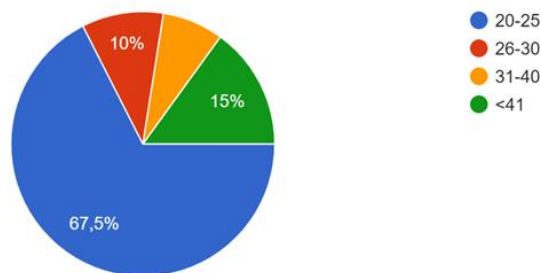


Figure 2.18: Age distribution.

According to the results shown, we may notice diverseness in age. The highest percentage of twenty-seven student (67, 5 %); are between twenty and twenty-five, six students (15%) are over forty years old, four students (10%) are aged between twenty-six and thirty, and the lower percentage are three students (7,5) aged between thirty one and forty.

Question 03: How do you consider your level in English in general?

3- How do you consider your level in English in general?
40 réponses

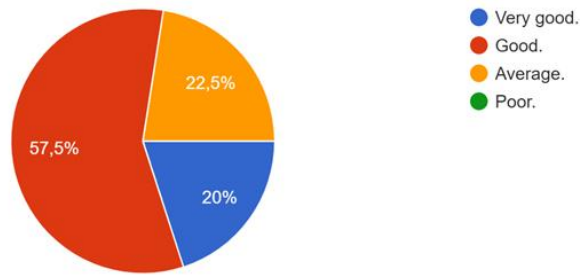


Figure 2.19: Students' general level in English.

As we can see the students' level in English is between very good and average. Since, (57, 5%) of the students voted for 'Good', (22, 5%) voted for 'Average' and the last (20%) voted for 'Very good'.

Question 04: How is your English pronunciation?

4- How is your English pronunciation?
40 réponses

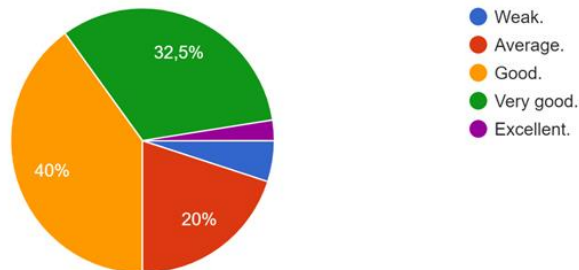


Figure 2.20: Students level in English pronunciation.

This question asked the students to evaluate their level in English pronunciation; in which highest percentage (40%) voted for 'Good', (32, 5%) voted for 'Very good', (20%) voted for 'Average', (5%) of students voted for 'Weak' and the lower number (2, 5%)forvoted to 'Excellent'.

Question 05: Which module do you excel at?

5- Which module do you excel at?

40 réponses

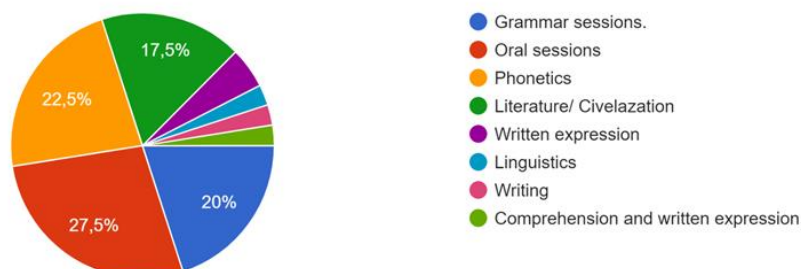


Figure 2.21: The most module in which students excel.

In this question the researcher sought to know the most modules that students excel at. In which the highest percentages go for all of: oral (27, 5%), phonetics (22, 5%), Grammar (20%), and civilization/literature (17, 5%). Whereas, the lowest percentages go for each of: written expression (5%), linguistics comprehension/written expression and writing (2, 5%).

Question 06: According to you a good mastery of English language requires:

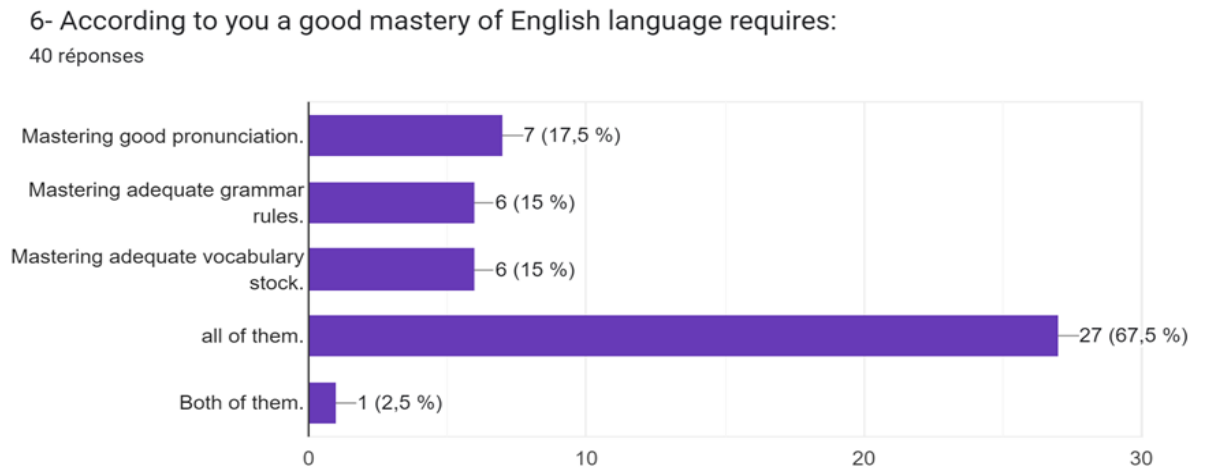


Figure 2.22: Students’ choice of what requires for mastering English pronunciation.

This question aims at knowing the students’ point of view about what requires for mastering the English language. Therefore, as we can see in the graph, the big number of the students (twenty-seven) about (67, 5%) choose “all of them “including: mastering good pronunciation, adequate grammar and vocabulary stock. Whereas, seven students, (17, 5%) vote for “good mastery of pronunciation “. The last two percentages of voting were equal in which six students (15%) chose “ mastering adequate grammar” and six other students (15%) vote for “mastering adequate vocabulary stock”.

Question 07: How long have you studied phonetics?

7- How long have you studied phonetics?

40 réponses

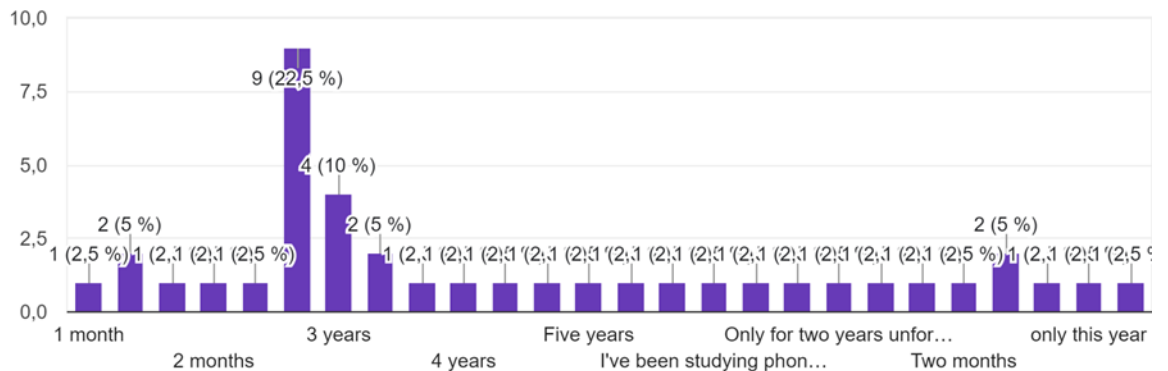


Figure 2.23: Years of studying phonetics

The figure shows the students' years of studying phonetics and; according to the most of them answer that they studied phonetics for two years 13. In the other hand others' answers are varied between one, three, and four and five years, even others state that they studied phonetics for few months.

Question 08: Is it enough?

8- Is it enough?

40 réponses

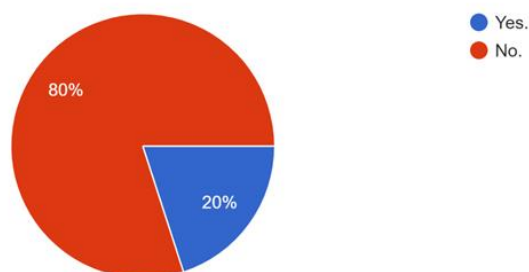


Figure 2.24: Students' satisfaction about pronunciation courses.

The above pie-chart shows that thirty-two students (80%) vote for ‘No, and only eight (20%) who voted for ‘Yes’.

Question 09: Justifying of the choice.

As for this question, the researchers wanted to know students’ arguments about their choice either if it was a yes or no. So, the majority’s review who voted for ‘No’ was that the module is so difficult, and one hour and a half per week was not enough to learn everything especially with the overloaded program. In addition to that, they claim that the time period isn’t the problem but the amount of time put into teaching it is inadequate and it’s a module that requires more time to be mastered.

In the other hand, the minority of the students who voted for ‘Yes’, claim that the years of studying phonetics were enough since they learned all the basic things and it’s up to the students to do the rest and they may they only needed few sessions to master the module. Some of the students’ answers were that they studied in the old system, so, they found those three years enough.

Question 10: How important is phonetics in improving pronunciation?

10- How important is phonetics in improving pronunciation?
40 réponses

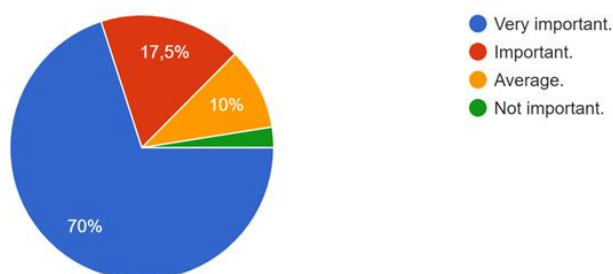


Figure 2.25: The importance of phonetics in improving pronunciation.

The figure above shows the results of asking the students about the importance of phonetics in improving pronunciation. In which, twenty-eight students, (70%) think that phonetics is very important to improve pronunciation. In the other hand, seven students (17, 5%) choose to classify it as only important. Four of the students (10%), see phonetics as normal module to improve pronunciation, while only one student (2, 5%) see phonetics not important.

Question 11: Do you think that pronunciation is important in the overall language learning?

11- Do you think that pronunciation is important in the overall language laerning?
40 réponses

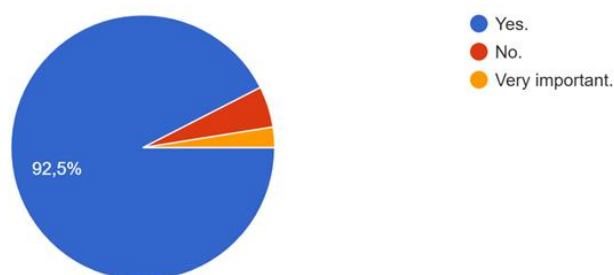


Figure 2.26: Students' opinion about the importance of pronunciation in language learning.

The figure above tries to show us the results of students' opinions about the importance of pronunciation in language learning. In which almost all of the students (thirty-seven) (92, 5%) see it as an important module. Besides, only two students (5%) who does not consider it as important, in addition to one student who see it as very important to progress pronunciation learning.

Question 12: knowing the rules and having a rich vocabulary repertoire are more important than knowing the right pronunciation of the words?

12- knowing the rules and having a rich vocabulary repertoire are more important than knowing the right pronunciation of the words?

39 réponses

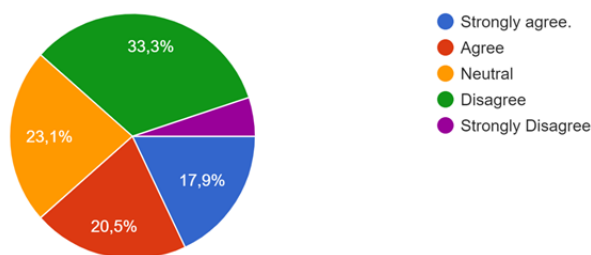


Figure 2.27: Students' opinion about the importance of words' pronunciation than mastering other modules.

This question aims at knowing students' opinion about the importance of words pronunciation then knowing grammar rules and vocabulary. The figure above shows the main results, in which the majority of the students (33,3%) disagree with the statement. Nine students' opinion in the other hand is neutral (23,1%). Eight other students (20,5%) see that vocabulary acknowledgment and grammar rules are more important so, they agree, in addition to seven students who strongly agree. The last two students (5,1%) see that pronunciation of the words correctly is more important than other aspects so, they voted for strongly agree.

Question 13: How often do pronunciation errors occur in your speech?

13- How often do pronunciation errors occur in your speech?

40 réponses

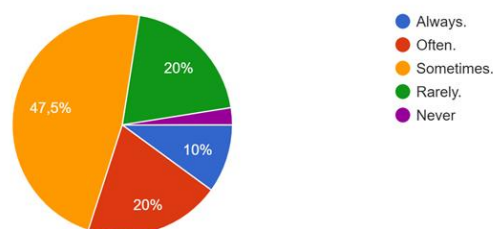


Figure 2.28: Students' occurrence of errors in their speech.

The above question sought to know Students' occurrence of errors in their speech. So, almost half of the students' errors (47,5%) occur in their speeches sometimes. In addition to eight of the students' (20%) pronunciation errors occur often and eight others occur rarely. Only one person who states that his errors never occur.

Question 14: At which level do you face difficulties in pronouncing?

14- At which level do you face difficulties in pronouncing?
40 réponses

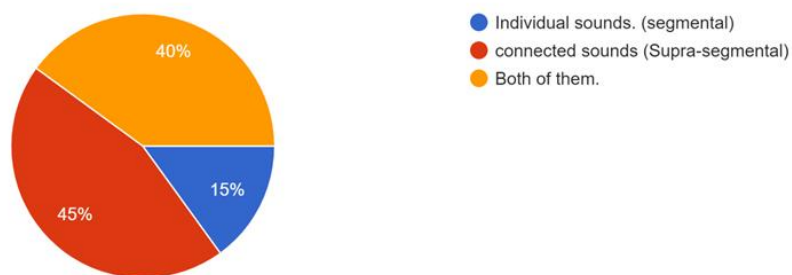


Figure 2.29: Students level of difficulties in pronouncing.

As it is shown in the figure above; nineteen students' difficulties (45%) are at the level of the connected sounds (Supra-segmental). Besides, six students (15%) face difficulties at the level of individual sounds (Segmental), while the last sixteen students (40%) face difficulties in both of Segmental and Supra-segmental levels.

Question 15: What are the main factors affecting pronunciation learning?

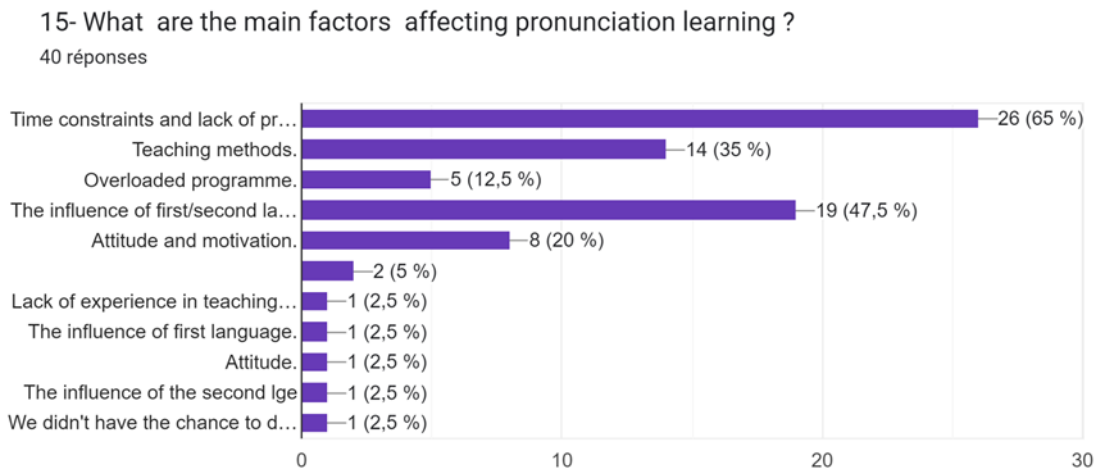


Figure 2.30: The main factors affecting pronunciation learning.

The chart indicates that the majority of students identify "Time constraint and lack of practice" (65%), "Teaching methods" (35%), and "The influence of first/second language" (47.5%) as the primary factors that impact pronunciation learning. Conversely, only five students (12.5%) choose "Overloaded program" and eight students (20%) select "Attitude and motivation" as factors affecting pronunciation learning. Other suggestions from students include "The influence of only the first language," "the influence of the second language," "attitudes," and "the time constraint."

Question 16: According to you what is/are the best solution/s to improve pronunciation?

According to the majority of the students' common solutions to improve pronunciation are practice, listening to native speakers, reading books, and individual practice. Additionally, some respondents suggest watching movies or documentaries, speaking with natives, and mimicking native speakers. Some also recommended studying phonetics for at least three years and scheduling more oral sessions to enhance speaking skills.

2.4.4. Interpretation of the Students' Questionnaire's Results

From the analysis of students' questionnaire, it has been demonstrated that the study depends on a sample population of Master 2 EFL students the greater part of them are females (72, 5%) then males (27, 5%) whose ages range from twenty to forty years old, in which more than half (57, 5%) of them thought that their level in English is good, as presented in the first three questions. Besides, almost half of the students (40 %) state that their level in pronunciation is good, in addition that most of them like and excel in both oral (27, 5%) and phonetic (22, 5%) sessions more than other modules as questions four and five exhibit.

Moreover, the greatest percentage of students, in question six (67, 5%) stated that all of: Mastering pronunciation, adequate grammar and adequate vocabulary stock have a big influence on mastering a good English language, but if we take them separately almost half of the students (17,5%) answers were about mastering good pronunciation. In addition to that, question seven's highest number of answers; stated that most of the students studied phonetics at least for two years and others count it as only few months, the remaining answers were from three to five years if counting students who studied in the old system and the repetitive ones.

Besides, the large number of students' view about if it was enough those years was 'No' (80%), because of the difficulty of the module plus the overloaded program and the amount of time put into teaching it is inadequate and it's a module that requires more time to be mastered correctly. In the other hand, only (20%) who answered 'Yes' claiming that those years were enough at least to learn the basic things, this what both question eight and nine showed.

Additionally all of question ten, eleven, twelve, demonstrated the importance of phonetics in improving the pronunciation performance in which most of the students (70%) stated that is very important, also, the highest percentage (92, 5%) when asking students about the importance of pronunciation in language learning was 'Yes', and the question number ten revealed that pronunciation of the word is more important than

grammar and vocabulary in which almost half of the students disagree with the statement of “knowing the rules and having a rich vocabulary repertoire are more important than knowing the right pronunciation of the words”.

Furthermore, the next two questions thirteen and fourteen showed how much students make pronunciation errors in their speeches and at which level they face these difficulties. Almost half of the students (47, 5%) claimed that their errors occur sometimes in question 13. Besides, the next question answers’ reveal that (40%) of the students face difficulties in both segmental and supra-segmental levels claiming that their difficulties are much occurred in supra-segmental or connected sounds. In addition to that, from the question number fifteen we can see that the chart shows the factors that students believe affect their ability to learn pronunciation. Most students believe that time constraints (65%), the influence of their first / second language (47, 5%), methods of teaching (35%) and attitude/motivation (20%) are the most significant factors.

Hence, the participants have offered some solutions to address the issue of pronunciation problems, therefore, the majority of the students propose practice, listening to native speakers, reading books, and individual practice as the main solutions to this issue. In addition to that they recommended studying phonetics for at least 3 years and scheduling more oral sessions to enhance speaking skills and the ability to produce words correctly.

2.4.5. Discussion of the Main Results

This section is concerned by dealing with the main results of both teachers and students’ questionnaire to reveal the pronunciation issues encountered by Master 2 EFL learners. According to the obtained result, students’ level in English pronunciation is average, since they find it difficult to learn due to the amount of time allotment put into teaching the module. Additionally, most of participants agree that phonetics and pronunciation are extremely important in the overall language learning process. Furthermore, the student questionnaire shows that most of the students face

difficulties in both of supra-segmental and segmental levels of pronunciation which effects students' motivation in English learning. As an outcome, the first hypothesis was confirmed.

In addition to that, the questionnaires results that those difficulties are on account of several factors. The consensus among the participants was that the influence of the first and second language, the attitude and motivation and the lack of practice of the students; plays an important role in affecting the pronunciation learning and led them to increase their occurrence of errors in their speeches, adding to that teachers' view that; these errors may extremely hinder and impeded their communicative abilities. Therefore, the second hypothesis was confirmed.

Moreover, based on the findings from teachers and students' questionnaire, both of them agree that some pedagogical aspects and the absence of a well-designed program are preventing students from mastering pronunciation such as time constraint and coefficient provision, the need of pedagogical materials, special laboratories, in addition to the overloaded program, this last confirms the third hypothesis. Thus, all the mentioned issues should be fixed in order to resolve the issue of the notorious aspect of the English language.

2.5. Suggestions and Recommendations

Since learners find many difficulties and problems in learning pronunciation. In the light of the results presented above, the researchers would like to suggest a few recommendations that can help enhance the teaching of English pronunciation:

1_ Provide Pronunciation Training-Courses to Teachers:

Universities must develop teachers of ESL in teaching pronunciation and English phonology. If the teachers can produce comprehensible English pronunciations, the students' pronunciation will be comprehensible too.

2_ Teachers Should Keep on Lecturing in English:

If the teachers keep on lecturing in English students will benefit greatly. They can at least check the teacher's pronunciations to see whether they sound understandable or not. Furthermore, English teachers have to take teaching English more seriously and focus on the phonological language interference for the students during their speaking or reading. Additionally, test them periodically to verify their advance pronunciation

3_ Persistence:

Persistent English learners are more likely to advance in their English skills. To learn, one must have the desire to do so, putting in effort to learn English and never giving up.

4_ Practice in Different Contexts:

The essential aspect of learning theoretically is when a student is able to practice in different contexts: Teaching others, practicing speaking, listening, reading, as well as practicing different test items and some test strategies, are all effective ways for English Learners.

5_ Pronunciation Exercises:

Many exercises focusing on pronunciation and listening should be included in the curriculum. Numerous exercises focusing on English pronunciation should be taught to students, and then there should be lots of practice for problems with voicing distinctions.

6_ Improving Self-Motivation for Learners:

Students should be self-motivated for improving their English language Pronunciation. Additionally, seek for some resources to learn English language from native speakers, what makes them know the accurate pronunciation For the English words.

7_ Length of Practice:

Length of practice can be described as the number of years of exposure to English. Learning English for a longer period of time gives students more time and experience, which makes it easier for them to acquire the language.

The current research work has also recommended that EFL learners should not just rely on the materials provided by their teachers in order to develop their pronunciation. Instead, they should improve their pronunciation through getting the habit to listen to recordings, music, news and movies in English.... Additionally, they must also train what they have learnt through communicating with their colleagues in English.

2.6. Conclusion

The analysis of data gathered for this study, which was conducted at Abu-Bakr Belkaid University's English department. It, allowed for a better understanding of the attitudes of students and focusing on teachers' roles and students' responsibilities, in finding the appropriate solutions to improve English pronunciation for EFL learners would be unfair, without addressing the position of syllabus designers and the significance of assessing EFL learners' programs of English pronunciation in order to improve them.

Indeed, evaluation aids teachers to examine and evaluate the teaching techniques and methods used to teach pronunciation. certainly, teachers could turn some negative points to their parts, for example, by giving their students phoneme cards and pronunciation quiz, which means that they can profit from overcrowded classrooms increase the students' appetite for researching and understanding the value of learning pronunciation through changing their mind-sets and assigning them homework that includes tongue twisters and limericks and thereby raising competition between them. Just as importantly, it should be noted that teaching and learning pronunciation is a difficult task that ought to be added to the list of topics that are still triggering experts' interests of specialists in pedagogy and the teaching of foreign languages.

In this view, pronunciation should be taught and learned as an essential part of communication. In fact, it should be seen as the wheel that pushes the speaker towards efficient performance since speaking and pronunciation are intertwined. In this sense, the teachers assume the role of facilitator by giving their students a base in sound production, syllables intonation and stress. From now on, students can adhere to these guidelines and increase their knowledge of the value of pronunciation in the development of the four linguistic skills in the target language.

General Conclusion

General Conclusion

Although important is the role of pronunciation in learning and teaching English as a foreign language, it has been seen as one of the most challenging aspects for a language learner to master. Besides, it constitutes the least favorite subjects for teachers to address in the classroom. The study in hand aimed to investigate and diagnose the notorious aspects of pronunciation problems among Master two EFL learners who have achieved a certain level of mastery in the English language. Through a comprehensive analysis of the learners' pronunciation errors and difficulties, several key findings emerged.

The study focused on diagnosing the pronunciation problems that persist despite the learners' mastery of multiple languages. By analyzing and evaluating these notorious aspects of pronunciation difficulties, the research aimed to provide valuable insights into the specific areas where the learners encounter the most significant obstacles, with the goal of informing effective pedagogical approaches and interventions to enhance their pronunciation skills and overall language proficiency.

This research work includes two chapters, through the first chapter, a background of pronunciation teaching and learning is provided. It includes the definition of pronunciation and its features both (Supra-segmental and segmental). In addition, it discusses the importance of pronunciation learning in communication and the significance of teaching it. At last, this chapter demonstrates the role of both teachers and learners in Teaching and learning pronunciation as well as difficulties in learning Pronunciation and challenges to diagnosing pronunciation errors. The second chapter focuses on the study's practical part. To fulfill the goals of the current study, two questionnaires were utilized to gather essential information regarding the most common pronunciation difficulties faced by Master two EFL learners and the factors influencing their incorrect pronunciation.

The study's findings showed that students' knowledge of specific aspects of pronunciation is not enough, such as vowel sounds, consonant sounds, stress patterns,

and intonation which are known as Supra-segmental and Segmental features of pronunciation, this considered a particularly problematic for English advanced learners. Additionally, the majority of the students did not provide any justification to their answers. Moreover, the questionnaires provided insights into the factors contributing to incorrect pronunciation among the learners. The teachers and students' feedback highlighted various factors, including native language interference, insufficient practice opportunities, and a lack of explicit instruction on pronunciation, the attitude and motivation, the Lack of pedagogical materials and lot of other aspects and this confirms the second and third Hypotheses. Understanding these factors is crucial for developing targeted interventions and Effective teaching strategies to address and rectify pronunciation difficulties.

Additionally, the questionnaires aimed to gather students' perspectives on potential Solutions to enhance their pronunciation skills. The students' responses emphasized the Importance of incorporating focused practice activities, such as phonetic drills, repetition exercises, and audiovisual resources, to improve pronunciation. Furthermore, the students expressed a desire for increased exposure to native speakers and authentic English materials, as Well as more explicit instruction on pronunciation rules and techniques. Upon concluding the Study, recommendations are provided to address and rectify the pronunciation problems faced by Master two students of EFL. Furthermore, instruction should be given to help learners discover their original strategies On English pronunciation should be conducted in classes. For instance, Learners should consistently be provided with relevant assignments and teachers' feedback.

Finally, teachers should focus more on their own English pronunciation skills, which may lead some of us to reevaluate our own professional role as would be English teachers. At the end, teachers are not necessarily required to pronounce like native English speakers, they must at least teach understandable pronunciation to their students, since, at the threshold level, it is essential for students to learn pronunciation that can enable them to make themselves understood in English.

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Appendices

Questionnaire 1: teachers

Dear teachers,

This questionnaire is set in order to collect data about pronunciation challenges our EFL Master Two students are facing in the English department at Aboubakr Belkaïd university of Tlemcen. The present data collection instrument is addressed to teachers for elucidating some issues related to aspects of pronunciation in general and to supra-segmental features of phonetics in particular. Please answer the questions either by ticking the right choice or providing ample justifications when needed. Your answers would be greatly appreciated and very helpful for the purpose of the current research. Thank you.

1_Degree held:

-B. A (Licence)

-Master

-Magister

-PhD

2_How long have you been teaching English?

*According to you what is the most difficult aspect of teaching?

-Grammar

-Vocabulary

-Pronunciation

-Others:

3_ How would you rate the overall pronunciation level of the majority of your students?

-Very poor

-poor

-Acceptable

-Good

_Excellent

4_How do your students find pronunciation learning?

_Very difficult

_Difficult

_Easy

_Very easy

_Don't know

5_Do you like teaching pronunciation?

_Yes

_No

6_To what extent do you think pronunciation is important For Algerian EFL students?

_Extremely important

_Significantly “

_Moderately “

_Not important at all “

7_To what extent do you think teaching phonetics and phonology can help improving learners' pronunciation?

-highly recommended

-Moderately needed

-Not significant at all

8_Do you think that your students enjoy learning pronunciation (phonetics & phonology)?

_Yes

_No

9_Do you insist on teaching the correct pronunciation to your students?

_Yes

_No

10_What are the major problems facing you in teaching English pronunciation?

_Lack of pedagogical materials and special laboratories

_The influence of French and/or L1 language(s) in their pronunciation

_lack of motivation/shyness

-time allotment and coefficient provision

-content of the syllabus

11_What kind of activities do you give to your students?

_Listening to authentic text versions and asking the students to repeat

_Providing lessons on phonetics and ask them to transcribe words and pronounce orally

_Debates and communication through which the teacher corrects their pronunciation errors

_others

12_ Do you think that pronunciation errors decrease your students' motivation in English learning in general?

_Strongly disagree

_Disagree

_Undecided

_Agree

_Strongly Agree

13_ Do you think that pronunciation errors hinder your students' communicative abilities?

_Strongly disagree

_Disagree

_Undecided

_Agree

_Strongly agree

14_Do your students like to be corrected when they make pronunciation errors?

_Yes

_No

15_What portion of teaching time is devoted to pronunciation in your lectures?

0-25%

25-50%

50-75%

75-100%

16_ From your teaching experience, what solutions could be adopted to resolve the issue of the notorious aspect of the English language?

Questionnaire 2: Students

Dear students:

This questionnaire is presented in order to collect data about pronunciation challenges faced by EFL Master II students in the English Department at Tlemcen University. It is regarded as a data collection instrument for masters'

degree research. Please, read the questions carefully and tick the appropriate box and make a full statement whenever necessary. Your answers would be greatly appreciated and very helpful for the purpose of the current research. Thank you!

1- Gender:

Male

Female

2- What is your age:

3- How do you consider your level in English in general:

Good

Very good

Average

Poor

4- Is your English pronunciation:

Good

Very good

Average

Poor

5- Which modules do you excel at?

Grammar

Oral sessions

Phonetics

Literature/ civilization

Others

6- According to you, a good mastery of the English language requires:

- Mastering good pronunciation.
- Mastering adequate grammar rules.
- Mastering adequate vocabulary stock.
- others

7- How long have you studied phonetics?

8- Is it enough?

Yes

No

9- Justify?

10-How important is phonetics in improving pronunciation?

Very important

Important

Average

Not important.

11-Do you think that pronunciation is important in the overall English language learning?

Yes

No

12-Knowing the rules of grammar and having a rich vocabulary repertoire are more important than knowing the right pronunciation of the words?

Strongly agree

Agree

Neutral

Disagree

Strongly disagree

13-How often do your pronunciation errors occur in your speech?

Always

Often

Sometimes

Rarely

Never

14- At which level do you face difficulties in pronouncing:

Individual sounds (Segmental)

Connected sounds (Supra-segmental)

Both of them

15-What are the main factors affecting pronunciation:

Time constraints and lack of practice

Teaching methods

Overloaded programme

The influence of first and/or second language

Attitude and motivation

Others...

16-According to you what is/are the best solution/s to improve pronunciation?

Diagnosing the Notorious Aspects of Pronunciation Problems among EFL Learners: Case of Master Two EFL Students at the University of Tlemcen

Summary:

The purpose of this study was to investigate the most common pronunciation difficulties that EFL learners encounter, specifically master 2 students at the department of English at the University of Tlemcen. The study aimed to diagnose the most notorious aspects of these problems in order to develop effective strategies for improving pronunciation. The significance of this research lies in the fact that pronunciation is an essential component of language learning, and it is often considered one of the most challenging aspects of second language acquisition. By identifying the most common pronunciation problems, this study can contribute to the development of effective teaching strategies that can help EFL learners improve their pronunciation skills. Additionally, the study can provide valuable insights into the ways in which EFL learners perceive their own pronunciation skills and the factors that influence their pronunciation performance.

الملخص:

هدفت هذه الدراسة إلى التحقق من الصعوبات النطقية الأكثر شيوعًا التي يواجهها متعلمو اللغة الإنجليزية كلغة أجنبية، وتحديدًا طلاب الماستر 2 شعبة لغة انجليزية في جامعة تلمسان. وقد هدفت هذه الدراسة إلى تشخيص جوانب هذه المشكلات النطقية الأكثر شهرة من أجل وضع استراتيجيات فعالة لتحسين النطق. تكمن أهمية هذا البحث في حقيقة أن النطق هو جزء أساسي من تعلم اللغة، وغالبًا ما يعتبر أحد أصعب جوانب اكتساب اللغة الثانية. ومن خلال تحديد أكثر الصعوبات النطقية شيوعًا، يمكن لهذه الدراسة أن تساهم في وضع استراتيجيات تعليمية فعالة يمكن أن تساعد متعلمي اللغة الإنجليزية كلغة أجنبية على تحسين مهاراتهم النطقية. وبالإضافة إلى ذلك، يمكن للدراسة أن توفر نظرة قيمة على الطرق التي ينظر بها متعلمو اللغة الإنجليزية كلغة أجنبية إلى مهاراتهم النطقية والعوامل التي تؤثر على أدائهم.

Résumé :

Le but de cette étude était d'examiner les difficultés de prononciation les plus courantes rencontrées par les apprenants d'anglais langue étrangère, en particulier les étudiants en master 2 de l'Université de Tlemcen. L'étude visait à diagnostiquer les aspects les plus notoires de ces problèmes afin de développer des stratégies efficaces pour améliorer la prononciation. L'importance de cette recherche réside dans le fait que la prononciation est un composant essentiel de l'apprentissage des langues, et qu'elle est souvent considérée comme l'un des aspects les plus difficiles de l'acquisition d'une langue seconde. En identifiant les problèmes de prononciation les plus courants, cette étude peut contribuer au développement de stratégies d'enseignement efficaces qui peuvent aider les apprenants d'anglais langue étrangère à améliorer leurs compétences en prononciation. De plus, l'étude peut fournir des informations précieuses sur la façon dont les apprenants d'anglais langue étrangère perçoivent leurs propres compétences en prononciation et les facteurs qui influencent leur performance en prononciation.