People's Democratic and Republic of Algeria
Ministry of Higher Education and Scientific Research

****

ABOU BAKR BELKAID UNIVERSITY- TLEMCEN
Faculty of Arts, Human and Social Sciences
Department of Foreign Languages
Section of English

PRONUNCIATION TRAINING TO DEVELOP EFL LEARNERS' SELF-CONFIDENCE: AN ACTION RESEARCH ON FIRST-YEAR EFL STUDENTS AT ABOU BAKR BELKAID UNIVERSITY, TLEMCEN

Dissertation Submitted to the Department of Foreign Languages in Candidacy for the Degree of "Magister" in Applied Linguistics and **T.E.F.L.**

Presented by: Supervised by:

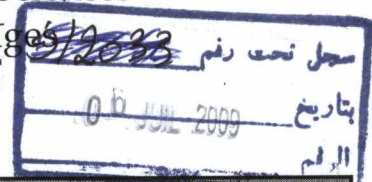Ms. DJEBBARI Zakia   Dr. BENMOUSSAT Smail

Jury Members

Ms. SERIR Ilham	MC	President	(University of Tlemcen)
Mr. BENMOUSSAT Smail	MC	Supervisor	(University of Tlemcen)
Ms. BRAKNI Dalila	MC	External Examiner	(University of Blida)
Mr. BELMEKKI Amine	MC	Internal Examiner	(University of Tlemcen)
Mr. HADJOUI Ghoadia	CC	Expert	(University of Tlemcen)

Academic Year: 2008/2009

People's Democratic and Republic of Algeria
Ministry of Higher Education and Scientific Research

****

ABOU BAKR BELKAID UNIVERSITY-TLEMCEN
Faculty of Arts, Human and Social Sciences
Department of Foreign Languages
Section of English

PRONUNCIATION TRAINING TO DEVELOP EFL LEARNERS' SELF-CONFIDENCE: AN ACTION RESEARCH ON FIRST-YEAR EFL STUDENTS AT ABOU BAKR BELKAID UNIVERSITY, TLEMCEN

Dissertation Submitted to the Department of Foreign Languages in Candidacy for the Degree of "Magister" in Applied Linguistics and T.E.F.L.

Presented by: Supervised by:

Ms. DJEBBARI Zakia   **Dr. BENMOUSSAT Smail**

Jury Members

Ms. SERIR Ilham	MC	President	(University of Tlemcen)
Mr. BENMOUSSAT Smail	MC	Supervisor	(University of Tlemcen)
Ms. BRAKNI Dalila	MC	External Examiner	(University of Blida)
Mr. BELMEKKI Amine	MC	Internal Examiner	(University of Tlemcen)
Mr. HADJOUI Ghouti	MC	Internal Examiner	(University of Tlemcen)

Academic Year: 2008/2009
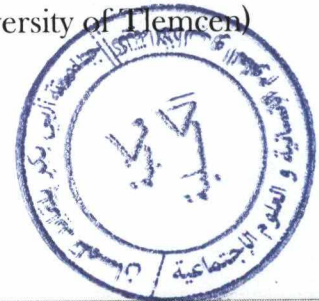
DEDICATION

In Loving Memory to my Grand Parents
May they rest in peace,

Of course, I thank my parents for educating me and for giving me unconditional support and encouragement to pursue my interests. They always stimulated me intellectually and gave me the opportunity to study at my ease so that I could broaden my education and could thus lay the foundations of this work. Special thanks go to my sisters; Nassima, Latifa, Aicha & Houda
To Habib,
To all my uncles & aunts,
To Anissa my friend & sister.

I

ACKNOWLEDGEMENTS

ACKNOWLEDGEMENTS

ABSTRACT

English is seen today as a vital medium for international communication. To smooth the progress of the demands of newly emerged society, English teachers need to grant a special attention to the development of learners' self-confidence carefully sustained by a number of pronunciation training sessions. However, it is often assumed that traditional approaches to language teaching seem to still dominate EFL classrooms. Therefore, language teachers should take a step forward towards helping learners grow with more speaking competence incorporated with confidence. As English teaching has moved to language functions and learners' competencies, a new urgency for the teaching of pronunciation with language learning strategies has arisen.

The present action research is conducted with first-year EFL students at ABOU-BAKR BELKAID University. It is meant to develop pronunciation and practice to improve their English spoken language. It, thus, investigates the factors that effect the learners' participation in the class and the ways pronunciation training may influence the learning behaviour of EFL students to improve their confidence to speak.

The purpose of this study is to identify the importance of being aware of the learners' psychological state when speaking and how is correct pronunciation likely to enhance the learners' self-confidence to be better involved within classmates' interaction. In view of this, four chapters are brought into play; the first introduces a review of related literature, the second tries to describe the target situation and the population involved, stressing on the research tools used. The third one attempts at analysing the results gathered, proposing a state-of-the-art methodology for pronunciation training in the fourth chapter, which considers, to a large extent the results obtained.

TABLE OF CONTENTS

CHAPTER ONE
Theoretical Perspectives: Pronunciation and self-Confidence

CHAPTER TWO
Action-Research Planning & Methodology

CHAPTER THREE
Research Results Analysis & Interpretation

CHAPTER FOUR
Instructional Implications & Recommendations

LIST OF ABBREVIATIONS & ACRONYMS

A.F   :   Absolute Frequency

EFL   :   English as a Foreign Language

ELT   :   English Language Teaching

FL   :   Foreign Language

PLS   :   Pronunciation Learning Strategies

L1   :   Learners' First Language (Arabic in this case).

L2   :   Learners' Second Language (French in this case).

LLS   :   Language Learning Strategies

R.F   :   Relative Frequency

RA   :   Reading Aloud

S.D   :   Standard Deviation

SLA   :   Second Language Acquisition

TEFL   :   Teaching English as a Foreign Language

LIST OF ABREVIATIONS

A.F   :   Absolute Frequency

EFL   :   English as a Foreign Language

FL   :   Foreign Language

PLS   :   Pronunciation Learning Strategies

L1   :   Learners' First Language (Arabic in this case).

L2   :   Learners' Second Language (French in this case).

LLS   :   Language Learning Strategies

R.F   :   Relative Frequency

RA   :   Reading Aloud

S.D   :   Standard Deviation

TEFL   :   Teaching English as a Foreign Language

SLA   :   Second Language Acquisition

LIST OF TABLES

LIST OF BAR-GRAPHS

LIST OF FIGURES

LIST OF DIAGRAMS

GENERAL INTRODUCTION

GENERAL INTRODUCTION

The importance of English as a world language and the advance of technology and education reform are the key determinants for new developments in English language teaching/ learning in a great number of countries in this decade.

Studying English as a foreign language is a challenging effort for students whose goal is effective communication. It is often argued that grammar rules of English cannot always make sense, spelling can be difficult and at the discourse level, the nuances of rhythm, sentence stress and intonation are incredibly complex and difficult to master. One reason for the students' difficulty is the sound system of English. In many settings, aspects like pragmatics and phonetics may get pass over for vocabulary and grammar. This maybe due to a lack of time or syllabus demands. Fortunately, this has paved the way for an intensive change in the area of English pronunciation.

For a long time, from the available literature, it would seem that teachers in many EFL contexts have been using what some would characterize as a conventional methodology for teaching English pronunciation rooted in drilling and automatic exercises. The outcome of this reveals that many learners retain some critical deviant phonological forms which prove highly detrimental to successful communication in English.

In the last decades, and perhaps due to the effects of the globalization process as a worldwide phenomenon, there has been a steady growth in the attention to the magnitude of pronunciation training, as a general goal for

teaching. This latter has primed the significance of effective use of the spoken language to establish successful communication. This, however, has brought about an emergent debate about the models, goals and, particularly, the methodology used for pronunciation skill teaching. For some, such changes and the uncertainty of debate are puzzling. Hence, the present research work strives to tackle some aspects of the current pronunciation debates for a valuable contribution to the English language learning situation.

The study aims at investigating pronunciation training on first-year EFL students at ABUO-BAKR BELKAID University. However, it is to be mentioned at this level that this research work limits itself in training the segmental aspects and only two suprasegmental aspects; namely stress and intonation. This is mainly because of time restrictions and the first-year learners' background knowledge to assimilate all the aspects related to pronunciation practice in a limited period of time. Therefore, this investigation tries to demonstrate how pronunciation training may increase the learners' confidence and improve their abilities to speak. Thus, the purpose of this research is:

✓ To display the significance of pronunciation training on EFL learners and recognize some of the learners' pronunciation difficulties and needs.

✓ To consider whether the use of pronunciation training enhances their self-confidence.

✓ To assess the effectiveness of the training, and see if the learners' awareness of pronunciation strategies develops their confidence in speaking. This is to work out how likely

pronunciation training help learners develop their self-confidence to improving their spoken English?

On the basis of this general question, three research questions were formulated in order to get reliable answers to the problematics.

1. Do our first-year EFL students make use of pronunciation strategies?
2. Is pronunciation training for our EFL students important to develop their speaking skill?
3. How does this training contribute to the development of the learners' self-confidence?

To investigate these questions, the researcher put forward the following hypotheses:

1. Learners seem to be unaware of pronunciation learning strategies to improve their oral performance in English.
2. Training pronunciation may help learners develop fluent insights into ways of pronouncing and thus, confidently expressing their ideas.
3. Knowing how to pronounce correctly may help learners feel more comfortable, confident and stronger to take risk talking.

To support the aforementioned hypotheses, four chapters have been devoted to this research problematics: the first chapter, being a literature review, discusses some key pronunciation learning concepts used in this work, including the importance of pronunciation learning and the features involved in

pronunciation, in addition to the notion of learners' self-confidence in language learning.

The theoretical chapter provides basis for an empirical study in the English Department at Tlemcen University. The researcher has selected a descriptive approach which aims primarily at gathering *knowledge* (i.e. descriptions and explanations) about the target population and research instruments. It has described the target population needs through the use of research tools namely a questionnaire, semi-structured interviews and tests that help the researcher unveil the necessary knowledge needed for the study.

Based on the description set in chapter two, chapter three strives to analyse both quantitatively and qualitatively the data obtained, attempting as hard as possible to answer the questions set at the onset of this investigation. The researcher also adopts a comparative approach to compare the pre- and post-training results.

The fourth chapter suggests a set of techniques used to better learners' pronunciation in EFL classrooms proposing a state-of-the-art methodology related to the inclusion of learning strategies in pronunciation training to hopefully raise the learners' self-confidence. It also attempts to provide the different roles of the teacher to create a relaxing motivating and non-threatening atmosphere for learning.

CHAPTER ONE
Pronunciation & Self-confidence: Views & Practices

1.1.   INTRODUCTION

1.2. PRONUNCIATION TEACHING

1.2.1 A Background Account of EFL Pronunciation Teaching

1.2.2. The Importance of Pronunciation Teaching

1.3. LANGUAGE FEATURES INVOLVED IN PRONUNCIATION

1.3.1. Segmental Features: Vowels and Consonants

1.3.2. Suprasegmental Features

1.4. PRONUNCIATION LEARNING STRATEGIES

1.5. PRONUNCIATION AND THE OTHER SKILLS

1.6. APPROACHES TO PRONUNCIATION INSTUCTION

1.6.1. The Analytic-Linguistic Approach

1.6.2. The Intuitive-Imitative Approach

1.6.3. The Current-Integrative Approach

1.7. SELF-CONFIDENCE AND LANGUAGE LEARNING

1.7.1. The Concept of *Self-Confidence*

1.7.1. Self-Confidence in Language Learning

1.8.PRONUNCIATION TRAINING TO DEVELOP SPEAKING CONFIDENCE

1.9. PROBLEMS IN PRONUNCIATION TEACHING

1.10. CONCLUSION

1.1. INTRODUCTION

When looking at the history of foreign language teaching, one would recognise that teachers have been much more concerned with the various range of approaches and methods rather than with its content. However, an important issue worth raising in this work is related to the teaching/learning of pronunciation in hope to develop the learners' self–confidence.

It is widely acknowledged that a high level of proficiency requires from non-native speakers at least an intelligible pronunciation from the part of the teacher and the learner as well. Apparently, pronunciation teaching, or what some researchers tend to name '*the forgotten skill*', may provide certain amount of confidence that helps learners better communicate freely and effectively.

This chapter, therefore, is mainly related to the literature review; it is divided into two parts: aspects related to pronunciation teaching and practice where a historical overview of pronunciation over the last years is tackled, as it also tries to shed some light on the concept of self-confidence as a psychological variable sometimes inhibiting the learners' practice and progress, and other times facilitating the learners' integration and interaction in classroom, .i.e., the learners' confidence when speaking.

1.2. PRONUNCIATION TEACHING

In the field of foreign language teaching/learning, the necessity for a method to teach pronunciation has become controversial among educationalists. Many language educators have varied opinions on the importance of pronunciation practice in the target language that is supposed to lead to confidence in speaking. It is widely known that the students' goal when learning a foreign language is not only to increase their comprehension in the classroom, but also for the intensive need to communicate and interact in English outside the class in various situations.

1.2.1. A Background Account of EFL Pronunciation Teaching

If one tries to get an eye view of the development of pronunciation throughout language teaching history, one would find that pronunciation, or as Kelly (1969) dubs *'the Cinderella area'* of foreign language teaching, has enjoyed less endorsement than it merits in comparison with grammar and vocabulary. That is, an understandable reason why grammar and vocabulary have been much better understood by most language teachers than pronunciation.

It is worth pointing that from the traditional ways of learning English, students neglected the basic knowledge of speaking. In the more distant past, conventional approaches to teaching pronunciation put a special interest on the study of phonemes and their meaningful contrasts, along with some structurally based interest in stress, rhythm, and intonation. From a pedagogic perspective, instruction, mainly consisted in articulatory descriptions, imitation, and memorization of patterns through drills and set scripts, with an overall attention to correction, has been thought to develop the learners'

capacity to eventually pronounce the English sounds 'like' a British native speaker.

Considering the range of language teaching methods that have had some currency throughout history, one needs to be cognizant of the fact that pronunciation was, at a large extent, irrelevant. For instance, in Grammar-Translation Method, pronunciation was neglected, i.e., the focus was on grammatical rules, memorization of vocabulary and translation of texts. Languages were not being taught primarily to learn oral communication but rather to learn for the sake of being 'scholarly' or, in some cases, for gaining a reading proficiency in a foreign language.

The Direct Method was one of the most lasting legacies in the late 1980s; it breaks away entirely from the Grammar-Translation paradigm. Pronunciation is taught through intuition and imitation. Students try as hard as they can to approximate the teacher' or the recorder's pronunciation.

With the advent of technology and communication, the need to communicate orally had become extremely required. Pronunciation teaching in the Audiolingual approach had a key-role and it was taught explicitly from the beginning of the language course. In the late 1960s, the Cognitive Approach, strongly influenced by Transformational Generative Grammar and the Chomskyan revolution, put a heavy emphasis on rule governed behaviour rather than habit-formation. As a result, pronunciation was taught in favour of grammar and vocabulary.

Later, under the Notional-Functional Approach, nevertheless, came the need to advocate learners to use the language freely for communicative purposes. Along these lines, drillings and other types of mechanical exercises were considered outdated whereby the focus was placed mostly on meaning

and not on form. In this context, pronunciation teaching was downgraded pedagogically as a result of difficulties in aligning it with and incorporating it into more communicative approaches to language teaching since work on phonology, as believed, could impede communicative practice and thus, threaten the learners' self-confidence (Jenner, 1996).

In recent years, and with the renewed professional supports aiming at enabling students become more and more effective and efficient speakers of English, there has been an incessant progress to bring pronunciation back on stage in view of the fact that, as many prominent theorists and researchers point out, it is a vital element of communicative competence. Having this importance, pronunciation should be given preferential treatment (Morley; 1991 & Taylor; 1991). At the present time, and possibly as a result of this new trend, a great number of educationalists are again keen on pronunciation. Spada (1997) For instance believes that clear instruction is important to the effectiveness of pronunciation training.

Nevertheless, teachers should be aware of the fact that there is no single best way to teach English pronunciation, as no superiority was shown of one method over another; teachers should be rather eclectic in their teaching performance. The following table is an attempt to summarise the statements that best represent the different point of views of approaches vis-à-vis pronunciation.

Method	Principle
Grammar Translation Method	Oral communication is not the primary goal of language instruction. Therefore, little attention is given to speaking and almost none to pronunciation.
Direct Method	Teachers provide students with a model for native like speech. By listening and then imitating the modeller, students improve their pronunciation.
Audiolingual Method	Pronunciation should be worked on from the beginning of language instruction. The teacher should correct any words mispronounced by students.
Silent Way	Language is not learned by repeating after a model. With visual cues, the teacher helps students develop their own inner "criteria" for correctness. They must trust and be responsible for their own production in the target language.
Community Language Learning	The pronunciation syllabus is primary student initiated and designed. Students decide what they want to practise and use the teacher as a resource.
Total Physical Response	Students will begin to speak when they are ready. They are expected to make errors in the initial stage and teachers should be tolerant to them.
Communicative Approach	Students should work with language at the discourse or suprasentential level. The ultimate goal is communication.

Table 1.1. Pronunciation vis-à-vis Language Approaches

Adapted from Larsen-Freeman (1986)

1.2.2. The Importance of Pronunciation Teaching

Within the field of education, ideas on the value of teaching pronunciation are often at variance. Yet, in learning a foreign language, learners may acquire some basic skills, such as reading or writing, but still display difficulties in understanding a native speech in a conversation. In this line of thought, Levy (1997:53) stressed that:

> **SLA research has concentrated primarily on explaining the acquisition of morphology and syntax, a little known about the acquisition of phonology.**

Similarly, Elliott (1995:96) has noticed that pronunciation does not enjoy the adulation it merits. In this respect, he claims that **"the acquisition of pronunciation has fallen to the wayside and has suffered from serious neglect in the communicative classroom".** Consequently, pronunciation instruction is still unduly neglected or ignored by many researches. It is argued that an English phonetic course is, to a large extent, left to chance or given no place in the teaching/ learning process. The result as Baker (1992:1) states is that:

> **Advanced students find that they can improve all aspects of their proficiency in English except their pronunciation, and mistakes which have been repeated for years are impossible to eradicate.**

Although research on foreign language teaching/learning has always been fascinating, the teaching of pronunciation and oral skills in general in foreign and second language classrooms has often been low on the list of priorities (Peterson, 2000). Joining this idea, Gilbert (1994:38) claims that:

> **Pronunciation has been something of an orphan in English programs around the world. Why has pronunciation been a poor relation? I think it is because the subject has been drilled to death, with too few results from too much effort.**

However, many researchers acknowledge that one of the most important components of learning a foreign language is pronunciation. Dan (2006) claims that language competence covers many aspects of language, and pronunciation, both theoretical and practical, constitutes the basis of speaking above all other aspects of language, that is to say, pronunciation is the foundation of speaking.

It should be wiser at this level to point out the importance of pronunciation practice not only for future teachers of English but also for students who plan to carry on studying abroad. Increasing the students' pronunciation skills beforehand can build more confidence and make them feel less reluctant to venture out to speak English. Students' personal attitude and self-confidence are major factors in improving English pronunciation. It is effective pronunciation teaching that offers learners a genuine choice in how they express themselves (Fraser, 1999).

Likewise, pronunciation is regarded as the first and most important thing native speakers notice during a conversation. Knowing grammar and vocabulary is important but still useless if the speaker is unable to pronounce those structures or words intelligibly. For instance, native speakers are more likely to understand someone, even in spite of grammatical errors, if this person uses understandable pronunciation.

The usefulness of teaching pronunciation lays, mainly, on the amount of learner's success, since poor pronunciation may condemn learners to less social, academic and work advancement, whereas good pronunciation may make the communication easier and more relaxed and, thus, more successful (Dan, 2006).

In this vein, Harmer (2001:183) argues cogently that it is thanks to pronunciation teaching that students not only become aware of different speech sounds and sound features, but may also improve their speaking vastly. Subsequently, he claims that:

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

It has been noticed that most of the available literature on pronunciation deals with the "what" and the "how" to teach, while the learner remains as a "silent abstract" in the classroom. Morley (1994) underlines that the prevalent focus on pronunciation teaching nowadays should be based on designing new wave instructional programmes to assist the learners practice to progress. Moreover, she stresses that these instructional designs should take into account not only language forms and functions, but also issues of learners' self-confidence and learners' strategy training.

Furthermore, teachers should set realistic goals of pronunciation teaching that need to be addressed in order to develop communicative competence. According to Morley (1991: 175), these are the following:

➤ *Functional intelligibility:* which aims at developing spoken English that is easy to understand by listeners;

➤ *Functional communicability:* is set to develop spoken language that serves effective communication;

➤ *Increased self-confidence:* it is set to create a positive self-image;

➤ *Speech-monitoring abilities and speech modification strategies:* that will allow students build up intelligibility, communicability and confidence outside the classroom.

Celce-Murcia (1987), on her part, conceives that focus on language as communication has called for an urgent need to the teaching of pronunciation; since, the existing empirical studies and evidences indicate that there is a *'threshold level of pronunciation'* for non-native speakers of English. In other terms, oral communicative problems may occur if learners fall below this level no matter how skilful their control of English grammar and vocabulary might be. Therefore, pronunciation should be given as much attention as other aspects of language.

1.3. LANGUAGE FEATURES INVOLVED IN PRONUNCIATION

According to Morley (1991:26), pronunciation training embraces two levels of analysis:

a. The micro level instruction focuses on linguistic (i.e., phonetic-phonological) competence through practice of segmentals and the suprasegmentals, i.e., accuracy-based learning.

b. The macro level attends to more global elements of communicability with the goal of developing discourse, sociolinguistic, and strategic competence by using the language for communicative purposes, i.e., fluency-based learning.

In the present study, the researcher concentrates on the micro layer of analysis: segmental aspects (the study of speech sounds), and suprasegmental aspects (the study of stress, and intonation). This is, in fact, in hope to enhance at a first stage the learners' self-confidence and to develop general capacities of communicability within a classroom context.

A great number of researchers (Celce-Murcia, 1987; Avery & Ehrlich, 1992), point out that segmentals and suprasegmentals go above the level of individual speech sound production and are produced unconsciously by native speakers as a result of a routine muscle contracting. All speech sounds are produced as follows; the air stream is expelled by the *lungs*, it goes through the *wind pipe*, along the *vocal tract* which began from the *larynx* to the *lips* (oral cavity) and *nostrils* (nasal cavity). In order to learn how speech sounds are produced, one needs to be familiar with the different parts of the vocal tract (Harmer, 2001). The following figure may demonstrate the articulators:

Since suprasegmental elements provide crucial context and support (they determine meaning) for segmental production, they need a more prominent place in pronunciation instruction. Hence, many researchers and teachers opt first for the teaching of suprasegmentals, or the larger units of pronunciation that include intonation, stress, rhythm, and pitch, rather than segmentals, or the individual speech-sounds of a language. This so-called *top-down* approach to pronunciation instruction is directly related to communicative competence and instructors' beliefs about the importance of teaching pronunciation via communicative activities.

This prior consideration of suprasegmental over segmental instruction seems to be well supported on the ground that it fosters meaningful

Figure 1.1. Schematic View of Human Speech Production

oesophagus · windpipe · larynx · glottis · vocal cords · back · front · blade · tip · teeth · alveolar ridge · epiglottis · uvula · velum or soft palate · hard palate · nasal cavity
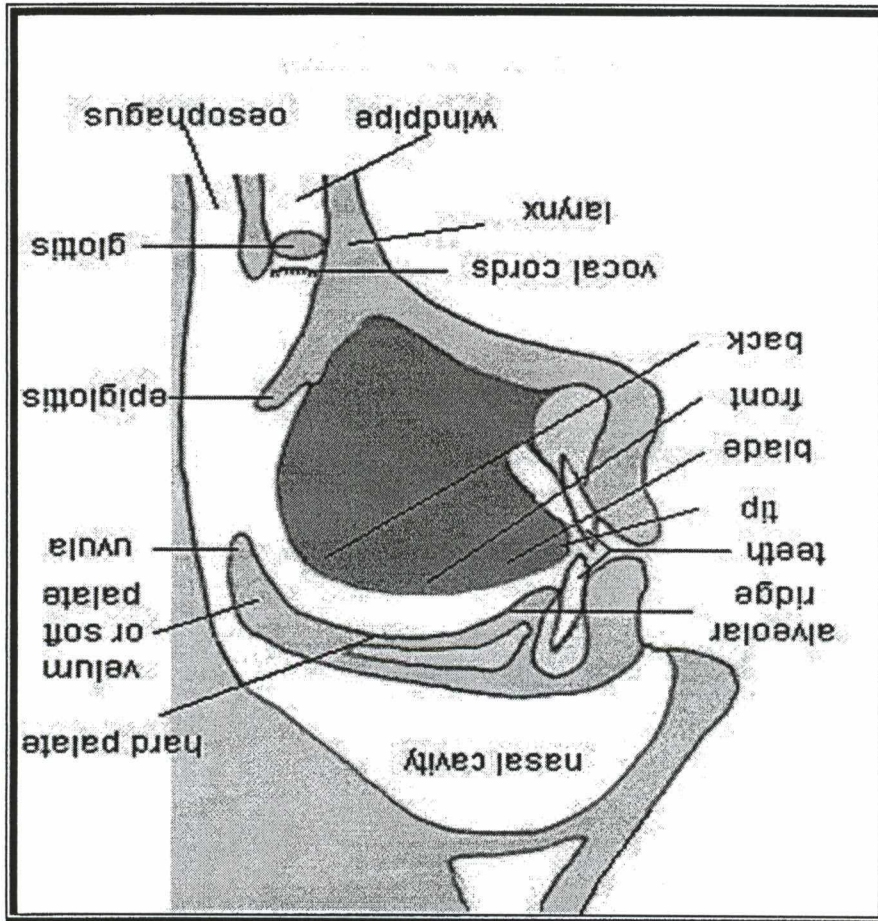
communication (Celce-Murcia, 1987), that it is congruent with the primary goal of attaining a so-called fluency and comprehensible speech when speaking the target foreign language (Avery & Ehrlich, 1992). Furthermore, it approaches the remediation of pronunciation problems at the discourse level (Hinkelman & Halvorsen, 1998) where communicative competence appears to be most needed.

It is now widely accepted that pronunciation teaching involves attention not only on the segmental level but also on the suprasegmental level as well. From the above point of views, the current research will try to train learners in both segmental and suprasegmental features and critically diagnose the contributions of the former over the latter.

1.3.1. Segmental Features: *Vowels and Consonants*

As far as the segmental features are concerned, they are also known as segments or phonemes; they represent the existing speech sounds of a particular language system. Celce-Murcia & Goodwin (1996) consider them as the basic inventory of speech sounds (vowels and consonant) and they demonstrate how these speech sounds are combined, structured and distributed to form words and utterances.

- *English Consonants*

Consonants are sounds in which there is an obstruction to the flow of air, they may be voiced (with a vibration of the vocal cord) or voiceless (no vibration). Consonants may be described from three essential characteristics, namely place and manner of articulation and voicing (Avery *et al* 1992). Concerning the *place of articulation*, it is a given classification of speech sounds in terms of 'where' in the vocal tract the shape is altered. Admittedly,

there are thirteen places of articulation in the languages of the world among which English has only with six types. The various places of articulation are labelled as follows:

✓ *Bilabial*: sounds are produced with lips together, i.e., the obstruction of the airstream occurs at the lips. There is only one fortis bilabial in English, /p/ like in "pat" and two lenis bilabials /b/ in "Bat" and /m/ in "mat".

✓ *Labiodental*: The sounds are produced by a movement of the lower lip against the upper teeth. There is one fortis labiodental in English /f/ as in "firm" and one lenis labiodental /v/ as in "various".

✓ *Dental*: The sounds are made with the lower lip and the upper teeth. The two dentals in English are /t/ as in "together" and /d/as in "dove".

✓ *Alveolar*: Alveolar sounds are those sounds made by the articulation of the tip of the tongue towards the alveolar ridge, the ridge of cartilage behind the teeth. Examples of such sounds in English are the following: [t], [d], [s], [z].

✓ *Palatal*: Palatal sounds are those sounds made by the articulation of the body of the tongue towards the hard palate. An example of such a sound in English is [j].

✓ *Velar*: Velar sounds are those sounds made by the articulation of the body of the tongue towards the velum. Examples of such sounds in English are the following: [k], [g], [ŋ].

✓   *Glottal:* Glottal sounds are those sounds made at the glottis. Examples of glottal sounds in English are the following: [ʔ], [h]. The following diagram summarizes the places of articulation:

Larynx

Apical

Laminal

Pharyngeal

Dorsal

Uvular

Dorsal

Dental

Palatal

(Bi)labial

Alveolar

Velar

nasal cavity

Figure 1.2. Places of Articulation

At another level of analysis, *manner of articulation* determines how consonants are further distinguished on the basis of how the articulators alter the shape of the vocal tract. That is, how is the airflow *regulated* by the tongue or lips. The major manners of articulation will be introduced for pulmonic consonants.

✓   *Plosives:* A plosive is formed by the complete obstruction of the vocal tract by the articulators. This obstruction is then released, allowing the air to "explode" out of the mouth. When the air is blocked by the articulator, it begins to raise in pressure. Then, when the air is released, the high pressure air rushes out into the lower pressure area beyond the blockage. This results in a burst of air, signifying a plosive. English plosives are /p, t, k/ & /b, d, g/.

✓ *Fricatives*: A fricative is said to be formed by a constriction in the vocal tract by the articulators, such as the tongue or the lips. However, unlike stops, the occlusion (blockage) in the vocal tract is not complete. Some of the air is allowed to come through a very narrow opening. This air becomes turbulent, because of the friction between the airflow and the narrow passage. Fricatives happen in two ways. One way is simply for the air to flow through a narrow opening, like in the sound[f]. Another way is for the air to be sped up through a narrow passage and then forced across another area, like the teeth, which is the way the sound [s]is formed. English fricatives are: [f], [v], [s], [z], [ʃ], [ʒ].

✓ *Affricates*: An affricate combines the manners of articulation for the plosive and the fricative. Like a stop, the articulation of the affricate begins with a complete closure of the vocal tract by an articulator. However, when the closure is released, the release is somewhat gradual, providing a narrow space between the articulator and the mouth for the airflow to move through. This narrow space creates an environment similar to a fricative, in that the airflow moving out becomes turbulent for a brief period until full release of the closure. Affricates in English are [tʃ] and[dʒ].

✓ *Nasals*: A nasal is formed by the obstruction of the vocal tract and the lowering of the velum. This lowering of the velum allows the airflow to flow out through the nasal cavity, rather than through the oral cavity. Nasals in English are: [m], [n], [ŋ].

✓ *Lateral*: The sound [l]is also known as a lateral approximant, since the articulators do touch at a central point, but the air is allowed to flow through one or both sides of the contact point.

✓ *Approximants*: An approximant is formed by the constriction of the vocal tract, but with no obstruction in the vocal tract. Therefore, no turbulent airflow, as in a fricative. Instead, the air is allowed to flow

freely through the vocal tract. Examples of approximants in English are [l], [w].

Ultimately, voicing, regarded as one of the main distinctive aspects of segmentals, has always been associated with the timing of the vocal fold vibration relative to consonant constriction, i.e., narrowing for fricatives, and complete closure for stops (plosives and affricates). In cases where the air passes through the glottis (space between the vocal cords) and vibrate the vocal cord, then the sound produced is voiced. However, if the air passes without vibration then the sound produced is voiceless.

• *English Vowels*

Vowels, in contrast, are speech sounds in which no obstruction to the flow of air is felt, they are voiced sounds. In English, there are 7 short vowels, 5 long vowels, 8 diphthongs and 5 triphthongs (see Appendix 'I .'). They are described by taking into consideration the following questions:

1. Which part of the tongue is raised? Front or central or back; i.e., which part of the tongue is tensed and raised to realise the vowel in question. This result: front vowels, back vowels or central vowels.

2. To which height is the tongue raised? Low or mid or high or open or half open or half close or close; the tongue can be positioned high or low in the mouth, i.e., a 'close vowel' is one where the hump (the shape of the tongue) of the tongue is held high in the mouth, and an 'open vowel' is one where the hump of the tongue is held low in the mouth.

3. Are the lips rounded, unrounded or neutral? Rounding the lips means pulling their corners towards the middle so that the mouth forms an

"O", (see appendix "F") The following cardinal diagram demonstrates their position:

Figure 1.3. Primary Cardinal Vowels

short	ɪ pit	e pet	æ pat	ʌ putt	ʊ put
long	iː key	uː coo	ɜ cur	ɔ core	ɑ car
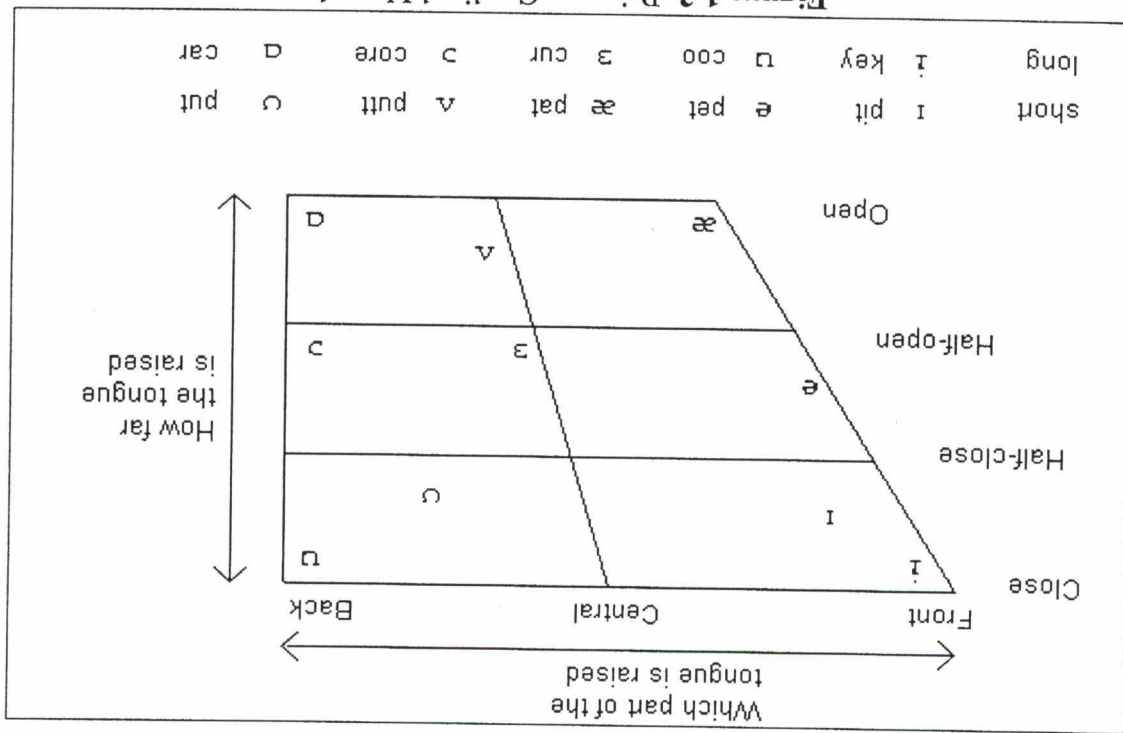
1.3.2. Suprasegmental Features

On the other hand, the suprasegmental features of pronunciation embrace the application of some features of speech to a group of segments including stress, intonation and other aspects of connected speech; namely assimilation, elision, linking and intrusion, juncture and contractions.

However, because of some considerations, the present research limits itself only to two suprasegmental aspects notably stress and intonation. This is mainly due to the fact that first-year learners, as new entrants, are first of all unfamiliar with the phonological transcriptions and diacritics and consequently seem to be still incapable to assimilate all the aspects related to the pronunciation practice.

- *Stress*

It is widely accepted that a stressed syllable is one which is produced and perceived more prominent than the other neighbouring syllables. In the phonological English literature, the existence of at least three levels of stress is often taken for granted. It is usually assumed that syllables may carry either primary stress or secondary stress or completely unstressed. English is indeed among those languages where it is not easy to decide where to put the stress appropriately, practically, there are some characteristics that help us identify the stressed syllables; three variables are proposed by (Avery *et al* 1992): *length, pitch and loudness*. Hence, stressed syllables may be produced loudly, with long sounds and a high pitch.

While individual words receive either primary, secondary or unstressed *Stress*, with sentences one may distinguish between four levels of stress: major sentence stress, major word stress, minor word stress and unstress (Avery *et al* 1992). Thus, in the sentence: '*I walked home in the RAINstorm*', 'I', 'in', and 'the' are function words and are unstressed, however, 'walked', 'home', and 'rainstorm' are content words receive primary (major) stress.

In addition, English is a stress-timed language; speech is characterized by tone-units: a word or group of words which carries one central stressed syllable. For instance, the sentence: 'Peter, come here, please!' may be divided into two tone-units: 'Peter' and 'come here, please', with the two main stresses, i.e., on the first syllable of 'Peter', and the word 'here'. Stress will be indicated in this work by writing the stressed syllable in capital letters: for example, 'Peter, come HERE, please!'

From another layer of analysis, Scarcella and Oxford (1994) in their article have sought to describe and construct a sound relationship between stress and rhythm:

Stress contributes to rhythm. Linguists use the term rhythm to refer to the measured movement or musical flow of language. English has a rhythm in which stressed syllables normally occur at regular time intervals. Thus, in English, rhythmic patterns are based upon a fairly regular recurrence of stressed syllables. That is why English is often called a stress-timed language.

- *Intonation*

Intonation seems to be one of the most important parts of the way one may express his thoughts and feelings, it refers to the rises and falls in tone that make the 'tune' of an utterance. According to traditional descriptions, intonation is the 'melody of speech'. It is worthy for teachers and learners to know that changes in intonation may change meanings, for instance:

You' re   from   London.

You' re   from   London?
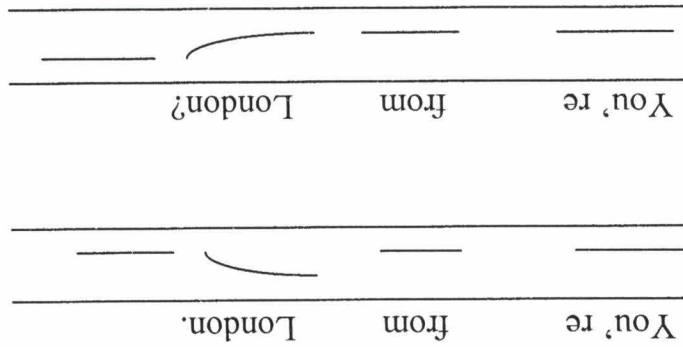
Therefore, intonation may indicate the different types of utterances such as:

- ❖ *Statements* usually have a falling tune at the end, e.g., she gave birth to seven cats.

- ❖ *'Wh' questions* usually have a falling tune at the end, e.g., what do you want to do with it?

- ❖ *Yes/No questions* usually have a raising tune at the end, e.g., do you want to give it to him?

- ❖ *Listing:* used with a non-final raising: e.g. Susan bought a sweater, new shoes, and a new dress.

To put is in a nut shell, suprasegmental elements provide vital support in language instruction and thus, for language practice since they determine meaning for segmental production. Hence, they need priority in pronunciation instruction. The following diagram shows a breakdown of the main features of pronunciation.
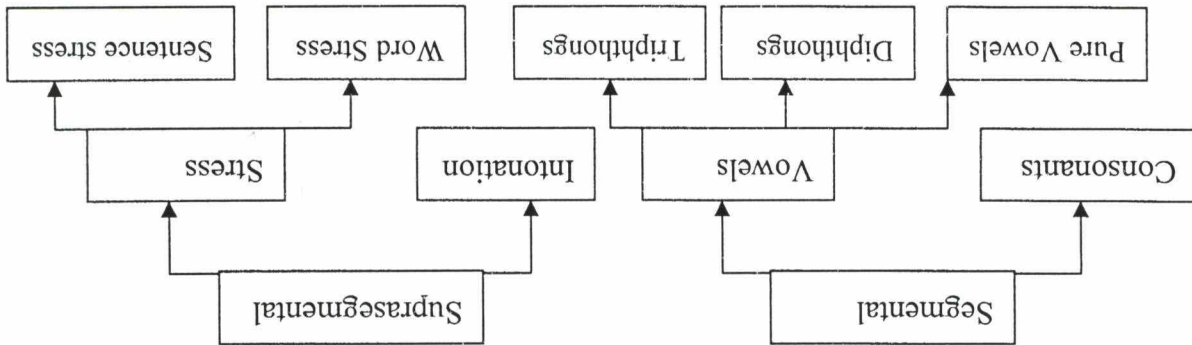
Diagram.1. Features of Pronunciation   Adopted from Kelly (2000:1)

1.4. PRONUNCIATION LEARNING STRATEGIES

Looking at the current challenges in education, a gradual but a momentous shift has taken place resulting a great stress on learners and learning rather than on teachers and teaching. Seeing that language learning strategies (henceforth LLS) have through time gained a quick eye-catching popularity and have become a conventional part of foreign language teaching/learning, many researchers have devised a range of classifications in an attempt to familiarise learners with the massive amounts of descriptive research regarding learning strategies (Oxford, 1990; O'Malley & Chamot, 1990; Rubin, 1981; Dörnyei & Skehan, 2003). The following section will be devoted to the shift of views through time about LLS.

Learning strategies seems to be involved in all types of learning and teaching; they are problem-solving procedures employed by the learners, in order to make their own language learning as successful as possible. In this respect, Oxford (1993: 19) views language learning strategies as:

> **Specific actions, behaviours, steps, or techniques that students (often intentionally) use to improve their progress in developing L2 skills. These strategies can facilitate the internalization, storage, retrieval, or use of the new language. Strategies are tools for the self-directed involvement necessary for developing communicative ability.**

Therefore, strategies are plans or methods to achieve a specific goal and affect the overall pattern to process a particular task. Tactics are manoeuvres and details that affect particular ways to control a situation. Moreover, O'Malley & Chamot (1990: 43) assume that learning strategies may include:

26

> **Focussing on selected aspects of new information, analysing and monitoring information during acquisition, organizing or elaborating on new information during the encoding process, evaluating the learning when it is completed, or assuring oneself that the learning will be successful as a way to allay anxiety.**

Furthermore, Ellis *et al* (1994) suggest that perhaps the most thoroughly accomplished area of second language learning strategies is the ones concerning LLS classification. According to Peterson (2000), the most leading classification schemes appearing in most of literature related to LLS are that of O'Malley & Chamot (1990) and that of Oxford (1990).

O'Malley & Chamot (1990) study attempts essentially at integrating learning strategy research with cognitive theory. On her part, Oxford (1990) divides LLS into two broad categories; namely direct and indirect strategies and then further divides them into six sub-groups. In the present study; the researcher focuses on Oxford's (1990:17) classification.

Despite the popularity of learning strategies within the teaching/learning process, it appears to be no available studies that deal with pronunciation learning strategies separately from other study (Peterson, 2000). A small number of studies have looked at pronunciation as one of language skills. In this sense, Peterson (2000) projects Oxfords' LLS classification with pronunciation. The following table illustrates this combination.

Interestingly, it is only in the last six years that researchers have taken an interest in pronunciation strategy research (Peterson, 2000; Vitanova & Miller, 2002; Derwing & Rossiter, 2002; and Osburne, 2003). It is quite amusing that researchers have gathered attention towards language learning strategies since the mid 1970s. Yet, the application of strategies on

Table 1.2. Pronunciation Learning Strategies of Oxford (1990) & Peterson (2000)

Oxford's Strategy Model (1990)	Pronunciation Learning Strategies	Peterson's Strategy Model (2000)
Indirect Language learning strategies (LLS)		
Metacognitive	*Finding out about target language pronunciation*	- Acquiring a general knowledge of phonetics. - Reading reference materials about TL rules.
	Setting goals and objectives	- Deciding to focus one's listening on particular sounds. - Deciding to memorise the sounds (or the alphabet) right away.
	Planning for a language task	- Preparing for an oral presentation by writing difficult-to pronounce words very large in one's notes.
	Self evaluating	- Recording one self to listen to one's pronunciation.
Affective	*Using humour to lower anxiety*	- having a sense of humour about mispronunciations
Social	*Asking for help*	- asking someone else to correct one's pronunciation - asking someone else to pronounce something.
	Cooperating with peers	- studying with someone else - teaching or tutoring someone else

pronunciation has not been noticed until the early years of the twenty-first Century. Pronunciation learning strategies, for short PLS seem to be useful in planning an effective teaching of pronunciation. Here is a summary of the main previous academic articles about the number of strategies used when talking about pronunciation instruction.

Author	Pronunciation Learning Strategies
Peterson (2000)	Representing sounds in memory Practising naturalistically Formal practice with sounds Analyzing the sound system Using proximal articulations Finding out about the target language pronunciation Setting goals and objectives Planning for a language task Self-evaluation Using humour to lower anxiety Asking for help Cooperating with peers Representing sounds in memory
Vitnova and Miller (2002)	Self-correction of poor pronunciation Active listening to native pronunciation
Derwing and Rossiter (2002)	Self-repetition Paraphrasing Increasing or decreasing volume Writing and/or spelling difficult words Using a slow rate of speech Calming down Using pantomime Avoiding difficult sounds Appealing for assistance from native speakers Using clear speech Monitoring articulatory gestures
Osburne (2003)	Focusing on sounds below the syllable-level Focusing on individual syllables Focusing on prosodic structures Monitoring global articulatory gestures Focusing on paralanguage Focusing on individual words Focusing on memory or imitation

Table 1.4. Pronunciation Learning Strategies in Pedagogic Articles

1.5. PRONUNCIATION AND THE OTHER SKILLS

Language is conceived as a cognitive skill, which includes productive skills of writing and speaking and receptive skills of reading and listening in addition to language components, namely vocabulary, structure and phonology (Wongsothorn & Pongsurapipat, 1992).

It is agreed among researchers that to speak, one needs first to listen. If the students' English pronunciation skills are improved, clearly their listening and speaking skills become more refined and vice versa (Dan, 2006). The relationship between pronunciation and the other skills especially listening and speaking has been a focus of attention for many years and is conceived as being a significant skill for acquiring a foreign language. However, in the traditional classrooms it seems to be very inadequate for offering such an opportunity for students to communicate their thoughts, beliefs and attitudes, and interact with their peers. When speaking, one needs first to understand how a word is pronounced through listening. In this vein, Jones and Fortescue (1991: 78) states that:

Learning to recognize and distinguish the sounds of a language is a prerequisite both for effective listening comprehension and for good pronunciation.

From another stand point, Gilbert (1984) believes that the skills of listening comprehension and pronunciation are interdependent so that if learners cannot hear English well and cannot understand easily, they are cut off from conversation with native speakers. The process of learning English, as with any other language, is inter-connected. Pronunciation and listening comprehension are linked together by a unified system within which individual speech sounds are systematically related. Students need to be aware

of the target system in order to make sense of the separate pieces (Gilbert 1984.).

Hence, both speaking and listening require *bottom-up* processing, the present action research is mainly based on the assumption that speaking requires *clear articulation of phonemes or sounds*, and listening requires accurate comprehension of phonemes (Celce-Murcia *et al* 1991). Without the skill of phoneme discrimination, students can neither express themselves nor understand others fully. Even though the specific role of phoneme discrimination in listening and speaking is not clear, phoneme discrimination skill is believed to provide students with increased confidence.

1.6. APPROACHES TO PRONUNCIATION INSTRUCTION

Approaches about the learning and teaching of languages are, in fact, at variance; they have been proposed to condense the scale of controversy among researchers. Within the general framework of methodology in the field of pronunciation study, a number of approaches are supposed to prove efficiency in language classrooms.

1.6.1. Intuitive-Imitative Approach

This approach paid attention to the learners' ability to listen and imitates the speech sound and rhythms of the target language without the assistance of explicit instruction. It works best with beginner learners during the early stages of instruction. Technologies, such as audiotapes, videos, and computer-based programmes and websites, may offer rich resources of native speech as good models.

1.6.2. Analytic-Linguistic Approach

The learner in this approach has the opportunity to be introduced to some pedagogical aids provided with explicit, structured teaching of speech features utilizing articulatory descriptions and charts of speech apparatus, phonetic alphabet and vowel charts, and a variety of interactive speech analysis software and websites. In this vein, Celce-Murcia et al (1996:2) states that: '**this approach was developed to complement rather than replace the intuitive-imitative approach**'.

1.6.3. Current Integrative Approach

Within communicative approaches to language teaching a key-goal is paid for the learner to develop communicative competence in the target language, pronunciation is considered as more than correct production of phonemes and practice sub-skills, but rather a fundamental element of successful communication with meaningful task-based activities. The current researches draw a considerable attention on the use of pronunciation-focused listening activities to facilitate the learning of pronunciation. In addition, the suprasegmentals of stress, rhythm, and intonation are practised beyond the phoneme and word level.

1.7. SELF-CONFIDENCE AND LANGUAGE LEARNING

In language learning and teaching, many educational psychologists place a heavy emphasis on some personality traits that may influence learning a foreign language. From a motivational perspective, the most important factor studied by (Clément, 1994; Gardner, 2001; and Dörnyei, 1999) is *self-confidence* which is, in general, one of the vital variants that may promote either failure or success in language learning. Noels (1994), in his part, expanded the applicability of the construct of self-confidence by

demonstrating that it is also a crucial motivational subsystem in foreign language learning situations where there is little direct contact with the target language members. Thus, EFL teachers need to be aware of their learners' self-confidence when dealing with a task.

1.7.1. The Concept of *Self-Confidence*

A simple definition of self-confidence is the amount of reliance one has, i.e., one's knowledge and one's abilities. Self-confidence seems to be the first step to progress, development, achievement and success. Additionally, self-confidence refers to the belief that a person has the ability to produce results, accomplish goals or perform tasks competently (Dörnyei, 2001). From another angle, Norman and Hyland (2003) suggest that there are three elements to confidence:

- ❖ 'Cognitive', i.e., the person's knowledge of their abilities;
- ❖ 'Performance', i.e., the person's ability to do something;
- ❖ 'Emotional', i.e., the learners' comfortable feeling about the former two aspects.

Having this in mind, one may presume that a self-confident person wants to take further risks, placing himself in unfamiliar situations and examines his capacities in different contexts, and particularly making mistakes do not prohibit him to increase his ability to learn. One other significant dimension is worth considering when talking about self-confidence is the symptoms interconnected with less confidence. There are two categories; namely emotional and physical symptoms. As for the emotional symptoms, they are as follows: apprehension, uneasiness and dread, feeling restless, strong desire to escape, avoidance behaviour, hyper-vigilance, irritability, confusion, impaired concentration or selective attention, self-consciousness and insecurity, and behavioural problems. The physical symptoms are noticed

through racing heartbeat, chest pains, hot flashes or chills, cold and clammy hands, stomach upset, shortness of breath, sweating, dizziness, muscle tension or aches, headaches, fatigue and insomnia (Wiley *et al* 2003).

Furthermore, levels of confidence are variable for instance, a learner possesses the knowledge or skills required to do a specific task, but not be confident to act because of the specific situation or environment in which he is involved. Thus, he could be confident at one level of performance but not at another, such as being confident to write a passage but feel unconfident about starting a pronunciation learning course (Eldred 2002). Therefore, teachers need to develop both situational and overall confidence.

This is fine in principle, but as the reality turns out to be different, there are general impressions about which learners do and do not seem to have self-confidence as a general personality trait, yet remain unclear about as to how those learners are coping with different language aspects being learned. However, the learners' over-self-confidence may interfere with the specific learning tasks at hand; just as lack of confidence may prevent some learners from fully exploit what they know.

The successes and achievements in turn will strengthen the learners' self-confidence further. It is natural that learners with a certain amount of confidence are offered leadership and other responsibilities of groups. More and more opportunities automatically come to learners with a good self-confidence. In short, success flows to those who have a genuine self-confidence. Helping learners feel good about themselves by making them believing in their capacities need to be incorporated in the teaching process. For instance, some learners are good at this and others are good at that, but they need to recognize that they are all gifted in a way or in another.

1.7.2. Self-Confidence in Language Learning

When affective factors are explicitly discussed, there seems to be a consensus among psychologists that the general notion of self-confidence may be considered as a key-factor in the learners' ability to overcome their language setbacks, it is normally assumed to have an influence on successful language learning. In this respect, Krashen (1981: 75) claims that:

> **Not surprisingly, nearly all the available literature suggests that self-confidence is very much related to second language development..., the self-confident, secure person is a more successful language learner.**

Krashen (1981) developed the construct of an affective filter, consisting of the variables of anxiety, motivation, and self-confidence. According to Krashen, these psychological variables may strongly enhance or inhibit second language acquisition by playing a critical mediating role between the linguistic input available in the educational setting and the student's ability to learn. Krashen (1981:75) posits:

> **Self confident people have the advantage of not fearing rejection as much as those with high anxiety levels and are therefore more likely to put themselves in learning situations and do so repeatedly...[they] are less hampered by the conscious operation of the monitor because they are not so worried about how they appear.**

The *Affective Filter* hypothesis embodies Krashen's view that a number of 'affective variables' play a facilitative, but non-causal, role in second

language acquisition. Krashen claims that learners with high motivation, self-confidence, a good self-image, and a low level of anxiety are better equipped for success in second language acquisition. Low motivation, low self-esteem, and debilitating anxiety can combine to 'raise' the affective filter and form a 'mental block' that prevents comprehensible input from being used for acquisition. In other words, when the filter is 'up' it impedes language acquisition. On the other hand, positive affect is necessary, but not sufficient on its own, for acquisition to take place.

Ultimately, in Krashen's theory, self-confidence is specifically identified as an important aspect of the "affective filter" in that it enables the learner encourages intake, or useful input. However, one should be aware that the lack of self –confidence may be an inhibiting factor for learners and this idea is shared by Naiman *et al* (1978) who believe that poor learners, in all probabilities lack self-confidence.

Moreover, the higher anxiety learners experience, the lower scores they get, the less confident learners become. On the contrary, the more confident learners feel the higher scores they get. The more confident a learner feels, the less anxiety he experiences in learning.

1.8. PRONUNCIATION TRAINING TO DEVELOP SELF-CONFIDENCE

It is vitally important for EFL teachers to agree that explicit pronunciation teaching is an essential part of language courses (Fraser, 1999). At an initial stage, confidence in pronunciation is supposed to allow learners interact with native speakers, which is very essential for all the other aspects of their linguistic development. In this line of thought, Avery *et al* (1992: xiv) point out:

> **Learners who are out-going, confident, and willing to take risks probably have more opportunities to practice their pronunciation of the second language simply because they are more often involved in interaction with native speakers.**

Kriedler (1989) states that correct and clear pronunciation are considerably important in language learning; learners should gradually develop some confidence in their own ability to produce sounds and thus speak assertively. To achieve this, learners need to be extensively and intensively exposed to listening to English so that to develop a "feel" for the sounds of English. In this way, learners are observed to be more confident and motivated to learn the target language, but on the other side, poor pronunciation degrades good language skills and condemns learners' ability to communicate to loss.

As the learners' ability to communicate is severely limited without adequate pronunciation skills, inadequate pronunciation skills may be a factor to weaken learners' self-confidence. Thus, it restricts their classroom interactions and negatively influences estimations of a speaker's credibility and abilities (Morley, 1998).

Avery and Ehrlich (1992) argue the necessity of confidence in articulation, in that when teaching pronunciation, one needs to focus much more on affective variables than simply working through a list of speech sounds. Even if students have learned to produce speech sounds, they are often so self-conscious about their pronunciation that they are too nervous to probably misuse these speech sounds in front of their teachers and mates. Hence, it is of great essence for teachers that personality traits may in all probabilities affect pronunciation progress of learners. As a result, a non-

threatening and stressing atmosphere needs to be afforded in classroom just in hope to establish a first step towards building learners' self-confidence.

In language research, it is believed that human muscles do not respond well to nervousness. When speakers get nervous, knees and hands shake as well as the little muscles the speakers use in articulation. With regular training, learners would improve their performance and feel confident (Avery & Ehrlich, 1992). The presence of increased productivity or regular training may in some extent lessen frustration, anxiety and thus increase confidence (Ellis, 1994; Rivers, 2001). The following diagram illustrates that in the nerves cycle, muscles will not respond when speakers feel nervous. So listeners will not understand, and speakers will be more nervous.
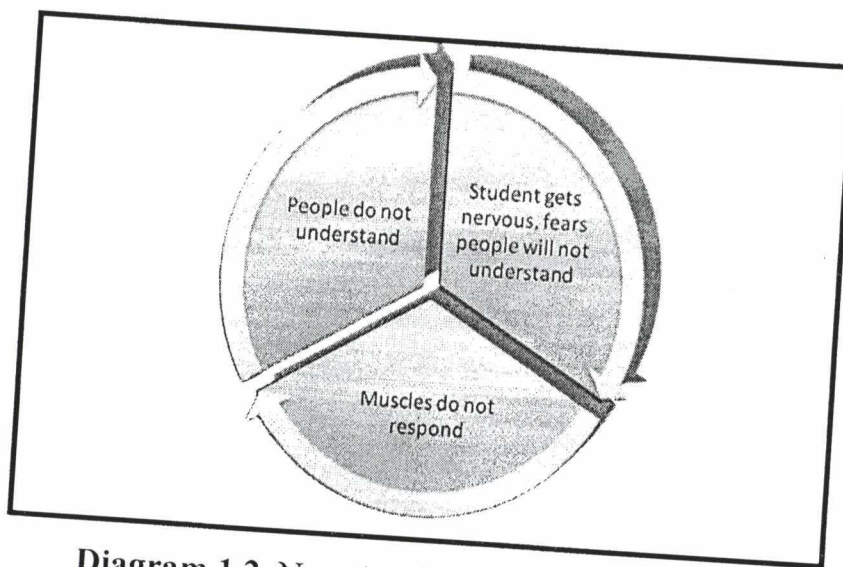
Diagram 1.2. Negative Circle; Avery *et al* (1992: 222)

However, the positive cycle shows that confidence increased when the speakers are understood. Low anxiety and nerves, and perceptions of competence would develop self-confidence (Clémont *et al*, 1994; Noels & Clémont, 1996). The following diagram shows this clearly:
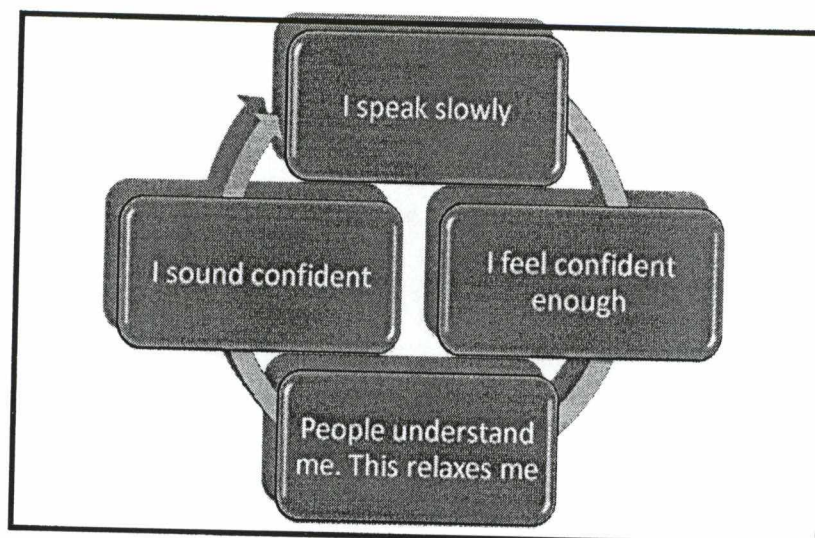
Diagram1.3. Positive Circle
Avery *et al* (1992: 226)

Consequently, having confidence in articulation therefore gives students room to express themselves freely and assertively in conversation. This is also applied in listening comprehension. Students who are very familiar with phonemes or speech sounds should have confidence in discriminating speech sounds.

1.9. PROBLEMS IN PRONUNCIATION TEACHING

Some pronunciation matters need very careful attention from the part of the teacher. For instance, an Algerian speaker learning English learns easily the English sounds that exist already in Arabic as in the sound /I/. It is acknowledged that even if this phoneme was never taught before, it may be handled well by mere exposure to English and this latter, is considered as a positive transfer from the learners' mother tongue.

Still another issue worth rising at this level, pronunciation patterns are hard to master, they must be taught or they will never be learned. Those

elements and patterns differ structurally from the first language and would hinder more the task than it would help.

1.10. CONCLUSION

As it seems to be recognized, language teaching goes beyond teaching grammatical rules and vocabulary items. Successful language learning requires, fundamentally, language users to be aware of pronunciation rules of the language supposed to be learnt to get the meaning across. This chapter is, in fact, the theoretical part of an investigative case-study; it tries to shed light on the key-concepts used in this work, and seeks to review the teaching of pronunciation as a skill and its importance for effective communication in the foreign language classroom. The focus was also on demonstrating the relationship between pronunciation and the other skills in which it was found that a good pronunciation depends on how well one hears the speech sound before uttering it. It is hopefully recognized how confidence in articulation may facilitate the communicative task. Mispronunciation may produce psychological nervousness in speakers such as lack of confidence, which is likely to block the learners' efforts to better their pronunciation.

CHAPTER TWO:
Action-Research Planning & Methodology

2.1. INTRODUCTION

2.2. THE ENGLISH DEPARTMENT: A BRIEF OVERVIEW

2.3. SAMPLE POPULATION
2.3.1. Students' Profile and Needs Analysis
2.3.1.1. Students' Profile
2.3.1.2. Students' Needs Analysis
2.3.2. Teachers' Profile

2.4. RESEARCH INSTRUMENTS

2.4.1. Teachers' Questionnaire
2.4.2. Interviews
2.4.3. Proficiency Tests
2.4.3.1. The Pre-Training Pronunciation Test
2.4.3.2. The Post-Training Test

2.5. CONCLUSION

2.1. INTRODUCTION

It is a share knowledge that language learning strategies is supposed to be used to improve the learners' listening, speaking, reading and writing level. However, they still have not been effectively applied to pronunciation learning in a large scale. Thus, the present investigation attempts to bridge this gap by studying the use of pronunciation learning strategies applied by our EFL learners.

Therefore, the present chapter seeks to present a classroom-based experimental information and groundwork for developing the learners' pronunciation to thus, their self-confidence to speak. It is, in fact, the practical aspect of the theoretical framework resulting from the literature review tackled in chapter one. The main focus of this study lies on how pronunciation training may improve learners' pronunciation practice, and whether our learners make use of learning strategies to develop their pronunciation and thus, their self confidence to speak in classroom.

This inquest starts by identifying a detailed account on the concerned situation and population; it also describes the research instruments used in conducting this investigation focusing on the learners' pronunciation needs in the English department.

2.2. THE ENGLISH DEPARTMENT: A BRIEF OVERVIEW

The role of English in Algeria is purely functional as English is used as an international language; it has been widely used for years and for different purposes and gradually it is becoming part of the sociocultural system. Seeing that the value of English is increasing day by day in different forms and in

different contexts, awareness of its importance is becoming more and more of great interest.

The Department of Foreign Languages is located at Abou Bakr Belkaid University, Tlemcen; it was founded in 1988. In April 1995, the Institute of Foreign Languages became autonomous it comprises two sections: French & English. However, in 2008, a local decision was made to separate the English Department from the French one.

Enrolled students come from different parts of the country, being Baccalaureate holders from three different streams; Life and Natural Sciences, Humanities and Foreign Languages. The task of the English Department is to prepare students for the *'Licence degree'*, the equivalent of the 'B.A' in the Anglo-Saxon system of education. The time spent for this purpose is four years, during which the learners are presented with the necessary knowledge needed, consolidating their linguistic knowledge already acquired before. During the four years, students attend courses of Grammar, Written Expression, Oral Expression, Phonetics and other subjects such as Linguistics, Literature, Civilization, TEFL, Educational Psychology and Arabic as compulsory modules. Throughout the fourth year, students are required to write an extended essay *'memoir'* or undergo teacher training sessions which are complemented by a pedagogical training report.

This degree opens door for students to enter the professional life and become teachers of English, or they can also continue their post-graduate studies to obtain the degree of *'Magister'*.

Concerning the curriculum, each teacher is provided with specific pedagogical guidelines for each module and it is up to him to sketch out the
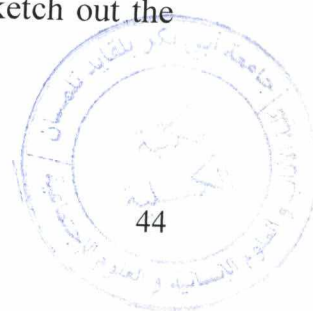
content of the modular course according to their students' needs and difficulties encountered.

First-year English syllabus seems mostly to be based on a fundamental skill-based programme, i.e., the focus is on the language skills. As far as the teaching of oral expression is concerned, it holds an important place in the teaching syllabus since it enjoys being taught for 4h.30 per week till the third-year of instruction.

Regarding pronunciation, it is one of the most conspicuous features of a person's speech, yet, it is not explicitly taught. Pronunciation is rarely taught as a separate module beyond the initial introduction to the language' sound system in the early stages of instruction mainly, in oral expression and phonetics. Nonetheless, the objectives of the phonetic module are generally stated in the official documents of the Ministry of Higher Education and Scientific Research as:

- To teach the students of English elementary concepts in phonetics and phonology,
- Application through exercises and pronunciation.

Hence, it focuses on preparing students develop a certain level of fluency to speak and understand English. The following section will be concerned with a description of the target population under investigation.

2.3. SAMPLE POPULATION

Any investigation should be supported by subjects on which the experiment is build. A sample may be defined as a *subset* of a population, given the impression that it appears impractical or impossible to test every

member of a population. In the present study, the target population is teachers and first-year EFL students.

2.3.1. Students' Profile and Needs Analysis

It is of great necessity, for any researcher involved in any field of foreign language learning context, to select his population's needs and interests for the sake of constructing systematically the basic knowledge needed for a better learning experience. Therefore, the researcher strived to select what might be useful for learners to better their pronunciation skill that most of our language learners ignore (unaware).

2.3.1.1. Students' Profile

This study is concerned with first-year students from Tlemcen University, English Department. Twenty-four (24) of them were randomly chosen. The students involved in this investigation are in the age group of 17 to 20 years old, they are Baccalaureate holders from different streams (Life and Natural Sciences, Humanities and foreign Languages) who learned the English language since the first-year of foundation school, which makes a sum of seven-years before entering university. As they come from government schools, they share roughly the same educational background.

Arabic is their mother tongue, French is their first foreign language and English is their second foreign language. First-year students are exposed to the basic knowledge about English as a consolidation to the knowledge already acquired at the *Lycée*. Along these lines, they are concerned with: Grammar, Oral Expression, Written expression, Phonetics, Linguistics, Reading comprehension and Arabic. It is worth pointing, at this level, that the participants had taken some basic knowledge in pronunciation or phonetics

before in the middle or secondary school. The following table shows the distribution of hours over the modules:

Modules	Number of hours
Grammar	4.30h
Written expression	4.30h
Oral Expression	4.30h
Reading comprehension	3h
Phonetics	1h:30
Linguistics	1h:30
Arabic	1h:30
Total	**21h / week**

Table 2.1. Distribution of Hours Over the Modules Taught in First Year

The need for and usefulness of authentic materials have been increasingly acknowledged. Empirical studies have confirmed positive results obtained by learners who are given opportunities to interact with authentic materials, however, the lack of teaching materials in the department and almost the non-existence of phonetic laboratories and audio-visual aids display the major difficulties that apparently hurdle the teaching/ learning progress.

2.3.1.2. Students' Needs Analysis

An increasing number of linguists and language educators emphasize the importance of understanding the learners' needs to be able to establish a suitable selection of courses according to their requirements. In this sense, Omaggio (1993) and Rogers *et al* (1988) state that if students are to develop a

functional proficiency in language and use it communicatively in the real world, they need to encounter the language of that world in the classroom.

That is, they need ample opportunities to see and hear the language used by the speakers of the language they are learning. What is more, they need opportunities to practise using the language to cope with everyday situations they might come across outside the classroom.

Teachers are required to bring massive amounts of authentic materials into the classroom and make them consistently accessible to their students (Meyer, 1984; Rogers & Medley, 1988) to meet their needs. Recognizing students' needs is of great essence to design a relevant curriculum and appropriate materials. Concerning the learners' needs in pronunciation training, teachers are supposed to explore a variety of methods to help learners comprehend and be aware of pronunciation features.

Hence, the learners' needs and difficulties have been identified at the onset of this investigation through teachers' questionnaire and a learners' interview in order to have an idea of the learners' needs or lacks, and difficulties that help the researcher plan the training courses according to the students' needs.

2.3.2. Teachers' Profile

The informants are teachers from the English Department of Abu-Bakr University, their teaching experience varies from one to ten years, and they are in charge of the following modules: Linguistics, Oral Expression, Phonetics and Educational Psychology.

The questionnaire was addressed to seven full time teachers, who hold their master degree and preparing for their *'Doctorate'*, the equivalent of 'PHD' in the Anglo-Saxon system. It is to be noted at this level that there teaching methods are, in fact, based on long-term goals, i.e., more importance is drawn towards the learners' accuracy level, namely correct use of grammar. However, little attention is paid to pronunciation except when it comes to the teaching of oral expression or phonetics.

2.4. RESEARCH INSTRUMENTS

An action research is, in fact, a reflective process generally conducted to discover a plan for innovation or intervention or for problem-solving situations. It is to be noted that action research is identified by several other terms, *including participatory research, collaborative inquiry, emancipatory research, action learning,* and *contextual action research* but all are variations within the same theme (O'Brien, 2001). It constitutes according to Ourghi (2002:353) **"an excellent reflective means of investigating a specific aspect of the teaching process and learning outcome"**. In an attempt to define action research, McNiff and Whitehead (2002:1) assert:

> **Action research is a common-sense approach to personal and professional development that enables practitioners everywhere to investigate and evaluate their work, and to create their own theories of practice.**

At another layer of analysis, Noffke and Zeichner (1987) make several assertions for the significance of action research with teachers, they summarise it as follows:

• It brings about changes in the teachers' definitions of their professional skills and roles;

• increases their feelings of self-worth and confidence;

• increases their awareness of classroom issues;

• improves their dispositions toward reflection;

• changes their values and beliefs;

• improves the congruence between practical theories and practices;

• broadens their views on teaching, schooling and society.

Thus, action research may inform teachers about their actual teaching course of action and empowers them to enhance their teaching practice and progress. The basis process of conducting an action research, according to Mills (2003), consists of four steps:

- Identifying an area of focus,
- Collecting data,
- Analysing and interpreting the data,
- Developing a plan for action.

The following adopted diagram indicates the set of steps a researcher should follow in action research paradigm:
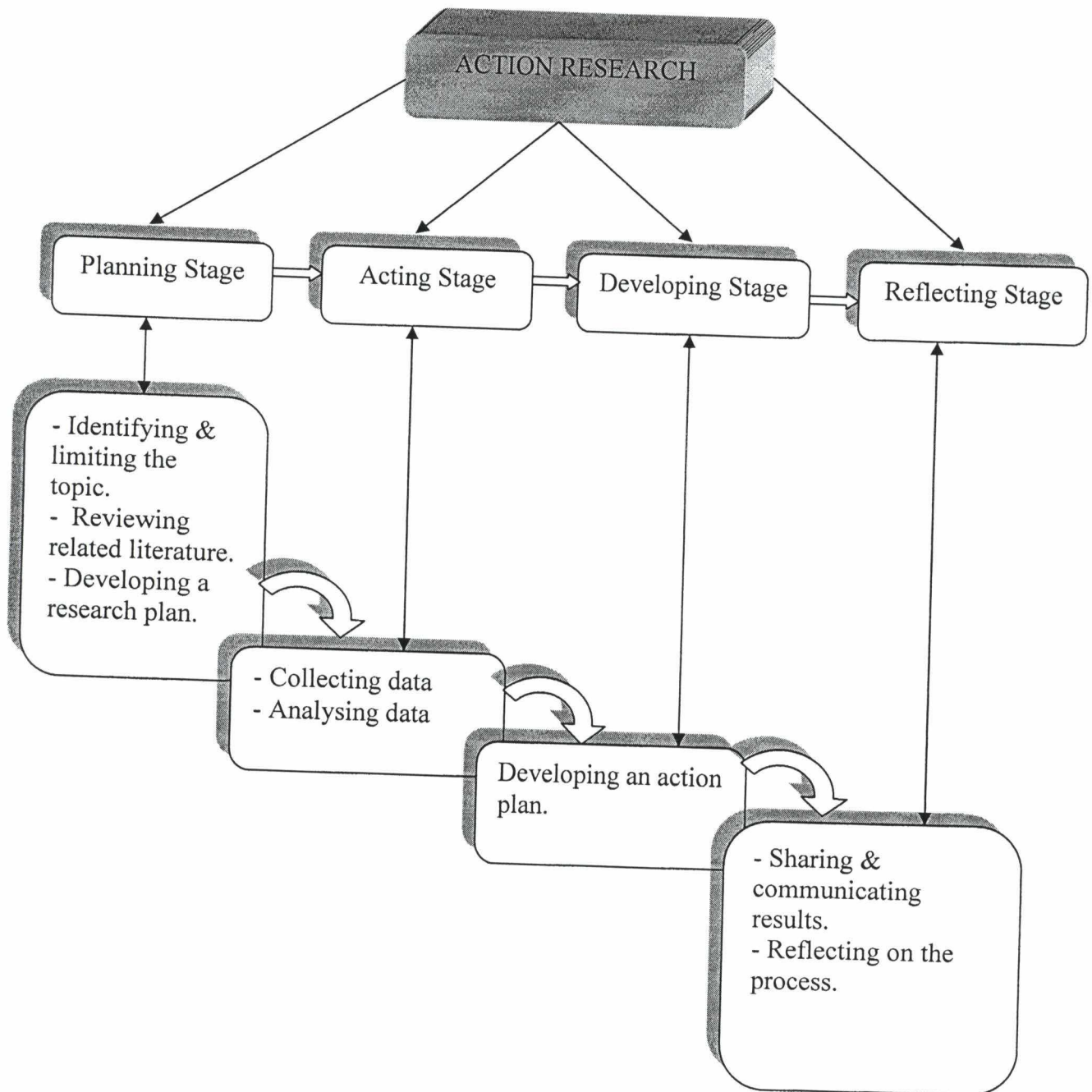
Diagram 2.1. The Process of Action Research
Adopted from Craig (2006:23)

The present investigation is carried out to train learners pronunciation features accompanied with facilitating strategies that assist them develop their confidence to speak English after training. The researcher follows the above steps of conducting an action research. It is carried out as follows:

- *The Planning Stage:* the researcher has identified the problematics in question and categorized the objectives of the investigation in the general introduction, and has drawn from it the content of the theoretical chapter related to area of focus.

- *The Acting Stage:* The researcher attempted to describe the target situation and research tools in the second chapter and reported the results to be analysed in the third one.

- *The Developing Stage:* The researcher, here, endeavours to develop training sessions which are meant to develop the learners' pronunciation to increase their speaking confidence in hope to help learners overcome their pronunciation difficulties.

- *The Reflecting Stage:* At this level, the researcher draws his conclusions based on the data gathered and suggested a number of proposed remedial activities.

.

Based on a *multimethod* approach, which requires a multiple sources of data collection, the researcher built the study. It includes the use of a *questionnaire* for teachers, a learners' *pre-training interview* at the beginning to identify the learners' needs and knowledge before training and then a *post-training interview* after training, in addition to *tests*. This was done to cross-check the validity of the results and to collect data which help the researcher tackle the problem from different angles as stated by O'Malley and Chamot (1990) who draw attention to the importance of using multiple data collection methods in strategy-training researches because the methods used influence the kinds of strategies learners make use of. In this line of thought, Weir and Robert (1994:737) assume that:

> **A combination of data sources is likely to be necessary in most evaluations because often no one source can describe adequately such a diversity to**

features as is found in educational settings, and because of the need for corroboration of findings by using data from these different sources, collected by different methods and by different people[(i.e. "triangulation")].

In this way, *triangulation* is assumed to be a powerful way of demonstrating concurrent validity, since exclusive reliance on one single method may in all probabilities bias or, to some extent, distort the researcher's picture of the particular area of research s/he is investigating.

2.4.1. Teachers' Questionnaire

One of the most common methods in collecting data in foreign language research is to use questionnaires of various kinds. Brown (2001:6) reports a definition of the questionnaire as being:

> **Any written instrument that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers.**

Here, a questionnaire was chosen for eliciting data from the informants to investigate the research questions and hypotheses. It was administered to seven teachers and a pilot study was conducted prior to the administration of the full-designed questionnaire at the onset of the academic year 2008/2009 in order to collect feedback on the functionality of this research instrument. The pilot study was done in order to assess the validity of the questions used, as put by Cohen, Lawrence and Morrison (2007:260):

The wording of questionnaires is of paramount importance and that pretesting is crucial to its success. A pilot has several functions, principally to increase the reliability, validity and practicability of the questionnaire.

During the piloting, some of the questions were reformulated and others were completely omitted and replaced being misunderstood. In this sense, Oppenheim (1992:48) remarks: **"everything about the questionnaire should be piloted; nothing should be excluded, not even the type face or the quality of the paper!"** Subsequently, the researcher uses three types of questions   .: Closed, open and mixed.

- *Closed Questions:* According to Wilson and McLean, (1994:21): **"Closed questions prescribe the range of responses from which the respondent may choose. In general closed questions are quick to complete and straightforward to code and do not discriminate unduly on the basis of how articulate the respondents are"**, i.e., They request the informant to opt for one of the proposed possibilities without commenting or adding a remark.

e.g. What do you think of your first-students' English proficiency level?

☐ Good.

☐ Fair.

☐ Poor.

☐ Very poor.

- *Mixed Questions:* ask the informant to choose one of the proposed possibilities , then justify his answer.

e.g. According to you, should pronunciation training be included in English class?

☐ Yes   ☐ No

Why?...

- *Open Questions:* invite the informants to express freely their point of view in their own terms.

e.g. Do you think that pronunciation proficiency may enhance or decrease your learners' self confidence? How?

....

(The examples are taken from the students' questionnaires, see appendix "A")

The questionnaire was divided into three rubrics, the first category of questions aimed at eliciting data from the informants (teachers) about their teaching experience, and their beliefs about the learners' proficiency level in English in general and in pronunciation in particular, it also attempted to enumerate the types of difficulty they first encountered with the new entrants.

The second category of questions intended to specifically get an idea about the learners' pronunciation proficiency level and difficulties teachers notice their learners are facing when speaking. The researcher endeavoured at this level to bring forth the teacher's opinion about the incursion of pronunciation training within their teaching by asking first whether they received ever pronunciation training in their careers, and thus, how it influenced them. Additionally, teachers were required to provide ways of assessing their learners' pronunciation emphasizing on the most significant errors they consider important. Finally, a last question was used to check whether teachers make use of some pronunciation strategies, what these strategies are and how they exploit them to achieve better results. Then, the

difficulties teachers may encounter in their teaching and their reactions towards these difficulties.

As a last class of questions, the researcher draws the teachers' attention towards self-confidence, as a psychological variable, that may prohibit the learning process from taking place. Teachers at this level were asked about their learners' self-confidence degree, along with establishing a relation between pronunciation and self-confidence. And as a concluding question, the researcher opens the door for teachers to suggest techniques to help learners overcome their pronunciation problems.

It is worth pointing at this level that a questionnaire was also used to first-year students but seeing that it was misunderstood and learners did not provide useful information, the researcher opt for an interview to help them better provide data. This is a share belief put by Lessard-Clouston (1997) that interviews provide information about students' goals, LLS and understanding of a particular course being taught.

In spite of the wide range of application of questionnaires in the area of foreign language studies, it does not seem to be sufficient for the research reliability. For this reason, another tool was used in this study to cross-check the results obtained.

2.4.2. Learners' Interviews

Regarding an interview, it provides an in-depth information about a particular research issue as put by Kvale (1996: 14) as being an *inter-view*, i.e., **"an interchange of views between two or more people on a topic of mutual interest"** he also includes that (1996:6):

An interview is a conversation that has a structure and a purpose. It goes beyond the spontaneous exchange of view as in everyday conversation and become a careful questioning and listening approach with the purpose of obtaining thoroughly tested knowledge.

Interviews are also regarded as being "**a flexible tool for data collection, enabling multi-sensory channels to be used: verbal, non-verbal, spoken and heard**" Cohen *et al* (2007:349). From another stand point, it is to be mentioned that throughout the manifold approaches to language research, different types of interview are proposed. For example, LeCompte and Preissle (1993) give six types: *standardized interviews*; *in-depth interviews*; *ethnographic interviews; elite interviews; life history interviews; focus groups*. Bogdan and Biklen (1992) add from his part *semi-structured interviews; group interviews*. Lincoln and Guba (1985) add: *structured interviews*. Patton (1980: 206) outlines four categories: *informal conversational interviews; interview guide approaches; standardized open-ended interviews;* and *closed quantitative interviews*. The following table summarises the strengths and weaknesses of each type:

Type of interview	Characteristics	Strengths	Weaknesses
Informal Conversational Interview	Questions emerge from the immediate context and are asked in the natural course of things; there is no emerge predetermination of question topics or wording.	Increases the salience and relevance of questions; interviews are built on and emerge from observations; the interview can be matched to individuals and circumstances.	- Different information collected from different people with different questions. -Less systematic and comprehensive if certain questions do not arise 'naturally'. -Data organization and analysis can be quite difficult.
Interview Guide Approach	Topics and issues to be covered are specified in advance, in outline form; interviewer decides sequence and working of questions in the course of the interview.	-The outline increases the comprehensiveness of the data and makes data collection somewhat systematic for each respondent. -Logical gaps in data can be anticipated and closed. Interviews remain fairly conversational and situational.	-Important and salient topics may be inadvertently omitted. - Interviewer flexibility in sequencing and wording questions can result in substantially different responses, thus, reducing the comparability of responses.
Standardized Open-ended Interviews	The exact wording and sequence of questions are determined in advance. All interviewees are asked the same basic questions in the same order.	Respondents answer the same questions, thus increasing comparability of responses; data are complete for each person on the topics addressed in the interview. Reduces Interviewer effects and bias when several	-Little flexibility in relating the interview to particular individuals and circumstances; standardized wording of questions may constrain and limit naturalness and relevance of questions and answers.

		interviewers are used. Permits decision makers to see and review the instrumentation used in the valuation. -Facilitates organization and analysis of the data.	
Closed Quantitative Interviews	Questions and response categories are determined in advance. Responses are fixed; respondent chooses from among these fixed responses.	Data analysis is simple; responses can be directly compared and easily aggregated; many short questions can be asked in a short time.	Respondents must fit their experiences and feelings into the researcher's categories; may be perceived as impersonal, irrelevant, and mechanistic. Can distort what respondents really mean or experienced by so completely limiting their response choices.

Table 2.2. Strengths and Weaknesses of Different Types of Interviews (Patton 1980:206)

Two face-to-face *semi-structured interviews,* or what is known as "*Standardized open-ended interviews*" to use Platton's (1980:206) words, were used being more "*non-interventionist*". The researcher asks the same sort of questions as in the structured interview, but the style is "free-flowing" rather than rigid, i.e., it is more conversational because unlike the structured interview, the interviewer does not deviate from the list or inject any extra remarks into the interview process, instead, the researcher may regulate the questions according to how the interviewee is responding. Therefore, this type requires much more skill and efforts. The interviewer attempts to be as

objective as possible and do not try to influence the interviewer's statements, hence, i.e., there the researcher does not share her own beliefs and opinions.

Therefore, two semi-structured interviews (pre-training interview, see appendix "C" and a post-training interview, see appendix "G") were administered to first-year students to obtain a detailed and richer description about the target population. The pool of interviewers consists of 24 students, each interview lasts about 15/20 minutes with each student to give them the opportunity to reflect on their own performance, the medium of interviewing was most of the time conducted in Dialectal Arabic to provide clear explanations and to make students feel at ease when responding.

The researcher drew the participants' attention that the interview is not a "test" *per se*, as there are no correct or incorrect answers. Rather, it is a conversational setting designed to give the entrants the optimum opportunity to express themselves in a wide variety of ways. Seeing that the participants were often extremely nervous, the interviewer attempted to establish a casual relaxing atmosphere.

The pre-training interview was used to elicit some useful information from learners concentrating on their needs, lacks, and the degree of their self-confidence when speaking, attempting at the same time to determine the kind of pronunciation strategies students make use of when speaking to create their own confidence. This was sketched on the basis of the pretest of pronunciation.

It was divided into three parts: the interviewer started with a warm-up to gather general ideas about the respondents and also to create a relaxing atmosphere which lowers their anxiety. The students' answers were written down by the researcher in note forms to be analysed latter. The first class of

questions aims at extracting the new entrants' amount of exposure to English and more precisely to pronunciation before coming to university.

Besides, learners were asked whether they enjoyed the session of pronunciation practice and at the same time stated their difficulties in pronouncing speech sounds and words, before starting pronunciation training in order to self-diagnose their strengths and become aware of what helps them to learn English (Cohen, 2003). Afterwards, and in an attempt to check the learners' use of pronunciation strategies, learners were asked about their reactions when they are not confident about their pronunciation, and what they personally do to make it comprehensible and intelligible. Learners' attention was provoked and attracted towards classroom interaction, and their reasons behind their silence in the classroom.

The last class of questions was devoted to one of the significant variables that may cause either failure or success in language learning, namely self-confidence. At this level, it was crucial to ask the partakers about their reading aloud experience to be acquainted with their psychological status while reading the passage to check their confidence' degree and compare it with their answers with the next coming questions.

Finally, an open question for learners' suggestions was set to put forward ways that teachers may apply to help learners raise their self-confidence degree to enhance their classroom participation and achieve a better pronunciation.

As far as the post-training interview is concerned, however, it is used to evaluate the efficacy of the strategy training. The researcher attempts to re-ask some questions to observe the learners development in terms of pronunciation and notice their self-confidence. The interview was divided into

three rubrics: Starting with a warm-up talk to lessen from the learners' anxiety, followed by questioning them about their benefits from the training which was meant to develop their speaking performance and feel more confident while speaking. The researcher wants to make learners feel that she is interested in their opinions about the training, i.e., whether it was interesting or not. The level of difficulty was also brought into the bargain, learners were asked to state the stages they found difficult for them while being trained.

The second category of questions was related the learners' application of strategies, for instance, how they may feel that their pronunciation is wrong or their reactions when people misunderstand their pronunciation. Finally, the researcher endeavours to test out the learners' feelings about their progress in comparison with their previous level. In addition, two questions were put to spot their beliefs and thoughts when they produce a correct speech sound without the help of the dictionary. As a last question, the researcher endeavours to establish in the learners' mind a sound relationship between pronunciation and self-confidence.

2.4.3. Tests

It is agreed among educationalists that language teaching is tied to a larger extent with testing, since learners need to be assessed in their linguistic ability, their progress and their achievements. The present study used a pretest before the training, and a posttest to measure the learners' improvements after the training. According to Brown (1994: 385), "**Oral production tests can be tests of overall conversational fluency or pronunciation of a particular subset of phonology, and take the form of imitation, structured responses**". Moreover, tests are very useful; they may be used according to Selinger and Shohamy (1989: 167):

> ...collect data about the subject ability and knowledge of the language in area such as vocabulary, grammar, reading metalinguistic awareness and general proficiency.

On his part, Harmer (2001:322) proposes two vital characteristics of a good test:

- *Validity:* A test may be valid if it 'tests what is supposed to test', for example, a test seems to be invalid if it goes beyond the learners' background knowledge, but if the tested knowledge is shared by students before being tested, then it will be valid.

- *Reliability:* A good test gives 'consistent results', i.e., reliability is boosted by providing absolute clear instructions, with a limit in the area of testing to get variety of answers and ensure that test conditions remain constant.

In the current study, pronunciation is assessed in relation to both production of speech sounds and control of prosodic features. Its aim is to determine the learners' abilities, strengths and weaknesses before being trained, and check whether the twenty-four participants make use of pronunciation strategies in learning.

2.4.3.1. The Pre-Training Pronunciation Test

In an attempt to identify the learners' needs and difficulties, the researcher opts for a test prior to the instruction meant to enhance the learners' self-confidence through efficient pronunciation training. This introductory

phase is supposed to be very significant for it will unveil the learners' pronunciation level. The researcher in this phase used a passage to be read loudly (see Appendix "B") , the passage was distributed to students in class so they saw it for the first time and read it silently, then given the opportunity to read it aloud. As they listen to each other's pronunciation, students were audio taped reading the diagnostic passage.

It is wiser at this level to point out the importance of reading aloud (henceforth RA) for pronunciation practice and assessment and it seems to be easily administered. It is argued among educationalists (Brown, 1975; Gabrielatos, 1996) that pronunciation is one of the areas that might be improved through classroom procedures involving RA which seems to be a challenging task to perform, in this line of thought, Kelly (2000:81) points out that **"this (RA) certainly has its place when it comes to working on any aspect of pronunciation, and is particularly useful for working on stress (and intonation)"**. Besides, Brown (2002) posits that RA tasks integrate beyond the sentence level up to paragraph or two and he adds that it may, in fact, be a **"strong indicator"** of overall oral performance.

What is more, many teachers might argue then, that RA provides good pronunciation practice. In this study, pronunciation will be checked in a more comprehensive way, to include the following interacting phonological aspects:

- Speech Sounds
- The stress patterns of phrases.
- Intonation

After their first silent reading, learners are asked to read aloud the passage. The following procedures are required for the sake of checking their use of pronunciation strategies:

- Underline the stressed syllables
- Put unstressed vowels into brackets.
- Cross out vowels/consonants which were not pronounced.
- Circle vowels/consonants which have 'interacted' and produced a new speech sound.

As a second step, learners discuss the content of the text, then answering some questions about the difficulties they faced during their reading. The researcher endeavours to notice the learners' pronunciation level and difficulties to be emphasised on during the training. After the discussion, the researcher strives to summarise the problems that arose from the discussion including the mispronounced words and badly structured intonation to compare with the posttest at the end of the session.

2.4.3.2. The Post-Training Test

Following the pronunciation training intervention, it is of great essence for the researcher to carry out a sort of *a diagnostic test* in order to evaluate the learners' progress after pronunciation training instruction in addition their ability to apply and understand the strategies trained. These are clearly stated by Harrison (1989: 6), who views diagnostic tests as a way to:

> **...check on students' progress in learning particular elements of the course (...). The diagnostic test tried to answer the question: how well have the students learnt a particular material?**

At this level, learners are asked to read aloud another text emphasising on their pronunciation, intonation and their confidence to speak in the discussion held after the reading of the passage. It was, in fact, used to assess

and evaluate the efficacy of the strategy training. The researcher attempts to re-ask some questions to observe their growth as far as their speaking confidence is concerned.

2.4.3.3. Strategy Training Phase

As it was demonstrated in chapter one, the long-term solution to the problem of the neglect of pronunciation instruction is to *train* students accurate pronunciation, offering them the strategies they may rely on for a better native-like pronunciation. In this line of thought, Ellis and Sinclair (1969: 16) states that:

> **Learners' training aims to help learners consider the factors which may affect heir learning and discover the strategies which suit them best so that they may become effective learners and take responsibilities for their own learning.**

Hence, the main aim of pronunciation training is to achieve what Abercrombie (1991:14) calls *"comfortable intelligibility"* which is pronunciation that can be understood with little or no efforts on the part of the listener. It is worth pointing at this level that as a trainer, one needs to consider Oxfords' (1994) principles for L2 training to achieve reliable results:

➢ L2 strategy training should be based clearly on students' attitudes, beliefs, and stated needs.

➢ Strategies should be chosen so that they mesh with and support each other and so that they fit the requirements of the language task, the learners' goals, and the learners' style of learning.

➢ Training should, if possible, be integrated into regular L2 activities over a long period of time rather than taught as a separate, short intervention.

➢ Students should have plenty of opportunities for strategy training during language classes.

➢ Strategy training should include explanations, handouts, activities, brainstorming, and materials for reference and home study.

➢ Affective issues such as anxiety, motivation, beliefs, and interests, all of which influence strategy choice, should be directly addressed by L2 strategy training.

➢ Strategy training should be explicit, overt, and relevant and should provide plenty of practice with varied L2 tasks involving authentic materials.

➢ Strategy training should not be solely tied to the class at hand; it should provide strategies that are transferable to future language tasks beyond a given class.

➢ Strategy training should be somewhat individualized, as different students prefer or need certain strategies for particular tasks.

➢ Strategy training should provide students with a mechanism to evaluate their own progress and to evaluate the success of the training and the value of the strategies in multiple tasks.

Therefore, in this research, the goal is set in the beginning to improve the learners' pronunciation skill and therefore their speaking skill in order to increase their self-confidence. The training started at the onset of the academic year 2008-2009, the researcher endeavours to create a relaxing atmosphere in order to motivate students for effective training.

The first step in the empirical discovery of English pronunciation difficulties lasted three sessions during which the researcher endeavours to help learners practise pronouncing sounds using a tape recorded native voice

and materials from Mark Hancock (2003) and Ann Baker (1993). The study of vowel sounds, dictionary usage, activities and practice took from the researcher three sessions with one hour and a half per-session. Students were given the English phonetic symbols of consonant and vowel sounds (see Appendix "I ") so that it would be easier when checking the pronunciation of words in the dictionary.

After testing out the learners' level, this phase is assumed to be the practical element in which the focus is on the accuracy level of analysis, i.e., the training of the segmental and suprasegmental features of pronunciation in addition to explicit strategy training. The training was divided into three steps as follows:

Session One:

It lasts three times with two hours per session. The general goal of this stage was to raise learners' awareness about the importance of the segmental aspect of speech sounds to achieve a correct pronunciation. Seeing that vowel production seems to be problematics for EFL learners, the researcher starts with English vowel sound system, showing learners how those speech sounds are produced and articulated so that they would correctly pronounce them. The shape of the mouth, which is strongly required to support correct pronunciation, was also looked at since it controls the deviation of voice production and supports the correctness of pronouncing words (Dauer 1993). Lip position, is also brought into light considering the fact that its place and deviation have a key role in the speech sound production. (See diagrams in appendix "E").

After the introduction of the English sounds, it was necessary to familiarize learners with the concerned speech organs and its importance in

the production of speech sounds. The different sounds are articulated when the air passes through speech organs beginning with the glottis, vocal folds and larynx, then obstructs in the mouth in different places and, therefore, produce different sounds, that we called place of articulations (see Figure 1.1.p16).

After the learners' first reading of the speech sounds, they listen to the record once again and re-repeat it, comparing their first production with the second. It was wiser on the part of the researcher to introduce the importance of the lips and tongue' positions in which they are crucial for a correct production. Learners were introduced to the contrast between speech sounds that they seem challenging for EFL learners. For instance, the sounds /æ/ and /ʌ/ give the impression of difficulty when establishing a difference between them. For instance, learners are asked to practise the sound /æ/ in which they should open their mouths, then put their tongue back a little, thus, the result will be /ʌ/. Whenever a speech sound is practised, learners were provided with minimal pairs which seem to be useful in building contrasts between sounds.

After word production, sentence intonation was introduced to familiarise learners with some aspects of connected speech, for example, intonation as a general term, to cover the ups and downs of speech. Moreover, students are required to listen to the tape and practice through repeating after a native speaker.

After the training course, a number of suggested activities were proposed to check the improvement of the learners' vowel production using minimal pairs and role play performance. The researcher concentrated on raising the learners' abilities to look up words or speech sound symbols in the dictionary and attempts to draw the learners' attention towards the usefulness of dictionary usage which helps them improve their competence and have

more confidence to speak English. Oxford Dictionary as a support was used for the sake of teaching learners how to self-correct their pronunciation, and thus, develop the sense of autonomy and self direction in the learners. Inasmuch as pair-work is concerned, it was encouraged in order to create motivation among learners. The following table summarises the steps used as a first stage.

Vowels	Stage 1 (3 sessions)
Descriptions	✓ Articulation of vowel sounds, ✓ Mouth shape & Lips position, ✓ Word production.
Goals	- Correct vowel production, - Confidence raising through encouragement, - Introducing a set of PLS.
Activities	✓ Look up words in a Dictionary and pronounce words (vowel sounds) & practice minimal pair words, then sentences. ✓ Differentiate mouth shape/listen to tape recorder and practice.

Table 2.3. Stage One of Pronunciation Training

Session Two:

The goal of this stage is to raise learners' awareness about the English consonants and critically compare them with Arabic consonants, with a special focus on some mistakes that may occur in pronunciation of words when speaking. Learners were introduced to how to articulate, and thus, produce the consonant sounds.

Consonant training was instructed as follows: introducing the speech sounds (phonetic symbols (see appendix "I"), place and manner of articulation see section 1.2.3.1.1.) and then, listen to each consonant, repeat all together after the tape recorder, and afterwards practise the speech sound

individually. Subsequently, a number of examples were practiced which made learners seem more motivated knowing how consonants are produced. At this point, the researcher tired to observe and evaluate the student's improvement for the segmental aspect (sounds) which consisted of the articulation of consonant sounds including vowels.

Segmental aspects (sounds)	Stage 2 (3 sessions)
Descriptions	✓ Articulation of consonant sounds: place and manner of articulation, ✓ How to use English-English Dictionary, ✓ Sentence production.
Goals	✓ Pronounce each sound phonetically, ✓ Familiarize with sound symbols, ✓ Confidence raising through assistance.
Activities	✓ Look up words in a Dictionary and pronounce consonant sounds together/pair works. ✓ Sentence practice. ✓ Listen to tape of native speaker's sample sounds and practice through repetition.

Table 2.4. Stage Two of Pronunciation Training

Session Three:

The main purpose of this stage is to train participants the suprasegmental aspects of the English sounds namely stress and intonation. It also seeks to create awareness of LLS and persuaded participants to have confidence to speak, and read sentences phonetically. Word stress was introduced first given a number of rules and then practised using the dictionary as a reference, followed by sentence stress and different intonations for different purposes, for example, stress was trained by starting first with giving students guidance about word stress that makes different meanings such as REcord and reCORD, as in the following table:

Two Syllables Words	
Nouns: *Stress on the first Syllable*	**Verbs:** *Stress on the Second Syllable*
PROduce	proDUCE
PERvert	perVERT
CONvert	conVERT
PREsent	preSENT
PERfect	perFECT
CONduct	conDUCT
PROject	proJECT
CONtrast	conTRAST
CONtract	conTRACT

Table 2.5. Two Syllables Words Stress

Learners were also taught *to stress* content words, (that express independent meanings) such as nouns, pronouns, verbs, adjectives, adverbs, question words (e.g. why, when, what) and demonstratives (this, that, these, those), and *do not stress* function words (words that have little or no meaning in themselves, they express grammatical function) such as articles, prepositions, auxiliaries, pronouns, conjunctions (and, or, as) and relative pronouns (that, who, which). As far as sentence stress is concerned, the researcher attracted the learners' attention towards the significance of stress in shaping the meaning of the sentence, highlighting the fact that stress explains the speakers' intentions. For instance, *'this is the HOUSE that Jack built'* the speaker emphasises on the object itself 'house' whereas in *'this is the house that JACK built'* the speaker emphasises on the person behind the action.

As for intonation, falling and raising give the speakers the cue in a conversation such as 'falling tone' at the end of a sentence when speakers finish their speaking and 'rising tone' shows incompleteness such as 'I went to the market to buy butter, eggs and milk' ; or using rising tone in questions such as 'Is this the house that Jack built?' . (See section **1.3.2.**)

At the same time, LLS were also instigated, seeing that they help improve learners' pronunciation competence. Current research by Vitanova and Miller (2002) explains that once learners feel improvement and a "*mastery*" of the basic speech sounds of English and identify some of the suprasegmental areas of pronunciation and, at the same time establish differences between their L1 and English systems, it is high time to help them learn some strategies so that they can study more effectively on their own, and therefore, build their own autonomy.

For this reason, it was vital to make a first move towards training some pronunciation strategies. As a preparatory phase, it was essential to draw the participants' attention towards the importance of providing pronunciation learning strategy training which offer them a great opportunity to self- monitor and self-correct their own speech and thus, strategically learn pronunciation in terms of segmentals and suprasegmentals.

Based on Oxford's (1990) classification, which is perhaps the most widely used typology, Peterson (2000) managed to fit nearly every pronunciation learning strategy she could find or discover into Oxford's categorization system. Having in mind that Oxford's taxonomy had never been before applied to pronunciation learning strategies; it seems quite feasible that such a correlation may appear natural.

Therefore, the trainer introduces explicitly Oxford's classification combined with Peterson's (see table 1.2.) and try to provide examples of language learning strategies and apply them on pronunciation. Learners appear to be more comfortable knowing some tactics that help them better achieve competence. The instructions of LLS were integrated in activities of speech sounds and sentence production and practice.

In a word, *memory LLS* were used to make up sounds and rhythms to remember how a sound is produced, or using codes to remember the pronunciation of a speech sound or even remember how the teacher pronounced that sound. *Cognitive LLS* were used for forming and revising internal mental models and receiving/producing messages in the target language, compensation strategies are needed to overcome any gaps in knowledge of the language. Moreover, *metacognitive strategies* help learners exercise executive control through planning, arranging, focusing and evaluating their own learning, affective LLS enable learners to control feeling, motivations and attitudes towards the target language, and *social strategies* which facilitate interaction with others by asking for help or cooperating with peers. The following table recapitulates the steps in the third stage.

Segmental & Suprasegmental Aspects (Stress & Intonation)	Stage 3 (3sessions)
Descriptions	✓ Word stress review, ✓ Sentence stress, ✓ Intonation, ✓ LLS Introduction.
Goals	✓ Read sentence phonetically using intonation, ✓ Enhancing the learners' self-confidence,
Activities	✓ Practise with tape /pair works, ✓ Role play of short sentences, ✓ Group discussion to see the learners' self-confidence.

Table 2.6. Stage Three of Pronunciation Training

In sum, the following diagram outlines the different stages that have been carried out during collecting data, and the main approaches used for analysing the data obtained from each instrument used in this case study.
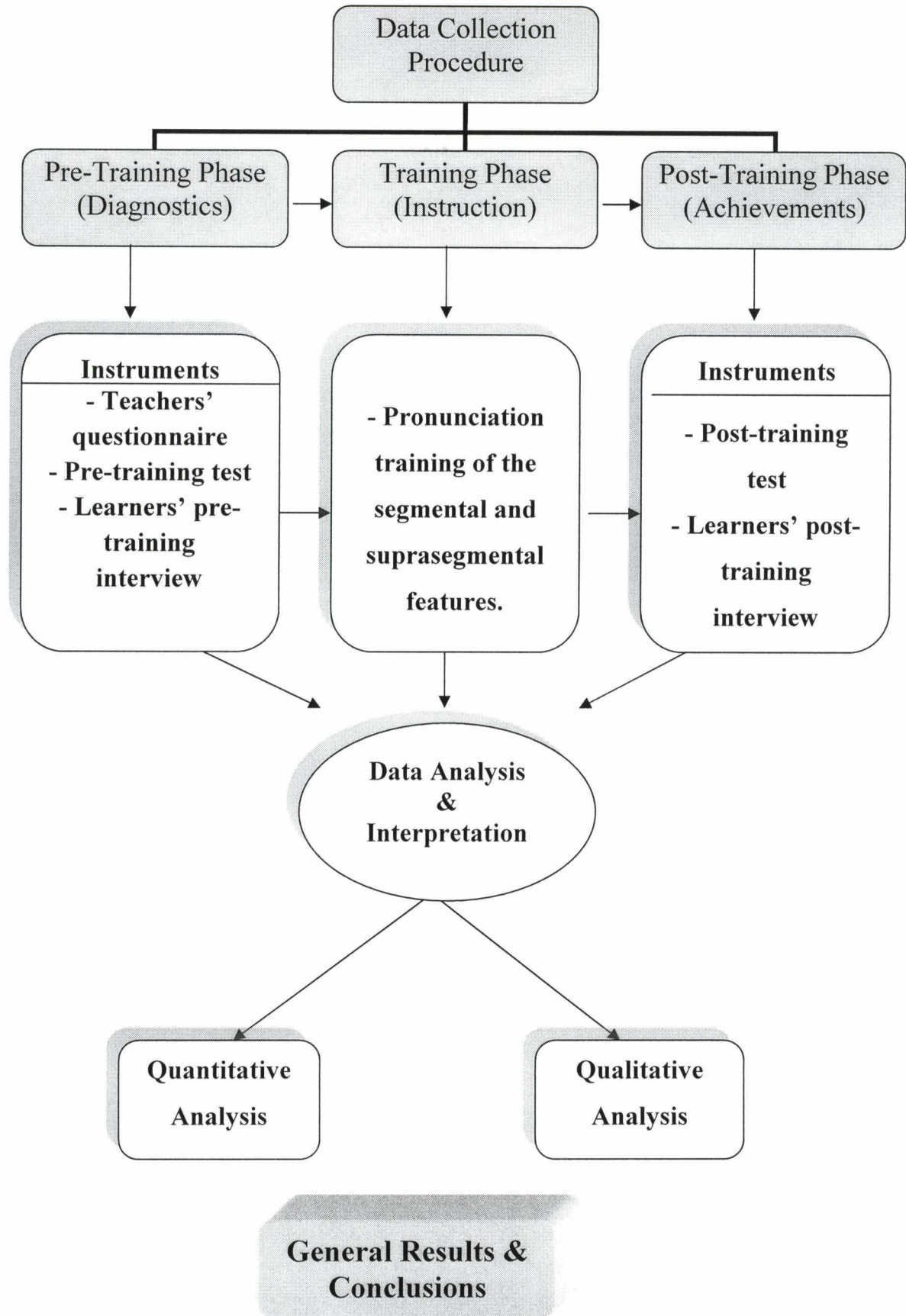
Diagram 2.2. Data Collection Procedure

2.5. CONCLUSION

Studying English as a second or foreign language can be a challenging effort for students whose goal is effective communication. It is widely observed and regretted that adults who learn foreign languages rarely acquire an authentic pronunciation, hence, it was thought that through training them pronunciation, they will develop their speaking competence. In this chapter, the researcher adopted a descriptive approach to represent the EFL teaching/ learning situation at Abu-Bakr Belkaid University of Tlemcen with a special attention on the pronunciation skill. It also describes the methodology used to find out satisfactory answers to the research questions and thus confirm or disprove the hypothesis set at the onset of this investigation. The next chapter strives to analyse the data collected.

CHAPTER THREE
Research Results Analysis & Interpretation

3.1. INTRODUCTION

3.2. DATA ANALYSIS

3.2.1. The Pre –Training Phase Results
3.2.1.1. The Teachers' Questionnaire Results
3.2.1.2. The Pre-Training Test Results
3.2.1.3. The Learners' Pre-Training Interview Results

3.2.2. The Training Phase Results

3.2.3. The Post-Training Phase Results
3.2.3.1. The Post-Training Test Results
3.2.3.2.Post-Training Interview Results

3.3. SUMMARY OF THE RESULTS AND INTERPRETATIONS

3.4. CONCLUSION

3.1. INTRODUCTION

The present chapter of this research work tries to analyse and interpret the results obtained from the teachers' questionnaire, the learners' interviews and the tests. Each step will be analysed separately to assess the learners' performance. It summarizes, thus, the main results and discusses the evidence of the research questions. The researcher's aim stresses the idea of how subjects behaved or performed on each item, displaying the learners' achievements either through descriptive statistics of the performances or graphic representations that indicate the dispersion of the scores. This might be useful to understand how data can be visually represented.

The methodological process of data analysis was comprehensively discussed in the preceding chapter, and the results of this analysis will subsequently be reported in this chapter. As it was shown, in this study, three stages of the training were dealt with, starting with segmental aspects in the first and second stages which were the study of vowel and consonant sounds respectively, then moving to the suprasegmental aspects through which stress and intonation were taught.

As it is widely acknowledged, data analysis helps looking at and summarizing different data obtained through the case-study with the intention to extract some useful information that may answer the researcher's problematics and help drawing conclusions. In this sense, data analysis refers to the process of bringing order, structure and meaning to the mass of the collected data.

Concerning the process that was employed in measuring and analysing data, the researcher relied on both qualitative and quantitative dimensions in an attempt to control the different sets of data. In this vein, Newman and Benz

(1998) believe that any investigation may entail a **"combination of qualitative and quantitative constructs which are often regarded as a matter of continuum rather than a clear-cut dichotomy" (quoted in Davies 2004: 488).** This combination of approaches is generally set as a basis to carry out research within an analytic-deductive design.

Quantitative Analysis

This type of analysis seems to be statistically reliable and the results may be *"generalisable"* to a larger population (Selinger & Shohamy 1989). In quantitative research one classifies results, counts them, and even constructs more complex statistical models in an attempt to explain what is observed.

However, the picture of the data which emerges from quantitative analysis is less rich than that obtained from qualitative analysis. For statistical purposes, classifications have to be of the hard-and-fast. In this study, the quantitative way is used to analyse both the questionnaire and some questions of the interviews.

After coding the qualitative data, the researcher purposefully focus on establishing links between the different data results, in order to find out reliable results to the research questions, i.e., the data obtained through the quantitative data analysis process, will be reported in relation to the contents of the qualitative results. This combination served to build up the qualitative findings and provide a logical synthesis, between the qualitative and quantitative data within the global context of the problematics.

Qualitative Analysis

Qualitative methods are originally traced back to the methodologies applied by anthropologists and sociologists in investigating human behaviour within the context in which that behaviour would take place naturally and in

which the role of the researcher would not influence the regular behaviour of the informants. These procedures and methods associated with qualitative research have been more and more implemented into second/foreign language research.

The ultimate goal for the use of qualitative research here is, thus, to discover and describe phenomena such as patterns of foreign language behaviour not previously described and to understand those phenomena from the perspective of participants in the activity. Results from this type of research are usually said to be of an "explanatory" nature. Qualitative analysis allows, therefore, a fine distinction to be drawn because it is not necessary to limit the data into a finite number of classifications. Data may take the form of interview, written responses or observations (Weir& Robert 1994).

It is used in this research to analyse the results of the teachers' questionnaire and students' interviews in addition to a number of questions in tests (pre and post training). A qualitative analysis will allow us, thus, to closely study individual performance.

The main disadvantage of qualitative approaches in analysis is that their findings can not be extended to wider populations with the same degree of certainty that quantitative analyses may have, i.e., they are "*less generalisable*" (Selinger & Shohamy 1989). This is because the findings of the research are not tested to discover whether they are statistically significant or due to chance.

To make sense of the research results that may have potential impact on the classroom, one needed to be conversant with the language and procedures of statistical research so that foreign language teaching and learning can be made more understandable and reasonable to classroom practitioners; this is to critically interpret the amount of statistical data gathered. Therefore, the

researcher makes use of the *mean* as described by Brown (1998: 70) as being the **"arithmetic average"**, the Standard Deviation statistical method (henceforth S.D) which is often measured in terms of how the data are spread out. A low S.D displays the proximity of the data scores to the group's means, whereas, a high S.D denotes the dispersion of data over a large range of rates.

In an attempt to compare statistically the results obtained both before and after training, the researcher relied on *t-test*, in which measurements are made before and after treatment, this was done to compare the findings in the pre-test with the post-test. As far as the *within-groups* comparison of the students scores is concerned, an important factor was taken into consideration is that the comparison was between the pre- and post-test means within the same group, which was subject to a particular training. Ultimately, the researcher opted for the *eta squared* method which aimed mainly to examine the extent to which the overall variability in the data can be accounted for by the independent variable (in this case; training to enhance self-confidence) Keith 2002).

3.2. DATA ANALYSIS

The selection of a specific data analysis technique according to Seliger & Shohamy (1989) depends fundamentally on:

- the nature of the research problematics,
- the design chosen to investigate it,
- and the type of data collected.

Once the research data have been collected, data analysis is often a research procedure that refers to sifting, organising, summarising and synthesising those data so as to arrive at the results and conclusions of the

research. The analysis of our research results will be exposed through three different phases:

1. The pre –training phase results.
2. The training phase results.
3. The post-training phase results

3.2.1. The Pre –Training Phase Results

This phase is, in fact, a diagnostic stage which was meant to identify the new entrants' needs, difficulties and preferences. The analysis will move from the exploration of the results obtained from the teachers' questionnaire to the learners' pre-training test and finally to pre- interview.

3.2.1.1. The Teachers' Questionnaire Results

In the present investigation, a questionnaire (see appendix "A") was chosen for eliciting some required data from the seven selected teachers. It was employed to investigate the research questions and hypotheses and to gather significant data about the teachers' methodology which will, hopefully, help the researcher to find satisfactory results. It focused mainly on unveiling the respondents' assumption and beliefs about pronunciation training.

As far as the teachers' assessment of their students' English proficiency level is concerned, all teachers seem to agree that it is fair, except one teacher assumed that they have a poor level. This is may be due to the fact that the new entrants came from the secondary school with a low proficiency level in most language skills especially speaking and listening. When being asked about the most developed language skill, all teachers (7) share the same

opinion that reading comprehension seems to be placed in the first category whereas oral expression is left low in the list of priorities.

The second rubric related solely to pronunciation practice, six among the selected teachers (i.e., 85.71%) assumed that learners suffer from a low pronunciation level; one teacher equates this with the over focus of grammar at the expense of the other language skills. As far as pronunciation training, none of the teachers had ever received pronunciation training except, when being taught phonetics; they argue that it was not enough for building a good pronunciation level.

None of them, however, denied the importance of training pronunciation in class for the great benefit for the learners and the teachers alike. Teachers maintained that students cannot truly control the language they are learning until they acquire some pronunciation elements. As for the respondents' techniques in assessing their learners' pronunciation level, six teachers follow nearly the same testing methodology, focusing on the fluency of the learners especially during discussion sessions, they do not pay great consideration on the pronunciation, they made this point clear by saying that first-year students are not required to speak like a native speaker, but being able to transmit the message is fair enough at their level. However, only one teacher paid a considerable attention on the learners' accuracy level, i.e., vowels and consonants' production, stress and intonation.

With regard to the techniques explored in their pronunciation teaching, all the teachers agree that the lack of teaching materials, such as computers and phonetics laboratories, is considered as a handicap for their teaching; they all encourage the introduction of new recent technology to boost motivation and create variation in their teaching. Five teachers make use of tape-recorders during oral expression sessions but not in phonetics, one

teacher uses diagrams for the sake of the so-called "authenticity", for example, when teaching the speech organs, he draws the human speech organs diagram and tries to practically explain the production of speech sounds.

Additionally, and concerning the application of learning strategies in the classroom, no teacher introduced neither implicitly nor explicitly pronunciation learning strategies; one teacher believes that though they are very significant to help learners achieve better results but even teachers are not aware of these strategies.

The last rubric is related to one of the psychological variables in language learning namely self-confidence. There was a general consensus among teachers on the low-confidence of most of their first-year learners. It was also found by the majority of teachers that pronunciation proficiency may in all probabilities enhance learners' self-confidence. In contrast, one teacher who states that it is not a rule, may be a self-confident learner suffers from low pronunciation proficiency and vice versa as supported by Eldred (2002) see section 1.7.1).

One teacher draws our attention towards an important point that there is no predictor of students' self-confidence and sense of personal efficacy for learning stronger than the performance they display while participating in class. If their performances change, then one would expect to see a concomitant shift in the learners' self-perceptions and classroom motivation.

The last question was, in fact, opened for the teachers to express their view points on how to help students overcome their pronunciation difficulties, and develop their confidence; they presented a variety of suggestions such as:

- Creating a motivating atmosphere,

- Encouraging learners' efforts,

- Enhancing the principle of *"you can do it"*,

- Authenticity in class,

- Developing teaching materials,

- Encouraging watching English TV programs,

- Intensive listening to native speakers,

- Encouraging Internet use to interact with native speakers,

- Technology use.

3.2.1.2. The Pre-Training Test Results

The researcher opted for a pre-training test prior to the intervention meant to raise the learners' awareness of pronunciation strategies to achieve a certain level of self-confidence, which allows them speak and participate freely in class. The aim of the test was to assess the learners' pronunciation level and focus on their difficulties as far as their oral capacities are concerned trying, at the same time, to observe how knowledge about pronunciation may enhance the learners' self-confidence when speaking.

As it was drawn from the existing literature, pronunciation seems to be difficult to be tested in an objective and reliable way (Harold 1983), the difficulty lies on the complexity to check a number of things simultaneously. For this reason, Harold (1983: 66) claims that: **"Students progress in mastering specific sound, stress and intonation can be tested more reliably if only one or two features are looked at per sentence"**. Hence, each pronunciation feature is looked at and tested separately. In this way, the researcher divided the passage into two paragraphs when observing the learners' performance. The first paragraph consults the learners' speech

sounds production and the second, checks the learners' awareness about stress and intonation.

To test the hypotheses of interest in this study, the respondents read a short passage that was simultaneously tape recorded for the sake of comparing the improvements after the training. Data from the audio taped recording were transcribed (see appendix "E") to diagnose the problems faced at the level of speech sound production.

The preliminary results reported in this phase show the learners' positive attitudes towards pronunciation learning as they seem to be motivated when they expressed their will to develop their English pronunciation performance. The researcher divided the session into two parts: the first being a *reading aloud* task, which is one of the most common ways of checking pronunciation (Harold 1983) and the second step was done to reflect upon the experience they are living, discussing their pronunciation difficulties. The researcher stressed on the importance of reading the passage at a normal speed, and draw the learners' attention towards the significance of listening to each others reading, since **"good pronunciation depends on how well we hear what is spoken"** Harold (1983:61).

The researcher gave the opportunity for each learner to read aloud while the other students listen and pay attention to his pronunciation to discuss, motivate and observe each other for their amelioration and improvement. This belief is shared by many researchers for working with other language learners will improve one's listening and speaking skills. Francis (1958) on his part also conceives that critical friends may in all probabilities stimulate, clarify and extend the learners' thinking and feel accountable for their own growth and their peers' growth.

It was observed that all entrants made random pauses while reading; this is may be, due to their hesitation and their thinking about having or not the correct word pronunciation, stress and intonation. Learners seem to be influenced by the French pronunciation for example, 'licence' was pronounced as /lisens/. This is may be because students conceive the English language as similar, seeing that they have the same homographs.

The overall results seem to hint that few learners are equipped with the ability to distinguish between alphabets, speech sounds, silent sounds and pronounced ones, for example, 'could' was pronounced */kʊld/. Besides, 79.16% (i.e.,19 students) from the participants also do pronounce all final "ed" as /əd/. E.g., asked: */æs′kəd/, smiled: */smaɪləd/. The following bar-graph illustrates the students' success and failure in the 'ed' realisation.
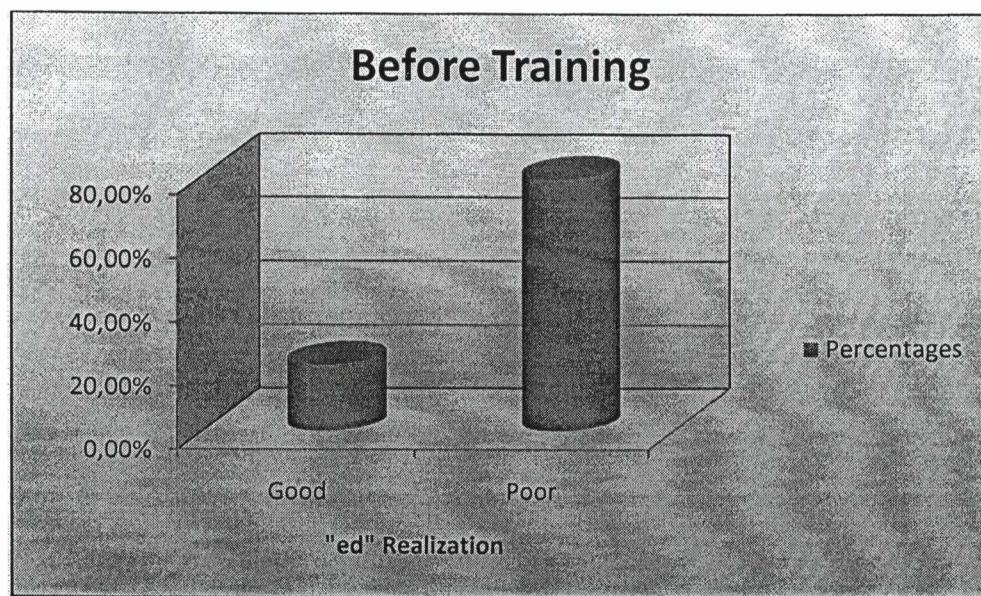
Bar-Graph 3.1. *'ed'* Realisation

As for the learners' speech sounds production, it appears that learners face major difficulties in terms of vowels rather than consonants. The following table summarises the data gathered inglobing the sum of speech

sounds that most learners incorrectly pronounced from the pre-test records. The researcher uses both the quantitative (using Standard Deviation, henceforth S.D) and qualitative approaches (to interpret the results) in analysing data. The data are based on atomistic pronunciation evaluation by assigning one point (henceforth symbolized as*) for every correct pronounced item. There were 12 items in total, thus the possible range of scores was from 0 to 12.

N° Sounds	/ə/	/ɜ:/	/ʊ/	/u:/	/ʌ/	/ɪə/	/ŋ/	/ʃ/	/tʃ/	/θ/	/ð/	/dʒ/	Scores
S1					*	*	*	*	*				5
S2		*	*	*		*				*	*		6
S3			*	*		*				*	*		5
S4			*	*		*				*	*	*	6
S5		*					*	*	*				4
S6			*	*		*							3
S7				*	*	*							3
S8				*	*	*	*	*	*		*		7
S9			*			*							2
S10		*	*	*	*								4
S11			*	*		*					*		4
S12				*		*	*						3
S13	*	*			*								3
S14				*		*	*				*		4
S15			*	*						*	*		4
S16						*	*	*	*				4
S17	*	*	*			*	*						5
S18			*	*									2
S19		*				*		*	*				4
S20			*	*		*	*					*	5

S21		*		*		*							3
S22			*		*		*						3
S23				*		*							2
S24			*			*					*	*	4

*: Correct pronunciation
S: Student

Table 3.1. Learners' Scores before Training

Going over the quantitative analysis, one may consider the mean and the mode as a support which helps us in knowing where the centre of the data set is found. This was done to be compared with the posttest results.

Scores	Pre-test		
	Mean $\overline{x1}$	Mode	S.D
Out of 12	3.95	4	**1.27**

Table 3.2. Before Training Scores

From the above table, one needs to consider that S.D designates the way the means of the achieved scores are distributed around the mean of the target group. It is to be mentioned that a low S.D displays the proximity of the data scores to the group's means, whereas, a high S.D denotes the dispersion of data over a large range of rates. To put it differently, S.D appears to put into question the homogeneity or heterogeneity of the group, i.e., if the S.D is high, the learners' means are far from the means of the group, therefore, the group is heterogeneous and vice versa. In this study, S.D was 1.27; the means of the group was 3.95 out of 12, the mode, representing the most spread score, was 4. Hence, this denotes a low level of achievements. Additionally, one may observe that the marks varies from 7 to 2 this represents the heterogeneity of the group because the marks are not close to each other.

Applying a qualitative approach, one may notice that there are a number of speech sounds which all students mispronounced such as /ə/, all students pronounced it as /æ/, eighteen (18) students could not pronounce /ʌ/. Nineteen (19) students also mixed between the fricative and affricate /tʃ/ and /ʃ/, /dʒ/ and /ʒ /, and twenty others pronounced /θ/ as /t/ and /ð/ as /d/. Eight students mispronounced /ɪə/ and /u:/ and ten mispronounced /ʊ/. The following table sums up the above data:

N° of Students out of 24	Percentage	Correct Sounds	Pronounced Sounds
24	100%	/ə/	/æ/
17	70.83%	/ɜ:/	/e/
10	41.66%	/ʊ/	/ɒ/
8	33.33%	/u:/	/ʊ/
18	75%	/ʌ/	/æ/
8	33.33%	/ɪə/	/ɪ/
13	54.16%	/ŋ/	/n/
19	83.33%	/ʃ/	/tʃ/
19	83.33%	/tʃ/	/ʃ/
19	83.33%	/θ/	/t/
19	83.33%	/ð/	/d/
19	83.33%	/dʒ/	/dr/

Table 3.3. Tested Sounds before Training

The following bar-graph better clarify the results:
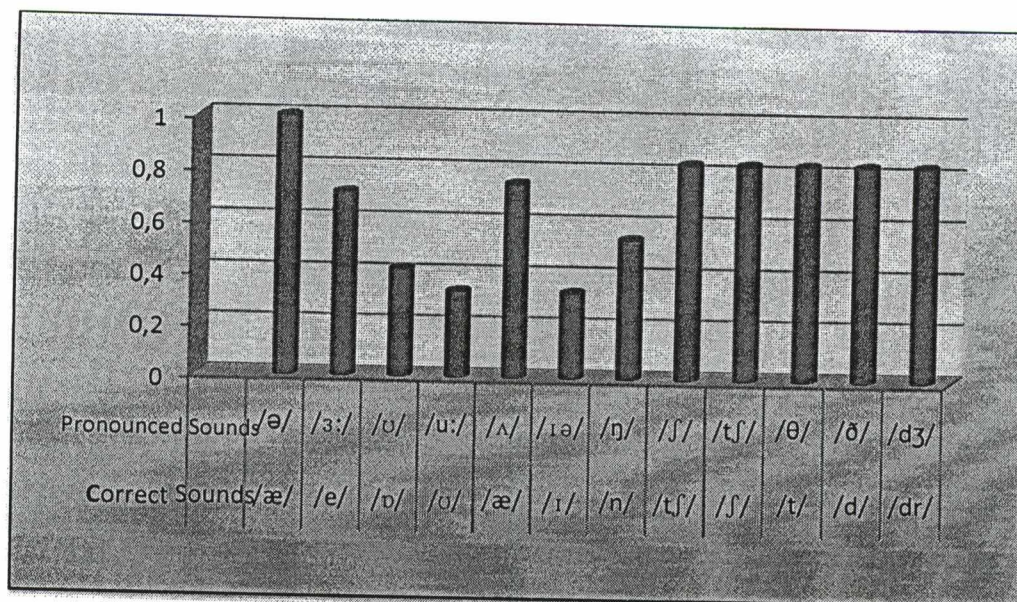
Bar-Graph 3.2. Tested Sounds before Training

Nevertheless, the assessment of the pretest leads to the conclusion that the participants displayed serious difficulties at the level of segmental and suprasegmental aspects displaying difficulties of stress and intonation when reading. Thus, the researcher endeavours to help learners overcome their pronunciation problems through the training phase. After the learners' first silent reading, learners are asked to reread the second paragraph of the passage and do this activity:

- Which vowels do you have difficulty with?
- Which consonants do you have difficulty with?
- From the second paragraph, underline the stressed syllables
- Put unstressed vowels into brackets.
- Cross out vowels/consonants which were not pronounced.(Appendix "B").

From the learners' answers it was noticed that all learners face serious difficulties as far as stress and intonation are concerned, it was also noticed

that learners read in a linear, straight intonation, having only one dimension and tune.

Learners were questioned in the second procedure about the problems they had noticed in each other's speech realization and why some students were more difficult to be understood than others. These questions were asked to raise their awareness of the importance of pronunciation training and to examine the degree of their self-confidence when speaking. These observations and remarks will receive special attention during the training.

Data Interpretation:

To sum up then, and in the light of the results obtained from the present test, one would first hold that the learners' difficulties lie basically on the production of vowels and some consonants in addition to intonation. A general remark may be drawn is that most participants failed to realize a number of vowels; this may be explained by considering the fact proposed by Avery and Ehrlich (1992:113) that **"Arabic has only one low vowel, /a/, and thus, Arabic learners encounter difficulty with all of these vowel distinction"**. This assumption may also be due to their limited linguistic competence and their lack of strategy use and exploration.

Being unable to distinguish between speech sounds and letters, the majority of students pronounce the speech sound as it is written for example, 'about' is pronounced */æbaʊt/, agree */ægri/. The other important observation was that 79.16% of the students (i.e., 19) failed in realising the 'ed', as shown before it is pronounced without any regard to its position within the verb. Ultimately, all of the observed remarks will receive grant consideration during the training sessions. In order to validate and cross-check

the results obtained from the pronunciation test, a pre-interview was conducted, and which is to be discussed in the following section.

3.2.1.3. The Learners' Pre-Training Interview Results

Following the pre-test, the researcher interviewed the learners to have a deeper understanding of their pronunciation level and checked whether they make use of pronunciation strategies while speaking, in addition to revealing their psychological status while reading the text to evaluate their confidence degree when dealing with a speaking task. Learners appeared to be motivated when answering the interview; the interviewer tried to create a relaxing atmosphere by starting asking them about general information to lower their anxiety and stress.

It was found that all learners studied English for seven-years starting from the first-year in the middle school till the third-year at the secondary school. Most of them (20 participants) were enrolled in the streams of Humanities and foreign Languages, and the remaining four (04) students were registered in Life and Natural Sciences stream. The new entrants state that they had had prior English pronunciation training before entering university mainly introductions to the English phonetic system namely vowels, consonants, stress and intonation. These students studied within the new system adopted by the Ministry of Algerian Education, which places some interest on the learners' pronunciation skill.

It was agreed among all the participants that the session of pronunciation practice, whether in phonetics or oral expression, was relaxing and enjoying them, i.e., it raises their motivation to learn more and to speak more. When being asked about their pronunciation difficulties, two students

state that they suffer from the influence of their dialectal accent on their English pronunciation, for instance, a student said:

<div dir="rtl">

"كينهـدر نسـتعمل 'ت' فبلاصـت 'ث' ، خـاطر فـي الدريجـة نتاعنا نبدلو 'ث' بـ 'ت' و 'ذ' بـ 'د'. هدا يحشمني Je préfère نقعد ساكت و ما نديرش التبهديل".

</div>

Here is an attempt to transcribe the learners' answers:

> *"When speaking, I have difficulties in pronouncing /θ/*
>
> *and /ð/, because in our dialect, we replace them by /t/*
>
> *and /d/ respectively. This causes embarrassment for me*
>
> *so I prefer keeping silent"*.

Additionally, nineteen (19) students agreed that they have difficulties in producing speech sounds such as /dʒ/, /tʃ/, /ŋ/, /ʌ/, /ə/, because they mix them with other speech sounds. Other participants argue that whenever they come across a new word, they mispronounce it; they believe, as reported, that *"It's better not to try at all"*.

Still in an attempt to identify the informants' use of strategies to overcome their difficulties when coming across with 'a difficult word' when they are not sure of its correct pronunciation, one student seems to be aware of some pronunciation strategies such as memorisation, guessing pronunciation from an already known word, comparing and then taking decisions according to his 'feelings' (risk-taking), he states:

"ندير a mental note و نخمم كيفاش ننطق الكلمة...، كلما نكون غالط نحسها ونسيي نربط هدا الكلمة مع كلمة اخرى نعرفها و نقولها واسم ما يصرا".

"I make a mental note about how to pronounce the word..., whenever am wrong I feel so, and then I try to link it to another word that I already know, and pronounce it whatever the results will be".

Four other students rely heavily on the use of dictionaries for all the words, they responded to question seven: *"nothing is better than the use of the dictionary"*: "حتى حاجة ما خير مـديكسيونير" . The researcher has noticed that the learners have made use of the following strategies, they are as follows:

Pronunciation Strategies	Number of Occurrence
- Using a dictionary	14
- Asking a friend or the teacher	10
- Rereading aloud	4
- Repetition	7
- Concentrating on sounds	2
- Remembering the teachers' pronunciation	2

Table 3.4.: Learners' Pronunciation Strategies before Training

Thus, one may deduce that despite the fact that the majority of the students make use of a limited number of strategies, they seem unaware of the pronunciation strategies; they ignore what to do when facing an unknown word pronunciation. The following bar-graph represents the learners' strategic awareness:
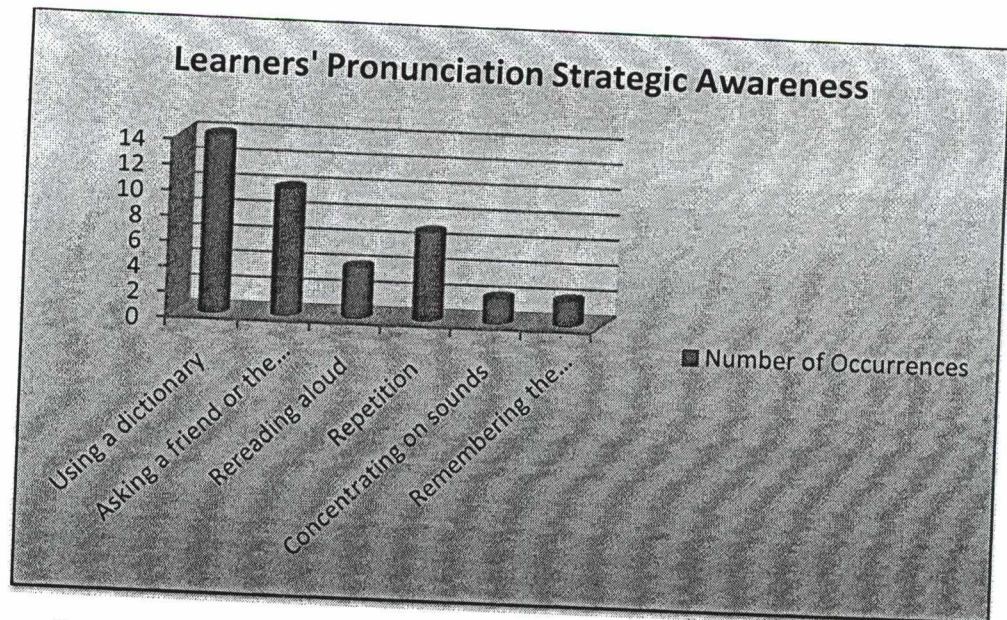
Bar-Graph 3.3. Learners' Pronunciation Strategic Awareness

Asked about their classroom interaction, 58.33% state they appear to be absent in the classroom while the others participate and exchange ideas; they make this point clear by stating that they feel anxious unable to talk when listening to their peers' pronunciation. They believe that they have no level in comparison with their friends' abilities and this, of course condemned their will to take part in classroom interaction to loss.

Another group of learners state that the lack of self-confidence limits the learners' knowledge since it prevents them from any move onward to achieve a certain level of pronunciation to be used when talking. Another fact was related to their attitudes towards making mistakes; one student admits that he feels "inferior" when he makes a mistake in front of his peers; therefore, he prefers listening and observing his friends making mistakes.

Here, it was significant to ask them about their psychological status while reading aloud. Most learners (19) stated they were anxious, stressed and unable to control this feeling while reading. In addition, twelve of them doubt

about their background pronunciation knowledge, nervousness, shyness, redness … etc. The following table sums up the results:

The Learners' Psychological Status	N° of Students out of 24
Anxiety	19
Embarrassment	15
Ashamed	10
Nervousness	8
Doubting about all the known and unknown words	12
Unconfident & Insecure	20

Table3. 5. The Learners' Psychological Status

The following bar-graph condenses the results:
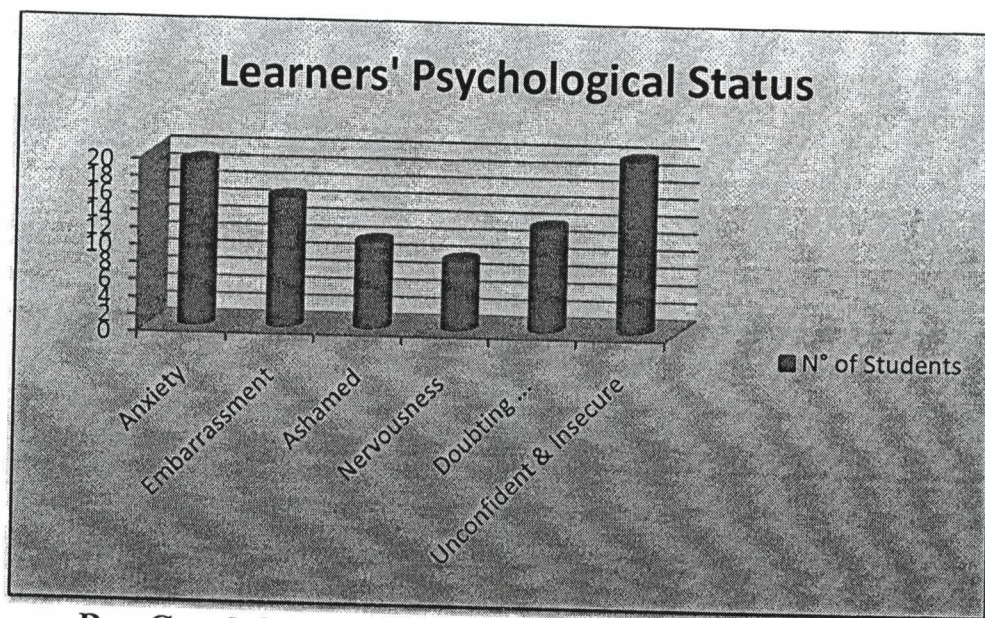
Bar-Graph 3.4. The Learners' Psychological Status

Learners reflect on their feelings of stress, anxiety, shyness and nervousness by thinking that they have born with this stress and embarrassment, simply because during their studies, they were not given

enough opportunity to speak in the classroom and express themselves; it was always the role of the teacher to speak and they listen. Another remark was pointed out is that when trying to speak, they lose their words and they stay making a pause waiting for help.

It was found that majority of the interviewees (20) showed a low level of self-confidence when asked to speak in English, they panic when making mistakes, especially at the start. Their hands trembled as they speak, they could not stay stable, they felt nervous and anxious, excessive sweat, and displaying inability to concentrate. Two students believe that they have a little confidence, and the remaining two students assume having a good confidence. The following table points up the results:

Level of confidence	A.F	R.F
Low Confidence	20	83.33%
Little Confidence	02	8.33%
Good Confidence	02	8.33%

Table 3.6. Learners' Confidence Level

As it appears from the table, the majority of our informants suffer from a low level of self-confidence; this may be due to the fact that they were not acquainted to speak in English in secondary school as a separate module to express freely themselves. The following bar-graph further clarifies the previous table:
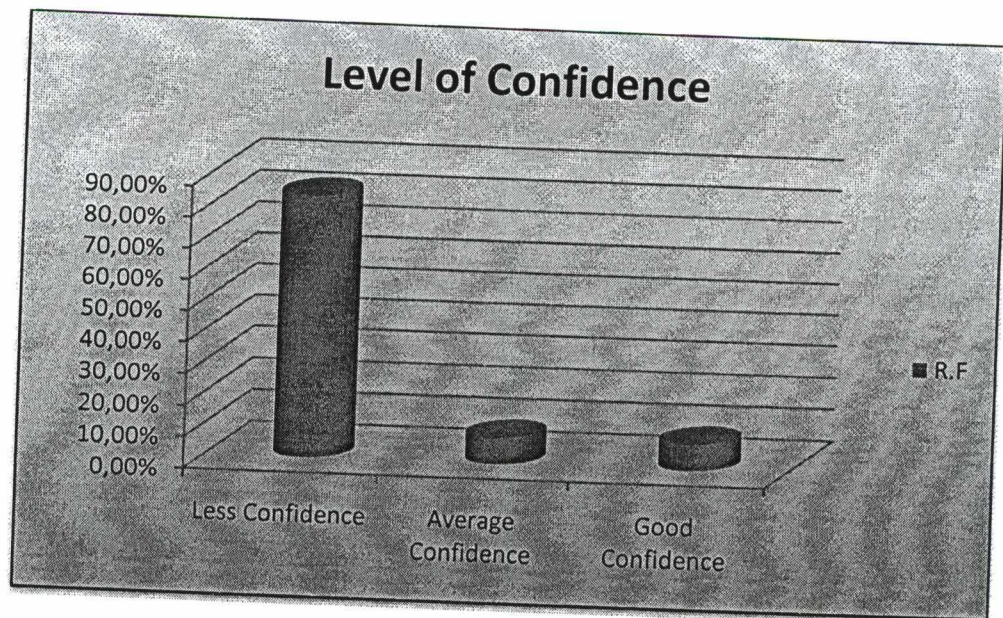
Bar-Graph 3.5. Learners' Confidence Level

As far as the respondents' chosen activities to improve their pronunciation, they all believe that pronunciation may be developed through reading aloud in English and transcribing each word using a dictionary. Seven students seem to be motivated when discussing with friends in English for the sake of pronunciation progress; they assert that they welcome any criticism from the part of their mates. This is known as having 'critical friends' who may stimulate, clarify and extend thinking and feel accountable for their own growth and their peers' growth (Francis 1958). The remaining students posit that "*practice makes perfect*" and thus, they practise through listening to native speakers and imitate them. These are the most predominant answers that are related to the first set of questions.

Data Interpretation

The pre-assessment results highlighted the fact that the majority of first-year students came with little conceptual and strategic knowledge about English pronunciation if not unawareness of the nature of this vital skill and the prerequisite strategies and steps for a fluent pronunciation. Learners make

use of very limited range of PLS when reading the passage such as repetition and silent rehearsals, but apparently, they are unaware of them and how to exploit and manage them correctly. All interviewees seemed to be motivated because someone is interested in their needs and wants to help them become better language learners.

3.2.2. The Training Phase Results

To experiment the hypotheses set at the onset of this investigation, which claimed that a purposeful pronunciation training with careful strategy instruction, may develop the learners' pronunciation, this is to raise their self-confidence when speaking; a pronunciation training has been conducted to improve the learners' performance and at the same time overcome their difficulties as claimed by Oxford (1990:12): **"even the best learners can improve their strategy use through training"**.

This phase is of great importance, it is comprised of three closely related stages: starting with training vowels at the first stage, whereby the first meeting with students took place, in which the researcher brought into light an introduction to the training programme to help learners set their own goals for these sessions. Learners appeared to be highly motivated and involved having extra hours for their oral improvements and developments; they seem to believe that pronunciation training is one way to improve their English speaking capacities.

The second stage was related to consonants training. The general principle at this level of analysis was to introduce students with how consonants are produced. Throughout this phase, it was noticed that learners seem to correctly produce the consonants that exist in the Standard Arabic such as the plosives (/p/, /t/, /k/, /b/, /d/, /g/), while, there are other consonants

which were either mispronounced or difficultly articulated during their first practice such as /dʒ/, which was pronounced as /dr/ in the word dream */dri:m/.

Learners did not face as much difficulties as in the first stage and this is may be due to the fact that teaching the English vowel system to EFL learners is believed to be a far more challenging task than teaching its consonantal system. The difficulty lies partly on the discrepancies that exist between the English consonantal system and the Arabic one, and the wide gap between the English vowel system and the Arabic one.

The last stage of the training was at the level of suprasegmental features, that is, stress and intonation. A study of sentence stress and intonation, with activities and drill practice, were introduced with explicit strategy training.

It is worth pointing out that during the training, all the twenty-four (24) informants have received the same strategy training. Actually, a number of pronunciation strategies have been systematically instructed based on Peterson's (2000) study. That is, explicitly named and directly integrated as part of the course, so that the learners may gain knowledge of how to develop autonomy in learning.

Learners first listen to the tape recorded about how the speech sound is produced and then to some examples. After that, the researcher asks to repeat the speech sound all of them chorally, and then individually. It was noticed that when repeating all together, they perform it with much more confidence, i.e., learners hide their weaknesses within the group, as a result their production sounds similar. However, when going through individual speech sound practice, participants appear anxious, difficultly being able to produce

the sound though they have just learned it. This was also found by Cohen and Kupin (1976) who state that in choral speech, all speakers produce the same phonetic message at the same rate; this one provides more confidence in comparison with when pronouncing individually.

The researcher strives to gradually correct the learners' pronunciation, using more supportive statements and reinforcements, such as praising their efforts, encouraging their performances, rewarding infrequent contributors with a smile, to strengthen the learners' confidence and motivation. In this way, learners felt more relaxed being aware and able to correctly produce English speech sounds, this was noted through their performance.

Hence, if one compares the results drawn at this stage with the results obtained from the pre-test, the speech sounds difficulties stated by learners in the pre-phase are, in some way, the ones hypothesized by the trainer. Therefore, this conclusion may lead the trainer to the fact that the pre-test results have proved some soundness to a large extent. The following sections will detect if learners have benefited from the training through the different instruments.

3.2.3. The Post-Training Phase Results

The present phase aims, in fact, at measuring the learners' progress after the training which was hopefully done to enhance the learners' self-confidence in class when speaking. The present section will analyse the test and the interview employed.

3.2.3.1. The Post-Training Test Results

The plain purpose of this test was to assess the learners' achievements as far as speech sounds production; stress and intonation are concerned, in addition to the learners' application of PLS and check the degree of their confidence during a speaking task. The material used for the posttest is a passage taken from Viney *et al* (1996:80), in which the researcher checked the learners' sounds production and their stress and intonation use.

At the outset, learners were required to read the passage silently for a moment, and then aloud. The researcher divided the session into two parts: firstly, practising a text reading aloud and secondly a discussion about the experience lived. The test takers were advised to remember the symbols of consonant and vowel sounds so that it would be easier when reading the text.

The overall results concerning speech sound production, seem to hint that the majority of learners' (83.33%) have been equipped with an ability to correctly pronounce sounds, however, five participants still displayed difficulty with the following speech sounds in this way: /ə/: 3, /ʌ/: 4, /ɪə/: 2, /θ/: 3, /ð/: 3, /ŋ/:2, /dʒ/: 3. Seeing that five participants out of the tested students were mistaken, an immediate correction was held through a re-explanation and a re-illustration of the right production. This is shown as follows:

N° Sounds	/ə/	/ɜ:/	/ʊ/	/u:/	/ʌ/	/ɪə/	/ŋ/	/ʃ/	/tʃ/	/θ/	/ð/	/dʒ/	Scores
S1	*	*	*	*		*	*	*	*	*	*	*	11
S2	*	*	*	*	*	*	*	*	*	*	*	*	12
S3	*	*	*	*	*	*	*	*	*	*	*	*	12
S4	*	*	*	*	*	*	*	*	*	*	*	*	12
S5	*	*	*	*	*	*	*	*	*	*	*	*	12
S6		*	*	*				*	*				5
S7	*	*	*	*	*	*	*	*	*	*	*	*	12
S8	*	*	*	*	*	*	*	*	*	*	*	*	12
S9		*	*	*				*	*				5
S10	*	*	*	*	*	*	*	*	*	*	*	*	12
S11	*	*	*	*	*	*	*	*	*	*	*	*	12
S12	*	*	*	*	*	*	*	*	*	*	*	*	12
S13		*	*	*		*	*	*	*	*	*	*	10
S14	*	*	*	*	*	*	*	*	*	*	*	*	12
S15	*	*	*	*	*	*	*	*	*				9
S16	*	*	*	*	*	*	*	*	*	*	*	*	12
S17	*	*	*	*	*	*	*	*	*	*	*	*	12
S18	*	*	*	*	*	*	*	*	*	*	*	*	12
S19	*	*	*	*	*	*	*	*	*	*	*	*	12
S20	*	*	*	*	*	*	*	*	*	*	*	*	12
S21	*	*	*	*	*	*	*	*	*	*	*	*	12
S22	*	*	*	*	*	*	*	*	*	*	*	*	12
S23	*	*	*	*	*	*	*	*	*	*	*	*	12
S24	*	*	*	*	*	*	*	*	*	*	*	*	12

*: Correct pronunciation
S: Student

Table 3.7: Correct Pronounced Sounds in the Posttest Results

The learners were trained after the pretest; this is to set a satisfactory answer to the first hypothesis that suggests that through training, learners may

develop a certain pronunciation proficiency level. Hence, going over the above scores, one may notice that there is a high level of achievement at the level of sounds' production. Most scores are proximate to each other (9, 10, 12, 12...) this proves that after training, there was a good performance.

N° of Students	Posttest		
	Mean $\bar{x}2$	Mode	S.D
24	11.16	12	1.99

Table 3.8. After Training Scores

Statistically speaking, this may be proved through calculating S.D, as stated in section 3.2.1.2., if the S.D is low, the group is homogeneous, which designates the fact that the training was efficient. Especially that the mean of the group was 11.16 out of 12. Therefore, one may conclude that training seems to prove its importance throughout this research experience, this is a shared belief with a number of researchers; for instance, Wenden (1987) stressed that training has proven to be more effective. Additionally, the *t-test* was employed to compare the results. The equation for the *t-test* is as follows:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{S\sqrt{\frac{1}{N_1} + \frac{1}{N_2}}}$$

- $\bar{x}1$ = Mean for the pre-test,

- $\bar{x}2$ = Mean for the post-test,

- S = Standard deviation: $S = \sqrt{\frac{A+B}{(N1-1)+(N2-1)}} = \sqrt{\frac{38.96+95.33}{23+23}} = 1.70$ (see Appendices 'J' & 'K')

$$SD_1 = \sqrt{\frac{\Sigma(s-\bar{x})^2}{N-1}} = \frac{A}{N-1} \quad , \quad SD_2 = \sqrt{\frac{\Sigma(s-\bar{x})^2}{N-1}} = \frac{B}{N-1}$$

S: individual scores,

$\bar{x}$: mean of the group,

N: Number of the population.

- N_1 = Number of participants before training,
- N_2 = Number of participants after training.

The first step was to suppose that the null hypothesis H_0 equals H_1, i.e., the means will be equal before and after training. Hence, the following steps will be put into practice:

- Test the two hypothesis:

    H_0: $\bar{x}_1 = \bar{x}_2$

    H_1: $\bar{x}_1 \neq \bar{x}_2$

- The obtained results have been put with 5% error margin (i.e., $\alpha = 5\%$) (see appendix 'L').

- The t-test also requires the degree of freedom (henceforth, df) for the test. In the t-test, the degree of freedom is the sum of the population involved minus 2.

- At this level, the *t-test* will be calculated as follows:

$$t = \frac{3.95 - 11.16}{1.70\sqrt{\frac{1}{24} + \frac{1}{24}}}$$

$$t = \frac{-7.21}{0.48}$$

$$t = -15.02$$

Going back to the standard table of the t-Student, one needed to consider that results have been put with 5% error margin (i.e., $\alpha = 0.05$); hence, $t\alpha = 2.06$. (See Appendix 'L').
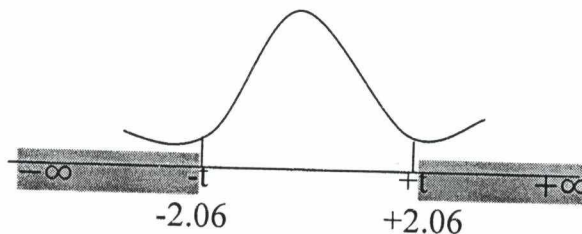
-2.06   +2.06

Having $t = -15.02$, meaning that it is not part of the critical area located between [-2.06, +2.06]. This denotes that the null hypothesis H_0: $\bar{x}_1 = \bar{x}_2$ was rejected and H_1: $\bar{x}_1 \neq \bar{x}_2$ was accepted because when t-statistic > critical value (i.e., t> t_{crit}). Since the post training *mean* was larger than the pre-training one, this indicates that there was an improvement as far as the learners' performance is concerned. This later proves statistically the efficiency of training.

Furthermore, and in order to check the effectiveness of the data achieved, one needs to add *Eta squared* discussed later in which the following formula can be used:

$$Eta\ squared = \frac{t^2}{t^2 + (N-1)}$$

The effect size can be worked out as follows:

$$Eta\ squared = \frac{(-15.02)^2}{(-15.02)^2 + (24-1)} = \frac{225.60}{248.60}$$

$$Eta\ squared = 0.90$$

Cohen (1988) attempted to examine the extent to which the effect the independent variable has caused (pronunciation training in this study). He claimed that *eta squared* may signify the following: 0.01 = a very small effect; 0.06 = a moderate effect; and 0.14 = a very large effect. Accordingly, Eta *squared = 0.90*, this denotes that the independent variable had a very large effect, and thus, it has approved its effectiveness.

To put it differently, the researcher resorts to an illustrative table for each phase for the sake of comparison between the two phases to see clearly the differences (before and after strategy training), the researcher attempts to

compare the findings based on a comparison of the scores of the pre-test and the post-test.

Problem Sounds	/ə/	/ɜ:/	/ʊ/	/u:/	/ʌ/	/ɪə/	/ŋ/	/ʃ/	/tʃ/	/θ/	/ð/	/dʒ/
Before Training	100%	70.83%	41.66%	33.33%	75%	33.33%	54.16%	83.33%	83.33%	83.33%	83.33%	83.33%
After Training	12.5%	0,00%	0,00%	0,00%	16.66%	08.33%	08.33%	0,00%	0,00%	12.50%	12.50%	12.50%

Table3. 9. The Pre and Post-Test Results

As one may notice, there is a clear progress made on the part of the students in the production of the English speech sounds. This may be due to their attention and interest devoted during the training session to learn more about how to get a better pronunciation. The following bar-graph illustrates the results:
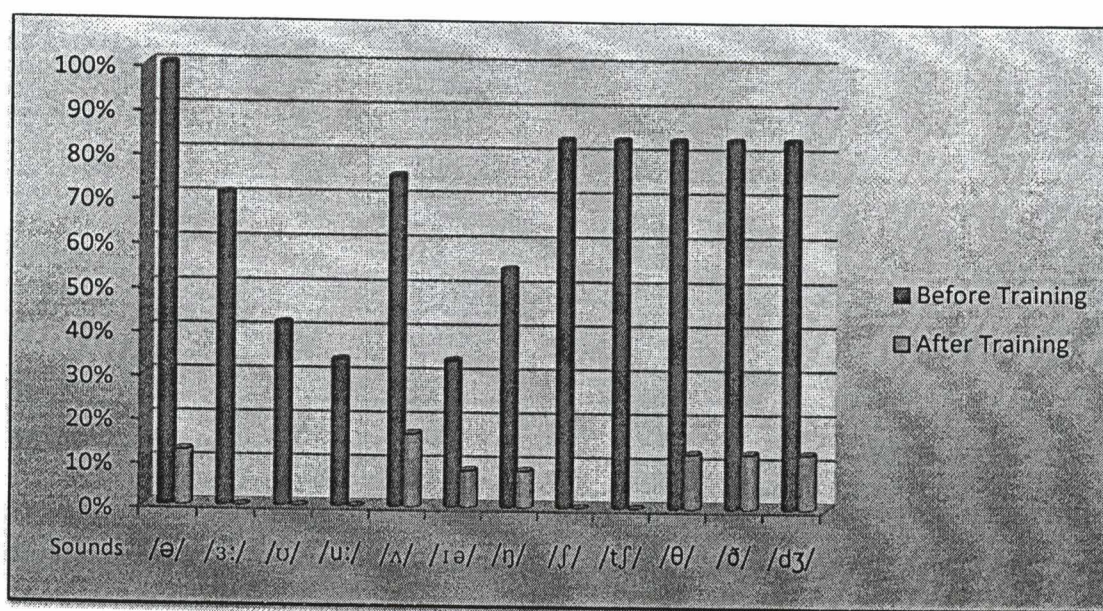
Bar-Graph 3.6. The Learners' Performance before and after Training.

Concerning "ed" realization, and after being taught, the majority of the participants (i.e., 19) were able to pronounce it correctly in all its positions when reading. This proves the assumption that pronunciation training with an

awareness raising is a vital component in the learning/ teaching process necessary for today's English teaching curriculum. However, the other five participants still exhibit their poor "ed" realization.

As for the learners' suprasegmental development, learners showed that they still reveal some difficulties, since six (06) out of twenty four (24) failed to correctly place the stress. For that reason, as teachers one may offer to the learners additional training when coming up to the suprasegmental level.

However, a comprehension was displayed by the majority of learners to the fact that speech may be broken down if they badly use intonation. It was observed that in some instances learners read loudly, they use intonation in their reading, however, when pausing, they lose the rhythm they started with. This may be due to their knowledge of words, i.e., when they know the words constructing the text, they feel more confident and speak musically, following intonation rules, but when meeting an odd word, their speech line collapsed.

Nevertheless, students appeared happy undertaking the reading task of the passage; they had confidence on the fact that practice would improve their performance. Students felt very familiar with phonemes or speech sounds they read and this creates confidence in discriminating speech sounds, therefore, they gained confidence in their pronunciation which allows them speak confidently in the discussion held after their readings, and this is essential for all aspects of their linguistic development (Fraser, 1999). To put in a nut shell, confidence enables learners control their feelings, increase their motivation and attitudes related to language learning (Oxford, 1990).

Learners revealed a use of strategies they were trained, for instance, when giving an opportunity to read silently, they used memory strategies and compensation strategies in addition to social strategies when asking for help.

On the whole, one may deduce that most of the learners have realized the efficiency, and usefulness of pronunciation strategies.

3.2.3.2. Post-Training Interview Results:

After having tested the learners, an interview was carried out as a sort of reflection about the learners' improvement, confidence to speak, and strategies used to acquire skills and knowledge. The use of an interview was used to cross-check and evaluate the effectiveness of the training. Learners were asked about their improvement, confidence to speak, and strategies used to acquire skills and knowledge, the strategies they used to achieve their goal and how they felt the training course was important.

As for the first question about the learners' feelings about their pronunciation level after the training, all participants admit that they felt that their pronunciation developed, and even the researcher noticed their progress. One student believed that *"it is not important to be "a native speaker", what is more important is to understand and to be understood by others"*. This idea was also shared by another student who assumes that:

"علا بالي مانقدش نكون *a native speaker*...، مستحيل، و
في الحقيقة ماخصنيش نولي *"Bush"*. المهم نقد نكون
مفهوم. مور *tainting* ، تعلمت شحال من حاجة على
speaking و *pronunciation*... وعلى كيفاش نسقد
pronunciation."

"I know I can't speak as perfect as a native speaker. This is quite impossible,..., in fact, I don't want to be "Bush". I am quite clear and I think it is more important. After the tainting, I improved my English

speaking. What is essential is that I have learned the ways to improve my pronunciation and realized my weakness, and then I can practise and apply the rules".

As far as the second question is concerned, it reflects the learners' point of view about the training. They realised that all aspects of the pronunciation training were important. The majority of students find it very interesting, and none of them found it boring. The results are reviewed in the following table:

Level of interest	A.F	R.F
Very interesting	20	83.33%
Interesting	04	16.66%
Boring	00	00.00%

Table 3.10. The Learners' Level of Interest

Thus, as it appears above, students recognized the importance of the training and reported that it was interesting and it helped their improvement. The following bar-graph recapitulates the table:
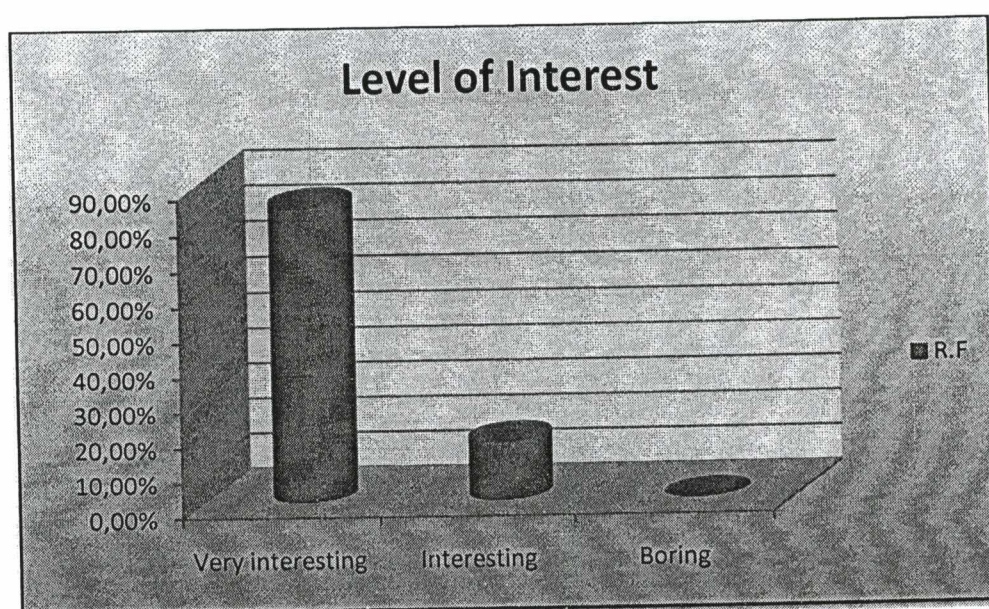
Bar-Graph 3.7. The Learners' Interest

The third and the fourth questions had, in fact, the same goal, they sought to find out the learners difficulties during the training. At this level, the answers ware at variance: the majority of participants (i.e., 17) conceived that the most difficult stage was the third, i.e., the suprasegmental training, because it was the first time they are taught stress and intonation. Seven others found the first stage as being very difficult because the English vowel system varies at a large level from the Arabic one. All participants found that the second stage (consonants) was the easiest. Another one went beyond the question and he explained that though sometimes he is aware of the correct pronunciation, but his shyness, stress and nervousness prohibit him from moving onwards. He answered: *"when I encounter a new word in English, I pronounce it correctly but I keep it for myself coz of my fear, my heart beat exclude any advancements"*. The results are shown in the following table:

Level of Difficulty	A.F	R.F
Stage one	06	25%
Stage two	00	00.00%
Stage three	17	70.83%
Others: - shyness, stress and nervousness	01	04.16%

Table 3.11. Learners' Difficulties

As noticed from the table, the learners faced difficulties in the third stage; this may be due to, as mentioned by (Morley, 1979, 1991; Gilbert 1984), the fact that stress and intonation seem to be conceived as problematics for EFL. The following bar graph illustrates the results:
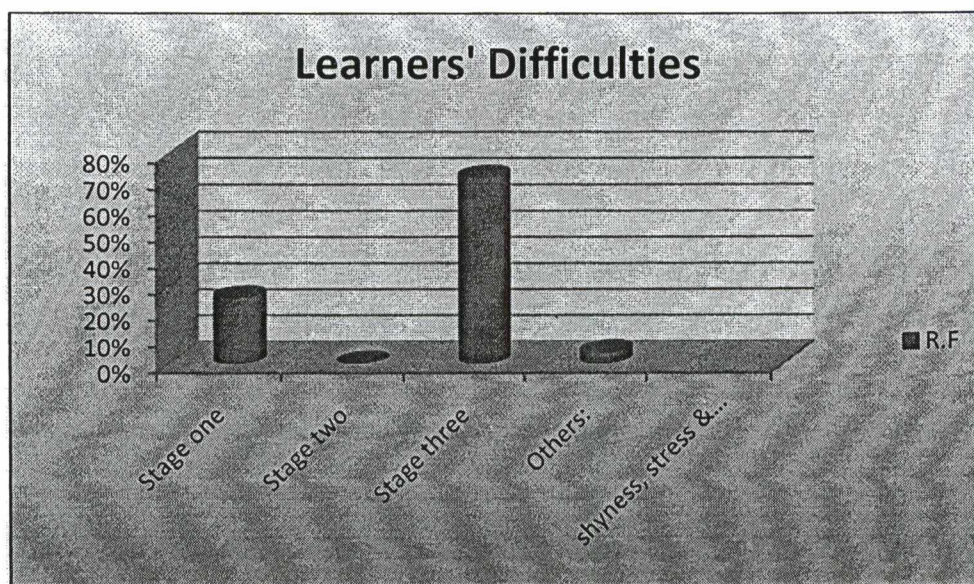
Bar-Graph 3.8. Learners' Difficulties

Regarding the LLS, in the post-training session there appeared the same kind of strategies as in the pre-training one, but with more awareness on the part of the learner, i.e., they know that they are using strategies to pronounce better, such as memorization, remembering, asking for help, self-evaluation using the dictionary had been improved after practising.

Learners displayed a kind of improvement when they had remembered all phonetic symbols which helped them pronounce English words correctly. For instance, their responses to the question: "When you are not sure of your English pronunciation, what do you do?, The following answers were obtained:

- Try to think of the teachers' pronunciation
- Remember a similar word and project its pronunciation on the unknown.
- Repeat words over and over till I get the right pronunciation
- Read it aloud.
- Use English conversation books and audio tapes.

- Use an electronic dictionary.
- Ask for help.
- Asking for clarification
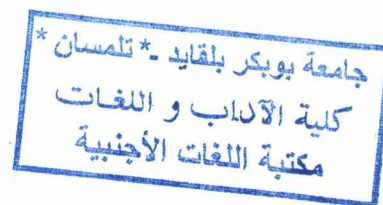
Another strategy appeared in the learners' answers about how they may know that their pronunciation is wrong or not, one student states that:

"نحس راسي غالط كينشوف لخرين كيفاش دارو. ونركز
على تعابير الوجه.."

"I feel that I mispronounced the word, and I oobserve the reaction of the person I speak with looking at his facial expressions"

Following this question was the suggested solutions by learners when mispronouncing a given word; the researcher gets a variety of responses:

- Change pronunciation,
- Use a different word,
- Say the word again,
- Repeat the word many times till I get the right one,
- Check the dictionary,
- Ask for help from their peers or teachers,

When being asked about their feelings about their pronunciation after training, most learners recognised the importance of the training at all levels. They believe that it was a new experience to them and that no one had taught them pronunciation before. One student states *"I never thought I could read aloud in front of a whole class listening to me, and I did it thanks to the training I get."* Another student asserts that they had learned many rules which tell them how to speak correctly and it is very significant to gradually communicate effectively. *"When I don't know how to pronounce a word in*

English, I ask for help." A new pronunciation strategy was adopted by one leaner: "*To improve my English pronunciation, I use a system of symbols that help me more than English spelling.*" It was expected that learners would be less inclined to use regular basis systems to improve their English pronunciation because such systems are often time consuming to learn and interpret.

Other learners admit that owing to the training they overcome the problem sounds they had a difficulty with such as /dʒ/ which was pronounced /d/and it is improved. Coming to their confidence development, participants showed a remarkable confidence which make them believe in their capacities and lengths and thus, changed the perception of one's own competence; they were motivating themselves to practise more after the training. One claims that:

"نفرح ونريح كينشوف بلي أنا خير من واحدخرين... ،
النطق نتاعي متعلق بـ الثقة بالنفس تاعي و تتأثر بها بزاف:
كينغلط فالنطق نتودر ونبقى نشك فراسي و فالقدرات
تاوعي.."

"*I feel great when I find my command of English is better than that of others...Pronunciation learning has a great impact on my self-confidence...When I have difficulties in pronunciation, I begin to doubt my own ability... Whenever I have overcome a difficulty, I can feel my own growth.*"

Another student pointed out his feelings when he tried to talk in English for the first time, he said:

"

"I panic, am afraid of making mistakes, but now after I know how words follow particular pronunciation rules, I don't panic when I make mistakes because I know that making mistakes are a part of the human nature".

An extra information was added when a student reverted his unwillingness to participate to his lack of self-confidence and his state terrific anxiety. He said:

"Sometimes for fear of people not understanding or misunderstanding me, I prefer to keep quiet and am unwilling to involve in other conversation though I know what to say if I speak. I think by improving my pronunciation I am more willing to open up discussions and speak I am happy to know that I can speak better through practicing more and more".

The last question opens the door to the learners to think about how good pronunciation may develop their confidence, most learners believe in the equation *"the more I pronounce well, the more I feel confident"*, this may led to the conclusion that

3.3. SUMMARY OF THE RESULTS AND INTERPRETATION

To put it differently, participants urge that their pronunciation had been improved, especially, when they pronounced difficult speech sounds. They have learned that they can change their habits of English pronunciation where they heavily connected it with French or Arabic. They realized the importance of place and manner of articulation and how the speech sound changes if they misplace it. They gave evidence that training may in all probabilities help

learners improve all problem sounds which were difficult to pronounce at the beginning. This proves some evidence about the first hypothesis which claimed that training pronunciation may be considered as a support for learners to achieve their learning goals in general and pronunciation in particular.

It was also brought into being that learners make use of the knowledge they acquired during the instruction. Learners were eager to improve all of those mistakes from this course. The tests made before and after the training proved evidence of the improvement in and students' pronunciation after training. The results of a paired-sample *t-test* reveal that students did get improvement in pronunciation accuracy which helps them enhance their self-confidence.

Learners also make use of other PLS, especially, *socio-affective strategies* which include asking questions for clarification or verification and co-operating with others. As for the *metacognitive strategies* which helped learners regulate and exercise executive control through planning what to do, arranging their knowledge, focusing on the speech sound, and finally self-evaluating their performance and critically compare it with the others. For instance, they self-evaluated their pronunciation using the dictionary and realized that they had been mispronouncing some speech sounds; they also corrected each other's mispronunciation with more confidence. *Memory strategies* were applied to aid information in entering into long term-memory and retrieving them whenever needed for communication. For example they were used when remembering the correct vowel pronunciation and combine it with consonants.

The researcher also observed the learners' improvement and satisfaction after remembering all phonetic symbols using memory and

compensation strategies which, in fact, motivate them to speak confidently, being quite sure about their pronunciation, this achieved result confirms, to a certain extent, the usefulness of PLS in language learning.

The researcher reports that learners had improved their speaking skill after they had been trained and this latter appeared when trying to discuss together. The test takers were frequently making major errors in pronunciation; they demonstrated a high degree of facility in speaking with a considerable control of speech sounds' production, stress and intonation patterns this confirms the second hypothesis of this investigation which claimed that knowing how to pronounce correctly may help learners feel more comfortable, confident and stronger to take risk talking.

All in all, the present research dealt with a major issue related to the impact of direct pronunciation instruction, which hopefully raises learners' awareness of specific strategies for a better learning experience. The training has given the students ample opportunities to improve their pronunciation. Language learning strategies and pronunciation learning strategies supported their learning and encourage them towards successful language learning.

Students seemed to prove a noticeable improvement in their speaking competence after they had been trained how to pronounce English sounds using stress and intonation as well as PLS. Learners appeared confident and able to control feelings, motivation, and attitudes related to language learning. The dictionary usage also helped them practise, check new words and self-correct themselves.

3.4. CONCLUSION

The present chapter seeks to analyse the data gathered from the three instruments, namely teachers' questionnaire, tests and learners' interviews. There were three stages of the training, starting with the segmental aspects in the first and second stages in which the study of vowels and consonants sounds were taught respectively. In stage three, the suprasegmental aspect, namely stress and intonation were trained, at this level; direct LLS were explicitly named and explained to provide learners with the necessary tools to become aware of what helps them learn the target language most efficiently by monitoring and self-evaluating their performance (Cohen, 2003).

Group work was encouraged in order to promote collaborative working which is meant to help learners correct mistakes as well as motivate each other as 'critical friends'. In the classroom, learners showed their participation, in correcting others, and practising together for their improvement (affective strategies), i.e., affective LLS lowered anxiety; stimulated self-encouragement. Based on the achieved findings, chapter four will attempt to outline a number of suggestions to cater for the varying needs of learners and hopefully contribute to a better language learning/teaching process.

CHAPTER FOUR:
Instructional Implications & Recommendations

4.1. INTRODUCTION

4.2. REFLECTIONS ON PRELIMINARY CONSIDERATIONS IN PRONUNCIATION TEACHING

4.3. STRATEGIES FOR CHANGE: TEACHERS AS PSYCHOLOGISTS

4.4. AN INNOVATIVE FRAMEWORK FOR PRONUNCIATION TEACHING: NEW DIRECTIONS
4.4.1. Developing the Learners' Strategic Knowledge
4.4.2. Pronunciation-Based Listening Activities

4.5. SUGGESTED MATERIALS FOR AN EFL PRONUNCIATION COURSE
4.5.1. Evaluating the Learners' Oral Performance
4.5.2. Checking Your Learners' Overall Self-Confidence

4.6. AN INVENTORY OF TECHNIQUES

4.7. CONCLUSION

4.1. INTRODUCTION

Teaching pronunciation to EFL learners is believed to be of vital importance because of the increasing realisation that poor pronunciation causes serious problems for our EFL learners, such as communication breakdowns, anxiety, stereotyping and discrimination. In an attempt to put forward a number of proposals that endorse pronunciation practice and progress, the present chapter takes a step towards achieving a comprehensible outline to pronunciation training for enhancing the learners' overall self-confidence to take much more risk-talking among his mates in class.

The need for qualified teachers with a global opinion about the learners' psychological status will be discussed. In fact, a teacher as a researcher should be fully aware of his learners' learning needs in general and pronunciation ones in particular, in this way, he will be able to determine the goals of the target module to develop the convenient material for the sake of attaining an intelligible performance.

Selected activities are chosen to facilitate and support the teaching of pronunciation in an attempt to raise our students' strategic awareness to make the teaching/ learning of English a better experience for both teachers and students.

4.2. REFLECTIONS ON PRELIMINARY CONSIDERATIONS IN PRONUNCIATION TEACHING

As suggested by Morley (1994:16), the focus on pronunciation teaching nowadays should be on designing **"a new-wave instructional programs"**. She turns attention on the fact that these new instructional designs should take into account not only language forms and functions, but also issues of

learners' self-involvement and learner strategy training. According to her, students who have become active partners in their own learning and have already developed the skills to monitor and modify their speech patterns will, with no doubt, become more self -confident in their learning process.

An understanding of the learners' personality, cultural background knowledge, and biological factors may in anyway help for a better pronunciation instruction and progress. It is also important to be aware of the English speech sound system and critically compare it with its spelling system. As Avery & Ehrlich (1992: 3); put it in this line of thought:

- *Different letters represent same sounds* (**two**, **too**, **thr**o**ugh**, **clue**), i.e., same vowel represented with different spellings.
- *The same letter represent different sounds* (c**a**ke, m**a**t, c**a**ll, **a**ny) or (lei**s**ure, **s**mile, de**s**ign), i.e., the letter 's' is realised as three different speech sounds.
- *Combinations of letters may represent one sound* (**th**rough, **ph**ilosophy, h**ea**d), i.e., two letters stand for one sound realisation.
- *Letters may represent no sound* (**k**nock, cak**e**, **p**neumonia, throu**gh**), i.e., the presence of 'silent letters'.

The fact that some spellings are surprisingly different in terms of sounds realisation (pronunciation), the following activity may be practised as a reinforcement to assist learners cope with the previous phonological aspects in the subsequent way:

As a language teacher, one would proceed with his students by looking for the different words proposed in the bellow match words table on the basis of a phonological transcription.

								Breathes	Ocean
tʃ	eə	l	ŋ	g	l	ɪ	ʃ		
m	k	w	e	s	tʃ	ə	n	Chair	Question
ɪ	k	n	j	uː	z	b	s	Edge	Quick
k	w	k	əʊ	s	f	r	ɪ	English	Quite
s	ɪ	w	ʃ	k	j	iː	k	Future	School
t	k	aɪ	ə	uː	uː	ð	s	Juice	Shoe
e	dʒ	t	n	l	tʃ	z	θ	Mixed	Sixth
dʒ	uː	s	ʃ	uː	ə	ð	aʊ	News	Though

Notwithstanding, there are a number of sound-spelling regularities, for instance, the guessing of consonants realization may be set by linking them to the following vowel. For example:

is pronounced
- c ———→ /s/ when followed by the vowel letters 'i, e, y' e.g., city, cent, cyst.
- c ———→ /k/ before 'a, o, & u' at the end of a word, e.g, cat, come, custom.

The other regularity that can be established to help our EFL learners to know the pronunciation of the word is related to short Vs long vowels. When the vowel letters 'a, e, i, o, and u' occur in words ending in silent 'e', they are pronounced with their *long* sound, e.g. made, Pete, hide, note, cute. Nevertheless, if the same vowel occurs in words without a silent 'e', they are pronounced with their *short* sound, e.g., mat, pet, hid, not, cut.

Additionally, and in order to get a comprehensible fluent pronunciation, one needs to be aware of, and thus, consider, the following rules concerning pronunciation:

1. English is considered a stressed language while many other languages are considered as syllabic.

2. Stressed words are considered as **content words**: Nouns e.g. kitchen, Peter - (most) principle verbs e.g. visit, construct - Adjectives e.g. beautiful, interesting - Adverbs e.g. often, carefully…

3. Non-stressed words are considered as **function words**: Determiners e.g. the, a - Auxiliary verbs e.g. am, were - Prepositions e.g. before, of - Conjunctions e.g. but, and - Pronouns e.g. they, she…

4. When listening to native speakers focus on how those speakers stress certain words.

Throughout this research, it was found that learners still have difficulties in 'ed realisation'. Thus, based on Celce-Murcia *et al* (1996) study, the present section attempts to provide the pronunciation rules for past tense as follows:

❖ **When the present tense of a verb ends in 'd' or *'t'*,** the past tense sounds like 'ed' or 'id' and is a separate syllable. Examples: chat-ted, wad-ed, add-ed, need-ed, wait-ed.

❖ **When the verb ends in a *voiced* sound other than 'd'** the final *'d'* sounds like 'd' and does not result in an extra syllable at the end of the word. Examples: cried, grabbed (not grab-bed), moved (not mov-ed), viewed (/vjuːd/ not /vjuːed/), robbed (/rɒbd/ not /rɒbed/).

❖ **When the verb ends in a *voiceless* consonant other than 't'** it is pronounced as't' and does not result in an extra syllable at the end of the word. Examples: walked, passed, kissed, laughed, and stopped sound like "walkt, past, kist, laft, stopt".

Additionally, Celce-Murcia *et al* (1996) classifies the form of the verbs into seven groups; they are represented in the following table:

Base Form	Past tense	Past participle
1./d/ build	/t/ built	/d/ built
2. /i:/ creep	/e/ crept	/e/ crept
3. /ai/ light	/I/ lit	/I/ lit
4./e/ tell	/əʊ/told	/əʊ/ told
5./I/ sing	/æ/sang	/ʌ /sung
6./I/ win	/ɒ/ won	/ɒ/won
7./ʌ/ run	/æ/ ran	/ʌ/ run

Table 4.1. Irregular Verbs

4.3. STRATEGIES FOR CHANGE: TEACHERS AS PSYCHOLOGISTS

Within the process of language learning and teaching, there are a lot of factors contributing to the variability of contexts such as teaching and learning styles, programme' characteristics and learners' needs. The foreign language teacher generally faces challenging situations where he is supposed to cope with wisely. English phonology experts and language teachers have been facing many challenges over the last years in an attempt to improve the educational practice and design more meaningful, effective and pleasant pronunciation courses for the learners and teachers. The teacher may act as a coach, as noted by Morley (1991:507), who describes the pronunciation "teacher-as-coach" in the following terms:

> **The work of a pronunciation/speech coach can be viewed as similar to that done by a debate coach, a drama coach, a voice coach, a music coach, or even a sport coach. A coach characteristically supplies information, gives models from time to time, offers cues, suggestions and constructive feedback about performance, sets high standard, provides a wide**

> **variety of practice opportunities, and overall [sic] supports and encourages the learner.**

As pronunciation instructors, teachers need to make pronunciation a physical as well as a cognitive activity, i.e., helping learners stop thinking about pronunciation in the abstract by focussing their attention towards the muscles that produce speech sounds, rhythm and articulation. Then engaging their minds in sensing, noticing and being fascinated by what their muscles are capable of doing, and in how the movements of those muscles affect what they say and hear.

Learning to teach pronunciation entails more than providing teachers with a "how-to" bag of tricks to be replicated in the classroom, but rather it requires some basic understandings of some affective variables which may be of great help in either empowering learners' pronunciation to become intelligible and acceptable language users, or failing in acquiring pronunciation knowledge and become ineffective learners.

Accordingly, the teacher is called upon to perform a number of tasks in the language learning process. As for the pronunciation session, Morley (1991:511) outlined the following roles:

- First, it is necessary for FL teachers to possess a background knowledge in applied English phonetics and phonology.
- Second, there has to be an effort to develop "pronunciation/speech activities, tasks, material, methodologies and techniques" that incorporates the communicative element.
- Third, we need more evaluative measures and methods to verify learners' intelligibility and communicability improvement.

- Fourth, researchers have to go on investigating the role of instruction on the acquisition of FL pronunciation.

- Finally, Morley calls for controlled studies that investigate varied aspects of FL phonology, as well as different theories that try to explain how the acquisition of FL phonological system takes place.

On the other hand, the teacher also has a great role to play in creating a relaxed atmosphere to lower the learners' anxiety and let them feel much more confident which result progress in language learning. Teachers may reduce classroom anxiety by making the learning context less stressful (Dörnyei, 2001), encouraging learners and keep them wanting to learn more and more. In order to maintain and increase the learners' self-confidence, Dörnyei (2001:130) believes that teachers should:

> **...foster the belief that competence is a changeable aspect of development and can be promoted by providing regular experiences of success. Everyone is more interested in a task if they feel that they make a contribution. A small personal word of encouragement is sufficient.**

All along this work, the researcher strives to find out how teachers may help their learners become efficient. It was found that the way an individual learner pronounces has much to do with his or her personality and psychological or emotional state at any given time. Acton (1984:75) sees that preparing students first psychologically to improve their pronunciation has both *'inside-out'* and *'outside-in'* dimensions which function in a kind of loop:

> **Not only does personality or emotional state show in pronunciation...but the converse is also true:**

speakers can control their nerves or inner states by speaking properly. This is the basic tenet of successful programs in voice training and public speaking.

Hence, the following proposed strategies are suggested to FL teachers to sustain their learners' psychological status in the classroom:

❖ **Encourage Moderate Risk Taking:** it is often noticed that many students fear failure and hence are afraid to take risks. Effective teachers encourage such students to be reasonable risk takers. Such risk taking, however, often produces increased achievement (Clifford, 1991). For instance, students seem to have no chance to improve their pronunciation skills if they refuse to try to speak, fearing that their efforts will be unsuccessful; improvement can occur only after students try to express themselves.

❖ **Highlighting Enhancement Over Doing Better Than Others:** a strategic teacher needs to put emphasis on his learners' performance in accomplishing their goals better than other students on different tasks. Such an approach calls for a fascinating challenge of the motivation of all students (Ames, 1984; Nicholls, 1989) to keep them interested.

❖ **Supporting Cooperative Learning:** which, in fact, a far more challenging task to establish in the classroom. Beyond competition, students may be encouraged to cooperate with one another, with emphasizing constantly positive effects on achievement. It is generally acknowledged that students often learn more when they work together with their peers (Johnson & Johnson, 1975). The most motivating situation is one in which students actually receive rewards based on how

well their fellow group members perform, creating great incentive for students to work together to make certain that everyone in the cooperative group is making progress (Fantuzzo, King, & Heller, 1992).

❖ **Making Tasks Interesting:** educational researchers have identified many specific approaches to motivate academic effort and achievement. Learners pay considerable attention to the degree of interest of the content of a task; sometimes adequate material grabs students' attention and help them be active. For instance, listening to a song in an oral expression session may create more fun by having the students learn in a more interesting way and thus, better involved. This later produce a suitable atmosphere of learning in which students find the experience intriguing rather than boring, and this results their progress.

❖ **Increasing Students' Self-Efficacy:** Self-efficacy has gained increasing prominence as a key mediator of regulatory and motivational processes (Bandura,1977), it positively affects self-regulation and cognitive engagement while performing a task and has been linked to improvement and success. Learners with positive self-efficacy believe they can accomplish tasks successfully. High self-efficacy motivates future effort hence; it is important that students believe in their capacities and develop a sense of challenging themselves.

❖ **Adopting A Motivating Classroom Atmosphere:** Effective teachers strive to create a motivating classroom environment. According to Wiley *et al* (2003), there are two types of environments; the physical and the psychological ones teachers need to adopt, to promote engagement and learning. *Physical Environment;* which involves building a comfortable and inviting place for learning, with many educational materials readily accessible for students. For example, in

dealing with pronunciation, charts and diagrams, videos, tape recorders and the use of laboratories can practically support the teaching/ learning process. Additionally, variation in choosing the activities may in all probabilities enhance learners' improvement. For instance, introducing new topics in classroom discussion, changing the shape of the classroom (U-shape), and encourage students be creative. As far as the *Psychological Environment* is concerned, it is based on the assumption that teachers need to promote *community* in their classroom, i.e., the teacher establishes frequent connections to students, motivating, supporting and encouraging them.

❖ **Classroom management:** The classroom management of efficient teaching/learning process is said to be one of the most important components of successful teaching. Classroom instruction is complex and coherent aiming at meeting the needs of the whole class while matching to the abilities and interests of individual students with different learning styles and personalities. Teachers need to be aware of classroom management strategies, instructional strategies, motivational techniques, and a variety of theories of learning which results at its core the development of self-regulated students.

❖ **Teaching Cultural Aspects of Communication:** at another layer of analysis, when being aware of the target culture, the learners' self-confidence will raise because effective communication requires not just the mastery of individual sounds and the accompanying aspects of pronunciation such as stress, rhythm, and intonation. It also depends on speaking habits of the target culture such as gestures, posture, and eye contact. EFL learners need to be aware of such cultural aspects of speech. Here, it is compulsory for the teacher to familiarize his learners about the following questions: - What do facial expressions convey? Are
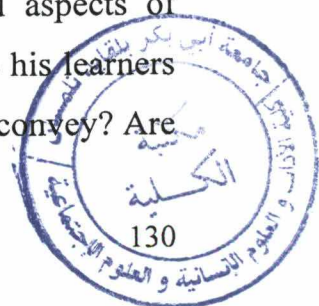
they the same in all cultures? Do they matter? - What gestures are used (e.g., to greet, wave goodbye, indicate agreement, non-comprehension, etc.)? How do gestures vary from our culture to the target culture? Should we use gestures to communicate? How often should one gesture in conversation? What happens if we do not use gestures? Do men and women gesture in the same way? Such questions and others make learners develop certain degree of self-confidence when speaking.

Therefore, since teachers do much to motivate their students through supporting words, classroom organization and management, and cooperative learning, an increasing awareness of psychological knowledge might be crucial for successful teaching, i.e., teachers are engaged in a complex chemistry of psychological variables to make the learning process as successful as possible. Bearing the above principles in mind, teachers may in all probabilities attain effective pronunciation teaching.

4.4. AN INNOVATIVE FRAMEWORK FOR PRONUNCIATION TEACHING: NEW DIRECTIONS

During the training, a number of procedures and techniques were applied including the reading aloud, detailed descriptions of the articulatory system, production tasks, minimal pairs drills, stress and sentence intonation. Throughout this section, the researcher will try to expand the teachers' repertoires of techniques by introducing new directions in the field pf pronunciation instruction. In this respect, Gilbert (1994) calls for the incursion of three new significant guidelines in pronunciation training:

- Applying methods rather than mechanical drills,
- Emphasising the musical aspect of pronunciation more than sounds

- Teaching real speech patterns and giving students practice in efficient ways. (adopted from Celce-Murcia *et al* (1996: 290)

As it becomes to be evident, learning a foreign language consists mainly of learning and acquiring a set of new linguistic habits that are different from the learners' mother tongue. In the present section, a number of proposed classroom activities are suggested to help both EFL teachers and learners for better achievements in the classroom.

Recently, the outlook of vision on pronunciation instruction has taken a new direction towards the importance of suprasegmentals namely stress and intonation Gilbert (1994). In fact, the outlook has been much more broadened by taking into account the 'general speaking habits' used in speaking which fasten together according to Grahem& Goodner (1960):

➤ *Clarity in speech*, i.e., the way learners speak, did they cover their mouth with their hands? Or is their speech muffled?

➤ *Speed*, i.e., the learners' rapidity degree may cause inaccurate articulation which results incomprehensible speech.

➤ *Loudness*, i.e., the learners' lack of volume may affect learners' production.

➤ *Eye gaze,* i.e., the learners' eye contact when speaking in a conversation.

➤ *Fluency:* i.e., the learners speak with either long silences between words or with many 'filled pauses' (expressions like 'uhm' or 'ah').

Having these habits in mind, learners may attain intelligibility in their pronunciation and become understood.

4.4.1. Developing the Learners' Strategic Knowledge

Throughout the study conducted in this research work, it was brought into light the necessity for teachers to apply an innovative approach in teaching pronunciation, based on "how" to teach EFL learners speak and communicate effectively and confidently in the classroom, hence, incorporating a number of pronunciation learning strategies for problem-solving situations. In this line of thought, Hamzaoui (2006:261) calls for an urgent **"design and implementation of a curriculum that would enhance the cognitive and metacognitive growth of the learner by integrating learner strategy training besides content/skill teaching"**. However, research in education was surprisingly neglecting pronunciation learning strategies within the huge bulk of literature.

This section strives to provide the application of learning strategies for pronunciation teaching and demonstrate how learners may benefit greatly from explicit explanation of how pronunciation fits into the overall process of communication. For instance, learners may solve their pronunciation problems by applying what they know about familiar speech sounds to unfamiliar ones, i.e., moving from the known to the unknown.

From this action research, it was found that through effective strategy training, learners attain in all probabilities a certain level of proficiency in learning. The development of *self-correction* techniques and *self-monitoring* strategies should be included in the teaching/learning process especially during the early stages of instruction; this latter would lead to learners' self-reliance and thus, self-confidence.

The ability to self-correct one's pronunciation errors is, in fact, one of the fundamental areas of research that need special attention on the part of the teacher. For instance, developing the learners' ability to decipher a

dictionary's pronunciation keys may encourage the learners to self-correct their production by checking the dictionary. Another strategy worth using when introducing individual speech sounds is to help the learners develop a "feel" of the target part of the mouth involved in the articulation, then critically compare it with the mistaken production.

As for self-monitoring, it has manifold facets which are linked to the pronunciation points aimed at. For instance, learners produce approximately the target speech sound, and then significantly compare it with the sample of speech provided. Monitoring one's production may also be prerequisite when producing the speech sounds in isolation then move to contextualizing it through words or sentence practice.

Accordingly, self-monitoring and self-correcting abilities minimise the learners' dependence on the teacher and, hence, maximize the learners' self-reliance to take risks in their speech which will hopefully enhance their self-confidence. In this stratum, Scarcella and Oxford (1994), attempted to collect a set of strategies and techniques that may be applied in the research-based approach for pronunciation instruction.

Techniques	Content
Self-monitoring	Students can learn to self monitor their pronunciation to improve their intelligibility.
Tutorial Sessions and Self-Study	These begin with a diagnostic analysis of each student's spoken English and an individualized program is designed for each student.
Modeling and Individual Correction	Report the results of analyses of student speech sample individually
Communication Activities	Design activities for the students to practice specific sounds
Written Versions of Oral Presentations	In the more advanced levels, students can be given strategies for analyzing the written versions of their oral

	presentations
Computer-Assisted Language Learning	Teachers can use visual displays of speech patterns to teach intonation, stress, and sounds to individuals and small groups of students
Utilization of Known Sounds	Comparisons with the students' first language may help some students to produce a second language pattern
Incorporation of Novel Elements	Using novel elements with the use of directions
Affective Strategies	number of excellent affective strategies can be taught to help learners lower their anxieties and gain confidence
Explanations	Explanations of how to produce sounds or use pronunciation patterns appropriately should be kept to a minimum though directions about what to do with the vocal organs can help some students in some circumstances
Communication Strategies	Students can be taught some useful communication strategies which will help them give the impression that their pronunciation is better than it really is. The communication strategies are retrieval strategies, rehearsal strategies, cover strategies, and "communication" strategies. (Oxford 2000)

Table 4.2. Selected Techniques for Pronunciation Instruction
Scarcella and Oxford (1994)

4.4.2. Pronunciation-Based Listening Activities

On the basis of the results from this research, it was found that through listening activities learners were able to develop *a good ear* for English. Thus, the present section will aim at proposing a number of activities that will help the learners practice to progress and achieve their target intelligibility.

Stage One Activities (vowel realization)

Activity One: Training /æ / Vs /eɪ /

These words all contains the vowel sound /æ /. Make another word with the same consonant sounds but changing the vowel sound to /eɪ /. E.g. Pan ⟶ pain, plan ⟶ plane.

/æ /Vs /eɪ /

Vowel sound /æ /	Vowel sound /eɪ /
At	ate
Mad	made
Man	made
Tap	tape
Ran	rain
Hat	hate

/e/ Vs /eɪ/

Vowel sound /e/	Vowel sound / eɪ/
sell	sail
shed	shade
tell	tail
test	taste
wet	wait
get	gate

Activity two: Training all Vowels with intonation

Listen and repeat:

1. I ate an apple and a banana in a cinema in Canada

2. Alex's lettuces tasted like cabbages!

3. Mrs. Brown counted cows coming down from the mountain Training

4. Roy enjoys noisy toys.

5. Rose knows Joe phones Sophie, but Sophie and Joe don't know Rose knows.

6. The fat cat sat on the man's hat.

7. It's best to rest, said the vet to the pet.

Activity Three: Training /ʌ/ & /u:/

Consider the following paragraph:

> I studied English at a school in London last summer. I was their for two months: May & June. England is famous for bad food and weather, but I thought the food was good. The pub lunches were very nice. But it's true about the weather. Too much rain for me!

Extract all the words that contain the following vowels:

Sounds	/ʌ/	/u:/	ə	/θ/	/æ/	/id/	/ iz/	/ɪ/
Words								

Activity Four: Game

Find a way from **start** to **finish**, you may pass a square only if the word

contains /i:/. You can move horizontally (↔) or vertically (↕) ONLY.

Start

Leave	Earth	Health	Reach	Teach	Meat
dream	Dead	Cream	Jeans	Steak	cheat
east	Bread	Tea	Death	Heat	Peak
Beach	Break	Peace	Search	Leaf	Meant
seat	Please	Team	Early	Beat	Bean
head	bear	wear	Dreamt	sweat	clean

Finish

Hancock (2003: 21)

Activity Five:

Find 14 words in the puzzle (every letter is used) and write them in the correct

part of the table: the words are written vertically or horizontally:

C	S	H	O	P	R	W		Words with/əʊ /	Words with/ɒ /
O	S	O	N	G	O	H			
L	R	S	W	S	C	A			
D	O	H	A	N	K	T			
B	A	O	N	O	R	W			
O	D	W	T	W	O	A			
T	J	O	K	E	L	S			
H	C	O	A	T	L	H			

Stage Two Activities (Consonant Realization)

Activity One: training /d/ & /b/

First read the conversation to the end, and then write the letter 'b' or 'p' in each gap.

SID: Where are the ---ears?

JOE: ---ears ?!!! did you say ----ears?

SID: No, ----ears, you know, the fruit!

JOE: Oh, I see, ----ears with P! They are in the ---ack.

SID: What, in the ---ack of the truck?

JOE: No, in the ---ack, you know with p!

SID: Oh, I see, ----ack with a P! Would you like one?

JOE: No, I'll have a ---each, please.

SID: A beach?!!!!!!!!!!!!!!

Activity two: training /s/ & /z/

- Listen and circle the word you hear.

Price or prize? I got a price/ prize for that painting.

He sat or he's at? I don't know where he sat/ he's at?

Suit or shoot? They didn't suit/ shoot him

Saved or shaved? I've saved/shaved a lot in the past few days.

Closed or clothed? They were closed/ clothed for the cold weather.

Match the beginning and ends of these phrases so that they rhyme the same sound: /s/ , /z/ or /iz/; (Hancock (2003: 61)

Ms. Fox's   fridges

My niece's   boxes

The witch's   pieces

Mr. Bridge's   phones

Mr. Jones   kisses

Chris's   plans

Anne's   switches

Activity three: training /dʒ/ & /tʃ/

If a word ends with a /dʒ/ or a /tʃ/, and the next word begins with the same sounds, you say the sound twice. If you say 'Dutch cheese' with only one /tʃ/, it sounds like 'Dutch ease'. The speaker in the recording made this mistake in these sentences. Write what they meant to say and then repeat after the recorder.

e.g. Does she <u>tea Chinese</u> in the school? ⟶ Teach Chinese.

1. Everyone at the <u>match ears</u> when their team scores. --------------------

2. I never <u>what chat</u> show on the TV. --------------------

3. The actor on stay joked with the audience. -----------------------

4. Foxes sometimes come to the farm and cat chicken. -----------------

5. Do you want to chain jacket before we go out?

Activity Four: training /m, n, ŋ/

Complete the conversations using words from the following list: "warm, worm, thing, think". Then listen and check:

SID: Hey Joe, your coat is very worn!

JOE: No, it isn't -------------------, i always feel cold in this coat.

SID: No, not ----------------, i said ------------------ with an N!

JOE: Oh, ----------------- with an N!

SID: Yes, the cloth is -----------------.

JOE: What do you mean? "The cloth is--------------?"

SID: No, with an N at the end, not a G at the end!

Activity Five:

Find a way from **start** to **finish**, you may pass a square only if the word in

contains / ŋ /. You can move horizontally (↔ or vertically (.⇕ ONLY.

Start

Sing	Think	Thick	Strong	Wrong	Rung
Sign	Uncle	Unless	Drug	Strange	Comb
Thanks	Angry	Signal	Drank	English	Finger
Anxious	Angel	Single	Monkey	Money	Young
Language	Tongue	Skiing	Skin	Came	Ink
Lounge	Danger	Band	Dream	Swim	Wing

Finish

Hancock (2003: 39)

Activity Six: training /θ/ & /ð/

Think of a computer which people speak into and it writes what they say. The
computer wrote these sentences down wrongly. Correct the underlined
mistakes: e.g. it's <u>free</u> o'clock: *three*

1. A <u>bat</u> is more relaxing than a shower.

2. The train went <u>true</u> the tunnel.

3. Don't walk on the ice; it's very <u>fin.</u>

4.　You need a <u>sick</u> coat in winter.

5.　I don't know, I haven't <u>fought</u> about it.

6.　It's a matter of life or <u>deaf</u>.

Stage Three Activities (Sentence Stress & Intonation)

Activity one: number of syllables

All words or expressions in each group have the same number of syllables. Circle the one with stress in a different place:

E.g. October, November, December,　（ January ）

1. Saturday, holiday, tomorrow, yesterday.

2. Morning, fifty, fifteen, August

3. He told me. I like it. She finished. Close the door.

4. Table, tourist, tunnel, today.

5. Mistake, famous, become, remove

6. Playground, shoe shop, first class, handbag

7. Economics, economy, education, scientific.

8. It isn't true, I'll see you soon, No, it isn't, he's not at home.

My score:

Activity Two:

Listen and answer: are the two expressions pronounced exactly the same on the recording or is there a difference? Write 'S' for the Same, or 'D' for 'different'. E.g. Some of each ──────▶ Summer beach--------

-　Some of you ──────▶ summer view

-　Stopped aching──────▶ stop taking

-　Mary knows ──────▶ Mary's nose

-　Alaska ──────▶ I'll ask her

-　Greet guests ──────▶ Greek guests

-　I've locked it ──────▶ I blocked it

-    What's past   ⟶   what's passed

Stress identification task:

The teacher prepares a list of polysyllabic words. Then reads them aloud in random. The task is to have students indicate which syllable is stressed as follows:

First syllable	Second syllable	Third syllable
Music	Musician	Sympathetic
Photograph	Photography	Photographic
Fortune	Forgive	Admiration

An important point is worth considering to attain intelligibility is the choice of the materials for the teaching of pronunciation which are at variance.

4.5. SUGGESTED MATERIALS FOR AN EFL PRONUNCIATION UNIVERSITY COURSE

Suggested classroom techniques are proposed in this section for a better pronunciation teaching/ learning experience. It is believed that the first step towards success is the classroom management; therefore, teachers should be aware of the appropriate supervision their classrooms. This section also includes the suggestion of some activities as tongue twisters, humour when mispronouncing sounds and the use of technology (computers).

Among the most primordial perspectives a teacher needs to take into account when deciding on what to teach, is to look at the students and their problems with English for their future needs. For instance, listening activities have a prerequisite part of the pronunciation course. However, it is worth raising the fact that listening seems difficult to constitute the whole lesson, in this line of thought, Pennington (1996: 218) points out: **"it is doubtful that**

work on listening comprehension, or even listen-and-repeat lessons performed in a language laboratory, can alone be expected to improve pronunciation". In the current action research, the researcher used pair practice in training vowels; for instance, making lists of words for both tense and lax vowels and see the difference.

The following table entails a suggested content based on some guidelines for probably a more motivating pronunciation-instruction.

Pronunciation Aspect	Proposed Technique
• Sound Discrimination: Vowels & Consonants	-Listening, repeating chorally then individually, -Ear training, -Using visual aids such as mouth and lip illustration of sound articulation, -Minimal pair drills.
• Word Stress & Sentence Stress	- Presenting explicit instruction about stress based on phonetic transcription. - Providing learners with rules of stress with the help of activities. - Developing of self-monitoring strategies; Working in pairs or groups so that learners receive peer feedback;
• Intonation	-Comparing L1 with the target language intonation. reading aloud, recitation;

Table 4.3. Suggested Curriculum Content and Teaching Procedures for Pronunciation Instruction.

4.5.1. Evaluating the Learners' Oral Performance

It is often agreed among language researchers and educationalists that pronunciation assessment seems to be a challenging task for language teachers. It is to be noted that the evaluation goes beyond the production level

of sounds, it also integrate a number of prosodic features; namely stress, intonation, rhythm… and grammatical properties. Therefore, what follows is a suggestion adopted from Brown (2002) who classifies pronunciation evaluation under two layers of analysis: micro- and macroskills of oral production.

Microskills	Macroskills
o Produce differences among English phonemes & allophonic variants. o Produce chunks of language of different lengths. o Produce English stress patterns, word stressed and unstressed positions rhythmic structure and intonation contours. o Produce reduced forms of words and phrases. o Use an adequate number of lexical units (words) to accomplish pragmatic purposes. o Produce fluent speech at different rates of delivery. o Monitor one's own oral production and use various strategic devices- pauses, fillers, self-corrections, backtracking- to enhance the clarity of the message. o Use grammatical word classes (nouns, verbs, etc…), systems (e.g. tense, agreement, pluralization), word order, patterns, rules, and elliptical forms. o Produce speech in natural constituents: in appropriate phrases, pause groups, breath groups, and sentence constituents. o Express a particular meaning in different grammatical forms. o Use cohesive devices in spoken discourse.	o Appropriately accomplish communicative functions according to situations, participants, and goals. o Use appropriate styles, registers, implicative, redundancies, pragmatic conventions, conversation rules, floor-keeping and- yielding, interrupting, and other sociolinguistic features in face-to-face conversations. o Convey links and connections between events and communicate such relations as focal and peripheral ideas, events and feelings, new information and given information, generalization and exemplification. o Convey facial features, kinaesthetic, body language, and other nonverbal cues along with verbal language. o Develop and use a battery of speaking strategies, such as emphasising key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor is understanding you.

Table 4.5. Oral Performance Evaluation

4.5.2. Checking Your Learners' Overall Self-Confidence

Among the limitation of this study was the how to measure the learners' overall self-confidence, hence, here is an adapted questionnaire by Brown (2002: 25) in an attempt to determine the learners' self-confidence. It is

conducted as follows: Put a (*) in the number that best reflect your feelings about yourself:

1   I strongly disagree
2   I somewhat disagree
3   I somewhat agree
4   I strongly agree

Choice	1	2	3	4
I understand my own personality				
I make good judgements and choices in my life				
I enjoy other people				
I can succeed in goals that I really want to accomplish				
I am optimistic about the future				
I think for myself and defend my own beliefs and values				
I am a happy person most of the time				

Table 4.6. Self-Confidence Measurement

When gathering the data, calculate the scores, and the results will be indicated as follows:

Scores	Interpretation
26- 32	You have a very high level of general self-confidence
20-25	Your general self-confidence is quite strong
14-19	Your general self-confidence is satisfactory, but you might want to improve some aspects of your concept of yourself.
8-13	Your general self-confidence is quite low; you should think seriously about how to improve your view of yourself.

Table 4.7. Interpreting Scores

From the understanding of one's own confidence, one may rely on Brown's (2002:27) deduction of strategies for effective achievements:

1. **Develop overall self-confidence**
   - Make a list of your strengths and weaknesses.
   - Set goals to overcome your weaknesses.
   - Tell yourself that you are smart and you can **do it.**

2. **Think positively**
   - Do not say " I cannot" or "I'll never get it".
   - Do not let other classmates' bad attitudes affect you.
   - Respect your teacher and your teacher will respect you.

3. **Ask for help**
   - Ask your teacher questions when you need.
   - Ask your classmates for help when you need it.
   - Practice English as much as possible with your classmates

4.6. AN INVENTORY OF TECHNIQUES

It is generally known that before selecting the appropriate techniques, it seems very essential to take grant consideration the learners' needs along with their pronunciation problems. It is worth pointing that the following suggested techniques are production-oriented, i.e., their major purpose is to develop the learners' production.

- *Minimal Pairs:* they are pairs of words which are different in meanings and differ in the pronunciation of one basic sound. E.g. ben- pen. They are very useful to enhance students' ability to recognize sound contrasts. However, the over-use of minimal pairs may lead to a very boring pronunciation class.

- *Reading Activities:* they can successfully be incorporated in pronunciation training, not only for individual sounds training but also

for training stress and intonation. While reading, students should be encouraged to pay considerable attention to the ways in which stress and intonation affect the message.

- **Spontaneous Speech**: or a *non-stop talk* of 2 to 3 minutes, this activity aims at checking the learners' level of fluency. At this level, learners test their oral and communication capacities which allow them to express freely their ideas.

- **Sammy Diagrams:** demonstrating sounds using diagrams of different places of articulation are very significant in showing the place of articulation of sounds which cannot be seen by looking at the mouth.

- **Drilling:** it also still remains one way to practise pronunciation in the classroom. *Choral drilling* can help learners build confidence, and gives them the chance to pronounce the drilled item without being put on the spot.

- **Listening to and Singing Songs:** Language researchers indicate the usefulness of listening to a song and learning pronunciation features through it. It may be vital to let our EFL learners directly meet with the variability of English natural speech, and practise handling carefully the features. Conversely, if learners simply listen and repeat after native speakers' speech, they are likely to carry on their ways of speaking in a native accent, i.e., using English in an Arabic way. Therefore, to prevent this from happening, teachers may rely on tasks that create authenticity in class and which make them meet directly the target variety. Additionally, singing English songs is an activity that needs to be attentively instructed. For instance, teachers should introduce intonation and rhythm. Depending on music, learners may sing in rhythmic way following the singer's intonation. Training learners to better get benefit from the song is essential especially for beginner learners. The following procedure may be used: Teachers may have

students listen to the whole song without interruption e.g. "Maybe I'll go" sung by Lene Marlin:

You think you've made it everything is going so fine

But then appears someone who wanna

Tear you down

Wanna rip you off those few nice things you've found

When and if you hit the ground.

Then it's falling kinda hard

Cause all you do is being yourself

Trying everything to succeed somehow.

But that's not the way things are right now.

Feeling kinda lost.

Those reasons

Those unkind words being expressed

Oh… they'll get to you I promise one day.

But maybe then it's too late for you to say

I knew it from the go cause you know

That's some miles away from the truth.

Don't forget

Hey what do you think of me now

Am I not like I once were

Still if you don't know me

What's the story of this pen

I guess you're not a stranger

And I can tell you're not a friend

It might take a while but I guess I'll manage waiting till then.

Then when you confront me with your thoughts

You may think I don't notice don't get a bit hurt by what you do

I ask you to please think of

What I've done to you.

Please search inside and let me know

If I've done something wrong I guess I'll go

Far..hidden..

Never to be found

Just let me know

Then I`ll go

..then I`ll go...

- Then write the song with gaps and ask learners to fill in the blanks, which are made in the song in order to highlight features of the stream of speech. Students may have difficulties catching some of the words. After showing the right words for the blanks, teachers can lead students to recognize that simplifications of sounds have caused difficulties recognizing the words. Then, students can imitate the way the singer sings and try to sing the song with music. To accomplish this task, students need to make many simplifications when producing sounds. For examples, explain where assimilation, elision and linking occur. For example, [t] in "it" is deleted and "don't" is sung as [don (t)]. Also "kind of" has a linking and pronounced as [kinda]. Intonation is also important to consider when singing following the rhyme of the song. For instance, the following table may be helpful:

SYSTEM OF PITCH MOVEMENT	
Tone	*Shape*
Falling	↘
Rising	↗
Rise-fall	⋀→
Fall-rise	⋁→
level	——
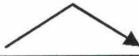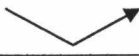
Table 4.8. Pitch Movement

- *Homophones:* they are words that sound the same, but have different meanings and spellings. Teachers need to raise the learners' awareness and train them to work out the words in their contexts. For example,

- **aloud/allowed = /..'laud/**
  - You're not allowed to talk during the test.
  - Read this passage aloud.

- **faze/phase = /feiz/**
  - Mark was embarrassed, but it didn't faze Steve a bit.
  - The project is only in the initial phase as yet, but it's looking quite promising.

- *Pronunciation Games:* puzzles, as recreational activities, seem also very useful in helping learners learn in a relaxing atmosphere. For instance the following puzzle maybe used to teach the /j/. Learners will follow the bee in her path looking for words containing /j/ :

young　uniform　new　job　you　unable

day　upon　argue　pay　yet

few　uncle　union　arrange　yes　urban

old　unit　until　tune　seen

noisy　futile　urgent　pain　true　shoe

view　why　utopia　tutor　train

use　injure　future　June　revenue　upset

confuse　us　year　moon　universe

under　duty　usual　plain　unless　youth
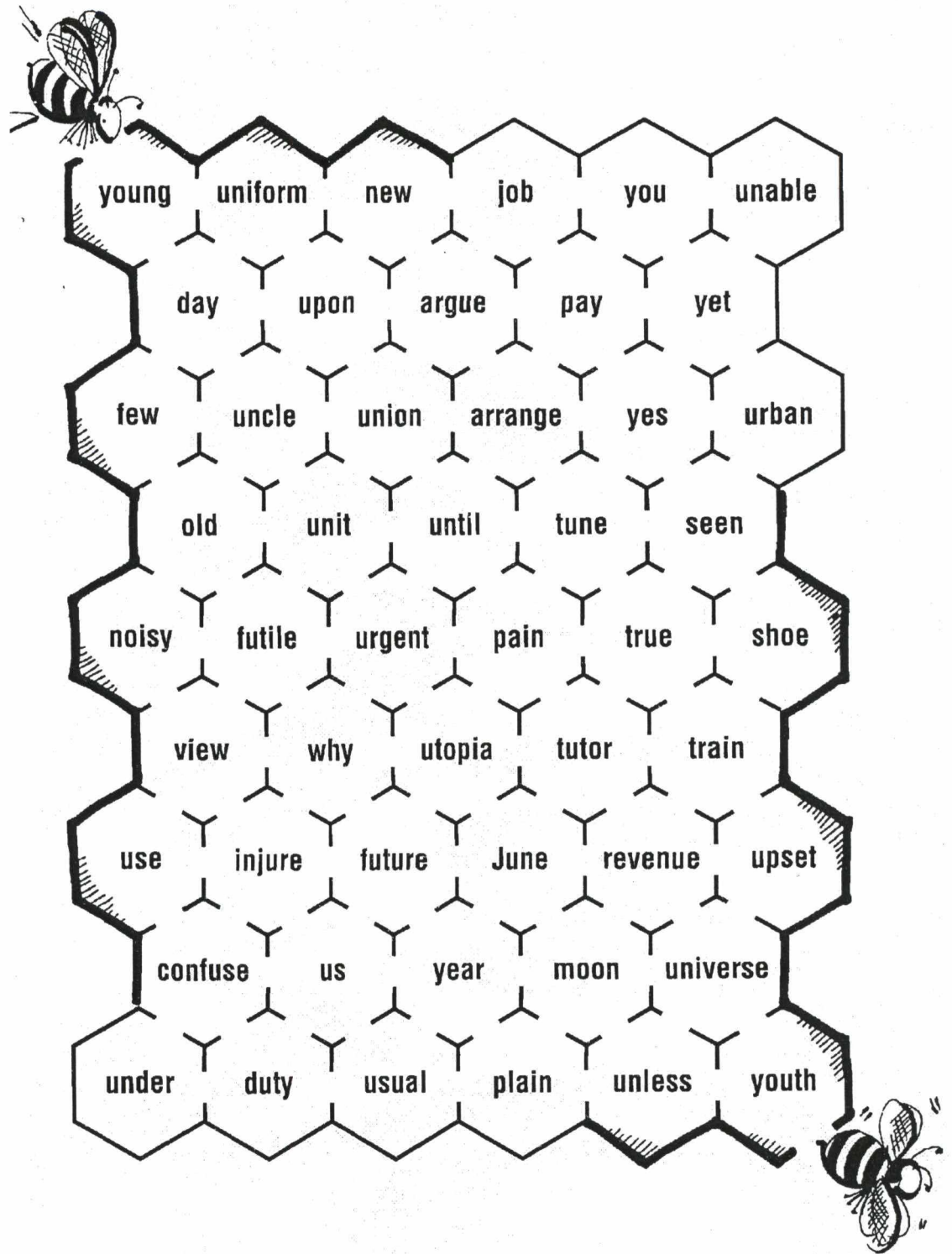
Hancock (1995: 57)

This puzzle may also be used: Hancock (1995:65)

Puzzle 1

To find out what the cat is doing, match the phonetic transcriptions to words in the picture. Then join the dots by these words in the same order as the list of phonetic transcriptions. Some dots may be used twice.

1 /bəʊn/
2 /bɔ:/
3 /jʌŋ/
4 /beə/
5 /beɪ/
6 /ju:z/
7 /jʌŋ/
8 /bɪə/
9 /jɔ:/
10 /bi:/
11 /beɪ/

buy   bar   bear   bay

June   young   use   be

bore   beer   your

bone   burn   you
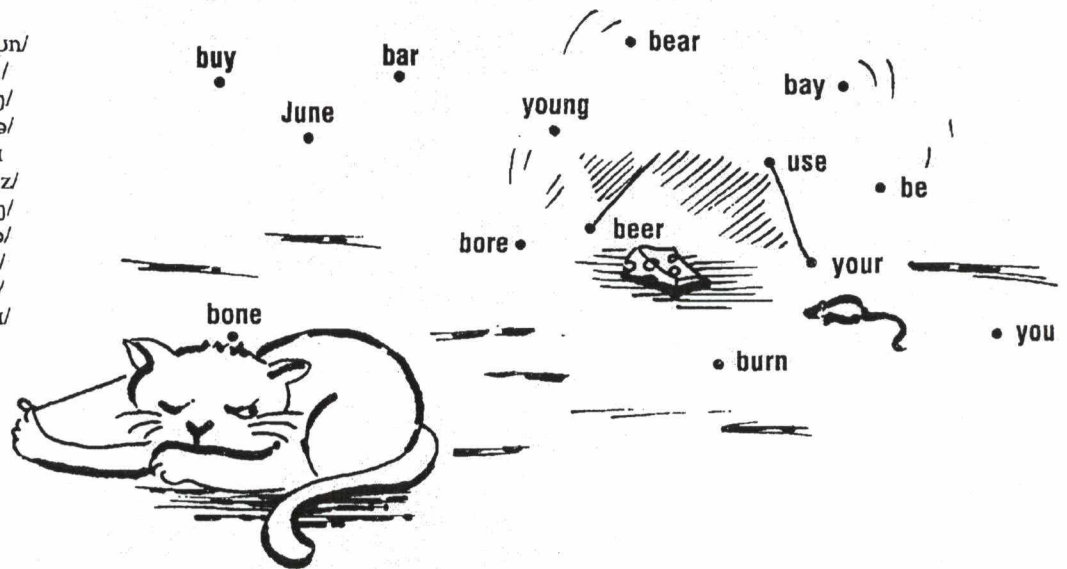
-   *Tongue-Twisters:* a fun way to of practicing the production of difficult sounds is through the use of tongue twisters. They are a phrase, sentence, or poem that is very difficult to say, and almost impossible to say quickly without making mistakes as the tongue trips all over itself. It is a useful way to overcome pronunciation difficulties in a funny way. *Example:*

❖ Peter Piper picked a peck of pickled peppers.

A peck of pickled peppers Peter Piper picked.

If Peter Piper picked a peck of pickled peppers,

Where's the peck of pickled peppers Peter Piper picked?

❖ How many boards

Could the Mongols hoard

If the Mongol hordes got bored?

From the comic Calvin & Hobbes, by Bill Waterson

❖ The thirty-three thieves thought that they thrilled the throne throughout Thursday

❖ Something in a thirty-acre thermal thicket of thorns and thistles thumped and thundered threatening the three-D thoughts of Matthew the thug - although, theatrically, it was only the thirteen-thousand thistles and thorns through the underneath of his thigh that the thirty year old thug thought of that morning. *by Meaghan Desbiens*

❖ There those thousand thinkers were thinking how did the other three thieves go through

4.4. CONCLUSION

To sum up, teaching pronunciation remains, in fact, of paramount importance in foreign language learning. To ensure effective pronunciation teaching, there are certain factors that should be considered. It was found that it is of crucial importance for teachers to come across ways of dealing with the psychological aspects of pronunciation training, integrating confidence building and reflective activities into their courses.

This chapter intends to suggest a number of techniques for both teachers and learners to get a better pronunciation practice experience in hope to raise the learners' self-confidence to an improving spoken language. In view of the fact that teaching pronunciation is of paramount importance in foreign language learning, its teaching needs to be incorporated with a set of activities that are useful for improving and reinforcing pronunciation.

To ensure effective pronunciation teaching, there are certain factors that should be considered: biological, personal, sociocultural, pedagogic, mother tongue influence, and setting realistic goals. Nevertheless, pronunciation teaching should not only focus on segmental features, i.e., teaching specific

sounds or nuances of sounds, but also on suprasegmental or prosodic features, i.e., stress, rhythm, pitch, and intonation, which seem to greatly contribute to class participation and thus, class interaction. Of course, all this cannot be achieved unless teachers follow certain principles of effective pronunciation teaching: learning to describe pronunciation, creating a non-threatening atmosphere, and teaching pronunciation step by step.

GENERAL CONCLUSION

GENERAL CONCLUSION

No one can deny the universality of English since even outside English-speaking countries; it has become a compulsory component of education in many countries. At many schools and universities, English is chosen as a compulsory subject for students as English is considered to be a useful tool to access the world knowledge and technology. However, though the importance of English has been acknowledged, the teaching of its pronunciation seems to be often questionable and challenging.

There is no doubt that the challenges facing the teaching/ learning of a foreign language have been greater as curricula are changeable and at variance. Hence, the present dissertation is an exploratory action research on first-year students at ABU BEKR BELKAID UNIVERSITY which aimed at putting pronunciation into the bargain for a better speaking performance and a higher self-confidence. The scope of the study was on how pronunciation training may enhance the learners' self-confidence. In addition, this research work endeavoured to raise awareness of the importance of pronunciation learning strategies for better spoken language performance.

Four chapters were presented, the first being an introductory one, tried to define some key-concepts used in this investigation, the second strived to give a brief description of the teaching/learning educational situation and the research methodology used with a focus on the intervention meant to develop the learners' pronunciation and thus, their confidence to speak. The third chapter analysed and interpreted the results to get satisfactory answers to the research questions set. The last part of this work was, actually, an attempt to provide some suggestions for a better teaching/learning pronunciation practice experience.

In fact, interesting results were achieved, since being trained on how speech sounds are produced; learners improved and had increased their overall self-confidence to speak English in class. The findings of this study indicated that learners' pronunciation appeared to have improved after they had experienced the training. The results of the study also imply that teachers may promote students' attitudes towards pronunciation learning by providing materials and activities that are interesting, suitable and useful for students' goals. This had enhanced their self-confidence to speak in the classroom, having gradually an accurate pronunciation.

Nevertheless, the comments made by teachers and the significant results obtained from this research, indicate that there is an urgent need for an ongoing development in the area of pronunciation. In this light of thought, a number of recommendations have been made with a view to overcome learners' reluctance in this area and encouraging teachers to teach pronunciation confidently and effectively

However, there were a number of limitations which marked the current action research, for instance; due to the limited access to the participants, the training did not last long to deal with all the strategies that are useful. Owing to the small number of participants in this study and their particular learning situation, generalizability is limited.

Beyond the current practices, there are some areas of research in foreign language teaching which are still crying for further investigation and understanding. These areas of research would guide us towards a deeper understanding of training pronunciation in foreign language education for better achievements and, therefore, would open window for further discussion.

BIBLIOGRAPHY

BIBLIOGRAPHY

Abercrombie, D. 1991. 'Teaching Pronunciation', in A. Brown (ed.) *Teaching English Pronunciation: A Book of Readings,* Routledge, New York.

Acton, W. 1984. 'Changing Fossilized Pronunciation'. *TESOL Quarterly*. 18(1), 69-83.

Ames, C. 1984. 'Competitive, Cooperative, and Individualistic Goal Structures: A Motivational Analysis'. In R. Ames & C. Ames (Eds.), *Research on Motivation in Education* (Vol. 1, pp. 117–207). New York: Academic Press.

Alexander, L. G. 1967a. *Practice and Progress.* London: Longman.

Avery, P. & Ehrlich, S. 1992. *Teaching American English Pronunciation,* Oxford: Oxford University Press.

Baker, A. 1992. *Introducing English Pronunciation.* Cambridge: Cambridge University Press.

Baker, A. 1993. *Tree or Three*. Cambridge: Cambridge University Press.

Baker, A. 2006. *Ship or Sheep*. Cambridge: Cambridge University Press.

Bandura, A. 1977. *Social Learning Theory.* Englewood Cliffs, NJ: Prentice-Hall.

Benmoussat, S. 2003. *Mediating Languages and Culture, An Investigative Analysis of the Cultural Dimension in the Algerian Newly ELT Textbooks*. (Unpublished Doctorat Thesis)

Bogdan, R. G. & Biklen, S. K. 1992. *Qualitative Research for Education* (second edition). Boston, MA: Allyn & Bacon.

Bowler, B. & Parminter, S. 2001. *New Headway Pronunciation Course* (Pre-Intermediate) (Pack & audio CD). Oxford: Oxford University Press.

Brown, G. 1975. 'Phonological Theory and Language Teaching' In *The Edinburgh Course in Applied Linguistics* Vol.2. Oxford: Oxford University Press.

Brown, D. H. 1994. *Principles of Language Learning and Teaching.* (3rd ed.) Englewood Cliffs: Prentice Hall.
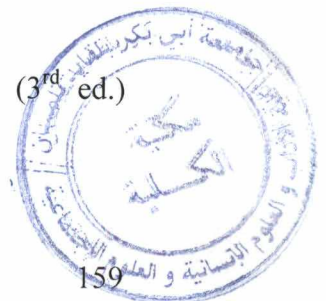
Brown, D. H. 2001. *Teaching by Principles: An Interactive Approach to Language Pedagogy.* (2nd Ed.) Addison Wesley Longman, New York.

Brown, D. H. 2002. *Strategies for Success: A Practical Guide to Learning English.* Addison Wesley Longman. Pearson Education.

Brown, J. D.1998. *Understanding Research in Second Language Learning.* Cambridge, UK, Cambridge University Press.

Brown, J. D. 2001. *Using Surveys in Language Programs.* Cambridge, UK, Cambridge University Press.

Bygate, M. 1987. *Speaking.* Oxford: Oxford University Press.

Celce-Murcia, M. 1987. 'Teaching Pronunciation as Communication'. In J. Morley ed., *Current Perspectives on Pronunciation.* pp. 5-12, Washington, D.C.: TESOL

Celce-Mucria, M., & Goodwin, J. 1991. 'Teaching Pronunciation'. In Celce-Murcia (Ed), *Teaching English as a Second or Foreign Language,* 2nd ed. New York: Newbury House.

Celce-Murcia, M, Brinton, D, & Goodwin, J. 1996. *Teaching Pronunciation: Reference for Teachers of English to Speakers of Other Languages,* Cambridge: Cambridge University Press.

Clément, R., Dörnyei, Z., & Noels, K. 1994. 'Motivation, Self-Confidence and Group Cohesion in the Foreign Language Classroom'. *Language Learning, 44,* 417–448.

Clément, R., & Gardner, R. C. 2001. 'Second Language Mastery'. In H. Giles & W. P. Robinson (Eds.), *The New Handbook of Language and Social Psychology* (2nd ed.). London: Wiley.

Clifford, M. M. 1991. Risk Taking: Theoretical, Empirical, and Educational Considerations. *Educational Psychologist, 26,* 263– 297.

Cook, A. 2000. *American Accent Training: A Guide to Speaking and Pronouncing American English for Every One who Speak English as a Second Language*. Barron's Educational Series.

Cohen, J. R. & Kupin, J. J. 1976. 'Choral Speech and Phonetic Invariance' J. *Acoust. Soc. Am.* Volume 60, Issue S1, pp. S46-S46 (November 1976)

Cohen, A. D. 1977. 'Redundancy as a Tool in Listening Comprehension'. In R. Dirven ed. *Listening Comprehension in Foreign Language Teaching*: Research and Classroom Applications. TESOL Quarterly , 16/1, 71-77

Cohen, J. 1988. *Statistical Power Analysis for the Behavioral Sciences*. Hillsdale, NJ: Erlbaum

Cohen, A. D. 2003. *Strategy Training for Second Language Learners*. Center for Advanced Research on Language Acquisition, University of Minnesota: Minneapolis, MN. (ERIC Document Reproduction Services No. EDO-FL-03-02).

Cohen, L., Manion, L. & Morrison, K. R. B. 2004. *A Guide to Teaching Practice* (fifth edition). London: Routledge.

Cohen, L., Manion, L. & Morrison, K. R. B. 2007. *Research Methods in Education*, New York, Routledge.

Craig A. M. 2006. *Action Research: Teachers as Researchers in the Classroom*, Sage Publication.

Dan, C. 2006. 'How can I improve my student's pronunciation?' Report submitted to China's Experimental Centre for *Educational Action Research in Foreign Languages Teaching*, June 2006, Guyuan, Ningxia.

Dauer, R. M. 1993. *Accurate English: A Complete Course in Pronunciation*. New Jersey: Prentice-Hall, Inc

Davies, A. S. & Elder, 2004. *The Handbook of Applied Linguistics*. Oxford: Oxford University Press.

Derwing, T. M, Munro, MJ & Wiebe, G. 1997. 'Pronunciation Instruction for Fossilized Learners'. Can it Help?', *Applied Language Learning*, vol. 8, no.2, pp. 217-235.

Derwing, T. M, Munro, MJ & Wiebe, G. 1998. 'Evidence in Favor of a Broad Framework for Pronunciation Instruction', *Language Learning,* vol. 48, no.3, pp. 393-410.

Derwing, T. M., & Rossiter, M. J. 2002. 'ESL Learners' Perceptions of their Pronunciation Needs and Strategies'. *System, 30,* 155-166.

Dörnyei, Z. 2001. *Teaching and Researching Motivation*, Pearson Education, New York.

Dörnyei, Z. & Skehan, P., 2003. 'Individual Differences in Second Language Learning'. *In:* DOUGHTY, C. J., LONG, M. H., eds. *The Handbook of Second Language Acquisition.* Oxford: Blackwell, pp. 589-630

Eldred, J. 2002. *Moving on with Confidence. Perceptions of Success in Teaching and Learning Adult Literacy.* NIACE: Leicester

Elliot, R. 1995. 'Field Independence/Dependence, Hemispheric Specialization, and Attitude in Relation to Pronunciation Accuracy in Spanish as a Foreign Language', *Modern Language Journal,* vol. 79, no.3, pp. 356-371.

Ellis, G., & Sinclair, B. 1994. *Learning to Learn English.* Cambridge: Cambridge University Press.

Fantuzzo, J., King, J., & Heller, L. R. 1992. 'Effects of Reciprocal Peer Tutoring: A Component Analysis'. *Journal of Educational Psychology, 84,* 331– 339.

Fletcher, C. 1990. *Longman Pronunciation Dictionary: A Study Guide* Longman Group UK Limited.

Francis, W. N. 1958. *The Structure of American English*, The Ronald Press Company, New York.

Fraser, H. 1999. 'ESL Pronunciation Teaching: Could it be More Effective?' *Australian Language Matters, 7*(4), 7-8.

Gardner, RC & Lambert, W 1972. *Attitudes and Motivation in Second Language Learning*, MA Rowley, Newbury House, California.

Gabrielatos, C. 1996. 'Come Again, Phonology for Listening' Presentation at the *13th International Publishers Exhibition,* Athens, Greece.

Gilbert, J. B. 1984. *Clear Speech: Pronunciation and Listening Comprehension in American English.* Cambridge: Cambridge University Press.

Gilbert, J. B. 1994. 'Intonation: A Navigation Guide for the Listener', in Morley, J. (Ed.) *Pronunciation Pedagogy and Theory New Views, New Directions*. Alexandria, Va: TESOL. pp. 36-48.

Gimson, A. C. 1980. *An Introduction to the Pronunciation of English.* London: Edward Arnold.

Graham, J. A. & G. R. Goodder, 1960. *Improving your Speech*: New York: Hartcourt, Brace and World.

Hamzaoui, H. 2006. *An Exploration into the Strategies Used for Essay Writing Across Three Languages. The case of EFL University Students* (Unpublished Doctorate Thesis)

Hancock, M. 1995. *Pronunciation Games*. Cambridge: Cambridge University Press.

Hancock, M. 2003. *English Pronunciation in Use [kit]*, Cambridge: Cambridge University Press.

Harmer, J. 2001. *The Practice of English Language Teaching.* London: Longman

Harold, S. M. 1983. *Techniques in Testing*. New York: Oxford University Press.

Harrison. A. 1989. *A Language Testing Handbook*; Flavell, ed; London; Mc Milan Press.

Hewings, M. 1993. Pronunciation *Tasks. A Course for Pre-Intermediate Learners* (Teacher's book). Cambridge: Cambridge University Press.

Hewings, M. 1993. Pronunciation *Tasks. A Course for Pre-Intermediate Learners* (Student's book) (cassettes 1, 2). Cambridge: Cambridge University Press.

Hewings, M. 2004. *Pronunciation Practice Activities: A Resource Book For Teaching English Pronunciation*. Cambridge: Cambridge University Press.

Hewings, M. 2007. *English Pronunciation in Use: Advanced [kit]*, Cambridge: Cambridge University Press.

Hinkelman, D., & Halvorsen, J. 1998. 'Discourse-Oriented Activities for Pronunciation Teaching'. *Proceedings of the JALT 1998 Conference, Omiya, Japan*, 88-92.

Hosenfeld, C. 1979. 'A learning-teaching view of second language instruction', *Foreign Language Annals,* vol.12, no.1, pp. 111-130.

Jenkins, J. 1998. 'Which pronunciation Norms and Models for English as an international language?', *ELT Journal* vol. 52, no. 2, pp.119-126.

Jenkins, J. 2000. *The Phonology of English as an International Language*, Oxford: Oxford University Press.

Jenner, B. 1996. *Changes in Objectives in Pronunciation Teaching. Speak Out!* 18, 41-44.

Jones, C. & S. Fortescue. 1991. *Using Computers in the Language Classroom*. London: Longman. 137pp.

Johnson, D.W., & Johnson, R. 1975. *Learning Together and Alone: Cooperation, Competition, and Individualization.* Englewood Cliffs, NJ: Prentice-Hall.

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

Kelly, L. G. 2000. *How to Teach Pronunciation.* Pearson Education, London.

Kelly. L. G. 1969. *25 Centuries of Language Teaching.* Rowley, MA: Newbury House.

Keith, G. P. 2002. *Appraising Research in Second Language Learning: A Practical Approach to Critical Analysis of Quantitative Research.* John Benjamins Publishing Company Amsterdam. Philadelphia.

Krashen, S. 1981. *Second Language Acuisition and Second Language Learning.* Oxford: Pergamon Press.

Krashen, SD 1985. *Language Acquisition and Language Education,* Prentice Hall, Englewood Cliffs.

Kriedler, C.W. 1989. *The Pronunciation of English: A Course Book in Phonology, Modern Phonological Theory Applied to English with Exercises and Answer Key,* Basil Blackwell, Oxford and New York.

Kriedler, C.W. 1997. *Describing Spoken English. An Introduction.* Routledge, New York.

Kvale, S. 1996. *Interviews.* London: Sage.

Larsen-Freeman, D. 1986. *Techniques and Principles in Language Teaching.* New York: Oxford University Press.

LeCompte, M. & Preissle, J. 1993. *Ethnography and Qualitative Design in Educational Research* (2nd ed.). London: Academic Press.

Levy, M. 1997. *CALL: Context and Conceptualisation.* Oxford: Oxford University Press.

Lincoln, Y. S. & Guba, E. 1985. *Naturalistic Inquiry.* Beverly Hills, CA: Sage.

McNiff, J., & Whitehead, J. 2002. *Action Research: Principles and Practice* (2nd ed.). London: Routledge Falmer.

Mills, G. 2003. *Action Research*: *A Guide for the Teacher Researcher* (2nd ed.). Upper Saddle River, NJ: Merrill/Prentice Hall

Meyer, R. 1984. 'Listening my Children, and you Shall Hear ...'. *Foreign Language Annals*, 17, 343-344

Morley, J. 1979. *Improving Spoken English: An Intensive Personalized Program in Perception, Pronunciation, Practice in Context,* University of Michigan Press, Ann Arbor, Michigan.

Morley, J. 1991. 'The Pronunciation Component in Teaching English to Speakers of Other Languages', *TESOL Quarterly*, vol. 25, no.1, pp. 51-74.

Morley, J. 1994. 'A multidimensional Curriculum Design for Speech Pronunciation Instruction', in J. Morley (Ed.), *Pronunciation Pedagogy and Theory: New Views, New Directions,* Pantagraph, Bloomington, pp. 45-56.

Morley, J. 1998. 'Trippingly on the Tongue: Putting Serious Speech/Pronunciation Instruction back in the TESOL equation', *ESL Magazine,* issue January/ February, pp. 20-23.

Naiman, N., Frohlish, M., Stern, H. H. & Todesco, A. 1978. *The Good Language Learner.* Toronto, Ontario Institute for Studies in Education.

Newman Isadore & Carolyn R. Benz, 1998. *Qualitative-Quantitative Research Methodology. Exploring the Interactive Continuum* (Carbondale, IL: Southern Illinois University Press.

Nicholls, J. G. (1989). *The Competitive Ethos and Democratic Education.* Cambridge, MA: Harvard University Press.

Noffke, S. E. & Zeichner, K. M. 1987. 'Action Research and Teacher Thinking'. Paper presented at the annual meeting of the *American Educational Research Association*, Washington, DC.

Norman, M. & Hyland, T. 2003, 'The Role of Confidence in Lifelong Learning', *Educational Studies*, Carfax Publishing, vol. 29 (2/3), pp.261-273

O'Connor, J. D. 1980. *Better English Pronunciation* (new ed.). Cambridge: Cambridge University Press.

Omaggio, A. 1993. *Teaching Language in Context: Proficiency-Oriented Instruction* (2nd ed.). Boston, MA: Heinle & Heinle Publishers.

O'Malley, J. M. & Chamot, A. U. 1990. *Learning Strategies in Second Language Acquisition*. Cambridge: Cambridge University Press.

Oppenheim, A. N. 1992. *Questionnaire Design, Interviewing and Attitude Measurement*. London: Pinter.

Osburne, A. G. 2003. 'Pronunciation Strategies of Advanced ESOL Learners'. *International Review of Applied Linguistics, 41*, 131-143

Ourghi, R. 2002. *The Implication of Critical Reflections & Discourse Awareness for Educational Change: The Case of the Writing Curriculum Learner and Teacher Development at the University Level.* (Unpublished Doctorate Thesis)

Oxford, R. 1990. *Language Learning Strategies: What Every Teacher Should Know*. Oxford; Heinle and H. publication.

Oxford, R. & Andrew, D. Cohen, 1992. 'Language Learning Strategies: Crucial Issues of Concept and Classification', *Applied Language Learning, 3/1&2*, 1-35.

Oxford, R. 1993. 'Language Learning Strategies in a Nutshell Update and ESL Suggestions'. In *TESOL Journal* (2,18-22).

Patton, M.Q. 1980. *Qualitative Evaluation Methods*. Beverly Hills: Sage Publications.

Pennington, M 1996. *Phonology in English Language Teaching,* Addison Wesley Longman, London

Peterson, S. S. 2000. 'Pronunciation Learning Strategies: A First Look' Unpublished Research Report. (*ERIC Document Reproduction Service* ED 450 599; FL 026 618)

Rivers, W. P. 2001. 'Autonomy at All Costs: An Ethnography of Metacognitive Self-Assessment and Self-Management Among Experienced Language Learners', *The Modern Language Journal,* vol.85, pp.279-290.

Roach, P. 2000, *English phonetics and phonology: a practical course* [kit], Cambridge: Cambridge University Press.

Rogers, C. V., & Medley, F. W. 1988. 'Language with a Purpose: Using Authentic Materials in the Foreign Language Classroom'. *Foreign Language Annals,* 21, 467-478

Rubin, J. 1981. 'Study of Cognitive Processes in Second Language Learning', *Applied Linguistics,* 11, 117-131

Scarcella, R. & Oxford, R. L. (1994). 'Second Language Pronunciation: State of the Art in Instruction'. *System.* 22 (2), 221-230.

Selinger & Shohamy 1989. *Second Language Research Methods*. Oxford: Oxford University Press. (Tuckman, 1969 quoted in Argyle, 1969).

Spada, N. 1997. 'Form-Focussed Instruction and Second Language Acquisition: A Review of Classroom and Laboratory Research'. *Language Teaching,* 30, 73-87.

Shocky, L. 2003. *Sound patterns of spoken English* Blackwell Publishing Ltd *Library of Congress Cataloging-in-Publication Data*

Taylor, D. 1991. *Who Speaks English to Whom? The Question of Teaching English Pronunciation for Global Communication.* System 19/4.

Ur, P. 1984. *Teaching Listening Comprehension.* Cambridge: Cambridge University Press.

Vaughan-Rees, M. 2002, *Test your Pronunciation*, Pearson Education, Harlow, Essex.

Viney, P. & Viney, K. 1996. *Handshake: A Course in Communication.* Oxford: Oxford University Press.

Wenden, A. L. & Rubin, J. 1987. *Learner Strategies in Language Learning.* Uk: Prentice Hall.

Weir, C. & Roberts, J. 1994. *Evaluation in ELT.* D. Crystal & K. J. Johnson 5eds. Applied Linguistic Studies

Wiley, J. & Sons, Inc 2003. *Handbook of Psychology: Volume 7: Educational Psychology.* Hoboken, New Jersey.

Wilson, N. & McLean, S. 1994. *Questionnaire Design: A Practical Introduction.* Newtown Abbey, Co. Antrim: University of Ulster Press.

Wongsothorn, A. & Pongsurapipat, S. 1992. 'The Second Testing of General English Proficiency' *Research Report for the Project on the Construction and Development of General English Proficiency Tests and the Related Testing Systems.*

Yates, J. 2005. *Pronounce it Perfectly,* Barron's Educational Series. Library of Congress Cataloging-in-Publication Data.

WEBLEOGRAPHY

Boku, M. 1998. *Student-Centred Pronunciation Practice: More than "right" or "light"*. Retrieved September 26, 2005, from http://www.jaltpublications.org/tlt/files/98/oct/sh_boku.html

Lessard-Clouston, M. 1997. 'Language Learning Strategies: An Overview for L2 Teachers'. In *TESL journal*. Vol.3. n°12.30 May 1999. http://www.iteslj.org.

O'Brien, R. 2001. 'An Overview of the Methodological Approach of Action Research'. In Roberto Richardson (Ed.), *Theory and Practice of Action Research*. João Pessoa, Brazil: Universidade Federal da Paraíba. (English version) Accessed online on Feb. 2, 2007 from http://www.web.net/~robrien/papers/arfinal.html#_Toc26184653

Vitanova, G. & A. Miller, 2002. 'Reflective Practice in Pronunciation Learning' from *The Internet TESOL Journal*, Vol. VIII, No. 1, January. Retrieved 14 October, 2004 in http://iteslj.org/Articles/Vitanova-Pronunciation.html

APPENDICES

APPENDIX "A":
Teachers ' Questionnaire

Dear teacher,

The present questionnaire attempts to shed light on your pronunciation teaching methodology with first-year students and see whether it develops the learners' self confidence. Thus you are kindly requested to answer the following questions by selecting the answer that best reflect your opinion and making comments whenever necessary:

Rubric 1

Teaching experience?...

Module in charge? ....

Post- graduate spetialization?...

1. What do you think of your first-students' English proficiency level?

☐ Good.

☐ Fair.

☐ Poor.

☐ Very poor.

2. According to you, which language skill is/are most developed the new baccalaureate holders? Classify the following according to their degree of development:

☐ Oral expression

☐ Written expression

☐ Reading comprehension

☐ Pronunciation

Rubric 2

4. What do you think of students' pronunciation level?

☐ Good.

☐ Fair.

☐ Poor.

□ Very poor.

5. Have you received any specific pronunciation training?

....
....

6. According to you, should pronunciation training be included in English class?

□ Yes   □ No

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

7. What do you think of pronunciation training in EFL classrooms?

....
....

8. How do you assess your learners' oral performance?

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

9. Which errors do you consider most serious when evaluating your students oral performance?

□ Grammatical accuracy

□ Sounds' production

□ Clear communication message (fluency)

7. How do you help your students cope with pronunciation difficulty in class?

8. Do you introduce your learners with pronunciation strategies?

☐ Yes   ☐ No

If Yes, how?...

Rubric3

8. How confident do you feel your students when talking in English?

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

9. Do you think that pronunciation proficiency may enhance or decrease your learners' self confidence?

☐ Yes   ☐ No

How?

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

10. What would you suggest to help your learners overcome pronunciation difficulties and enhance their self-confidence?

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

Thank you very much indeed!

APPENDIX "B":
Passage Used in the Pre- Training Test

Breakfast or Lunch?

It was Sunday. I never get up early on Sundays. I sometimes stay in bed until lunch time. Last Sunday, I got up very late. I looked out of the window. It was dark outside. "what's a day!" I thought. "it's raining again". Just then, the telephone rang. It was my aunt Lucy. "I've just arrived by train", she said. "I'm coming to see you."

- "But am still having breakfast," I said.
- "what are you doing?" she asked.
- "I'm having breakfast", I repeated.
- "Dear me," she said. "Do you always get up so late? It's one o'clock!"

Adopted from L. G. Alexander (1967:15)

Questions:

1. Which vowels do you have difficulty with?
2. Which consonants do you have difficulty with?
3. From the second paragraph, underline the stressed syllables
4. Put unstressed vowels into brackets.
5. Cross out vowels/consonants which were not pronounced.

Appendix 'C'   Students' Pre-Interview

The present interview is an attempt to collect information about the learners' pronunciation difficulties to make teaching more suitable to their needs, preferences and expectations. Thus, they were kindly requested to answer the following questions in their Mother Tongue (Dialectal Arabic) that authentically reflect their personal opinion.

****

1. For how long have you been studying English?

....

2. In which stream were you enrolled in secondary school?

....

3. Have you received any pronunciation training before entering university?

☐ Yes   ☐ No

4. Did you enjoy the session of pronunciation practice?

☐ Yes   ☐ No

If yes, why?

....

....

5. What are the difficulties you were facing to learn pronunciation?

....

6. When you are not sure of your English pronunciation, what do you do?

....

7. What do you personally do to improve your English pronunciation?

....

8. Do you take part in classroom interaction?

☐ Yes   ☐ No

If no, why?

....

....

9. While reading the text given what was your psychological status?

....

....

- According to you, why this feeling?

....

....

10. How do you feel when talking English in class?

☐ With high confidence

☐ With average confidence

☐ With low confidence

11. What would you suggest to your teacher to help you raise your self-confidence degree to enhance your classroom participation?

Thank you for your collaboration

APPENDIX "D":
The Students' Pre-Interview Answers

APPENDIX "E":
Lip Position used in Training

1. Open your mouth: *e.g.* /æ/: cat /k æt/
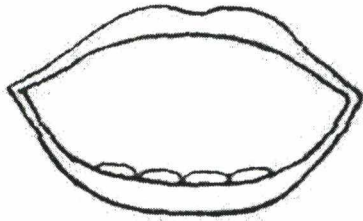
2. Smile for producing /i:/: e.g. eat/i:t/

3. Practice /i:/ then open your mouth a little more to produce /ɪ/. E.g. chicks
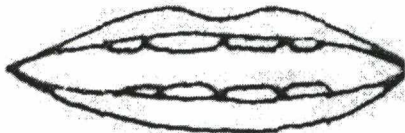
4. Practice the sound /ɪ/ then open your mouth a little more, the results will be /e/. e.g. peg /peg/
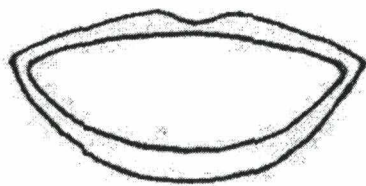
5. Practice the sound /æ/, then put your tongue back a little, /ʌ/ is produced.
Cup /Kʌp/

6. Put your tongue down and back, /ɑː/ is produced. *e.g.* heart /hɑːt/.
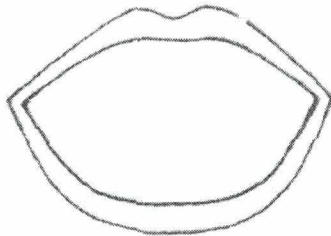
7. Produce the sound /æ / then put your tongue slightly back and bring your lips slightly forward, /ɒ/is produced: e.g. pot /pɒt/.
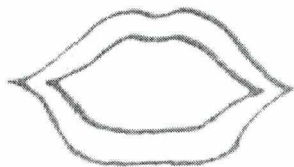
8. Produce the sound /ɒ/ then, put the back of your tongue up a little, then /ɔː/ is produced: e.g. port /pɔːt/
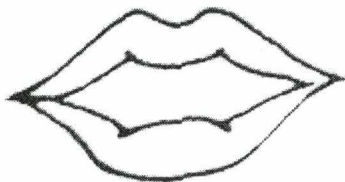
9. Produce the sound /ɒ/, then put the back of the tongue forward and up a little, then /ʊ/ is produced: e.g. rook /rʊk/

10. Produce the sound / ʊ /, then put your tongue up and back, /u:/ is produced: e.g. root /ru:t/.
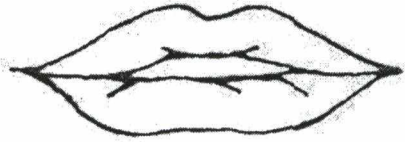
11. Produce the sound /ɔ:/, then put your tongue forward and up a little, /ɜ:/ is produced: e.g. turn /tɜ:n/.
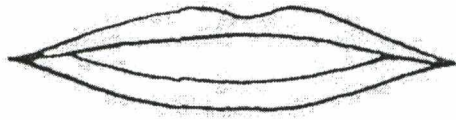
12. Produce the sound /ɜ:/, then make it very short, this is /ə /: e.g. above /əbɒv/

APPENDIX "F":
Text Used in the Post-Training Test

Being Diplomatic

Mrs Green was 91 years old and she lived in an Old People Home. Every week, she bought a ticket for the National Lottery. One day she won the first prize- twenty million pounds! The nurses didn't know how to tell her, so they called her doctor. 'oh, dear' he said. "she's got a very week heart. The shock could kill her. If you tell her the news directly, she'll have a heart attack and drop dead. I'll go and tell her my self. I'll be diplomatic.'

The doctor sat and talked to Mrs Green about the weather for few minutes. Then he said casually: "Oh, by the way, there's a lot of news about the National Lottery prize. It's twenty million this week"

Mrs Green laughed, "Do you know something? I buy a ticket every week. Of course I'll never win, but it gives me something to think about."

"Well," said the doctor, "what would you do if you won that much money?" and he laughed.

"I've thought about that a lot" she said. "I've got no relatives and I'm 91. I don't need that much money. You've been my doctor for thirty years and you've always been very kind. I would give half of it to you." At that news, the doctor had a heart attack, and dropped dead.

Adapted from: Viney *et al* (1996:81)*: Handshake: a Course in Communication*

Questions

1. Which vowels do you have difficulty with?

2. Which consonants do you have difficulty with?

3. Do you pronounce all -s and -ed endings?

4. Underline the stressed syllables.

5. Put unstressed vowels into brackets.

6. Cross out vowels/consonants which were not pronounced.

APPENDIX "G":
Learners' Post-Interview

The present interview is an attempt to collect data about the learners' pronunciation progress after the training. Thus, they were requested to answer the following questions in their Mother Tongue (Dialectal Arabic) that authentically reflect their personal opinion

1. What do you think about training pronunciation?
2. How did you find the training?
   - ☐   Very interesting
   - ☐   Interesting
   - ☐   Boring (annoying)

3. Do you have any problems with the training?
4. Which part did you find most difficult? Justify your choice.
   - ☐   The first stage
   - ☐   The second stage
   - ☐   The third stage
   - ☐   Others: explain.
5. When you are not sure of your English pronunciation, what do you do?
6. How can you know that your pronunciation is wrong?
7. What can you do if you feel that people misunderstand your pronunciation?
8. How do you feel your pronunciation after the training?
9. How confident do you feel in using what you learned?
10. How do you feel when you produce correct sounds?

1. واسم حسيت كيكملت هد الحصص تاع training؟

2. كيفاش صبت training؟

     – مليح بزاف

     – مليح

     – يكره

3. Es que صبت صعوبات في training ؟

4. واسم جاك صعيب exactement؟

     – المرحلة الاولى

     – المرحلة الثانية

     – المرحلة الثالثة ، ولا عندك وحدخرين؟

5. كيماتكونش متأكد من النطق نتاعك واش دير؟

6. كيفاش تعرف بلي راك غالط؟

7. واسم دير يلا حسيت الناس مافهموكش؟

8. كيفاش حسيت روحك مور training؟

9. كيفاش ولات الثقة بالنفس نتاعك مور training؟

10.   كيفا شراك تحس كيتبرونونسي غاية؟

APPENDIX "H":
Post-training Learners' Answers

Student « 1 »

1– عمري ما أمننت بلي نقد نهدر غاية ،بصح بعد Training راني Express myself غاية
even if نكون in front of ناس مانعرفهمش.

2– Intresting.

3– 3 rd stage.

4– نقرا بسمع الكلمة و نسمع كيفاش راني ننطقها نسمع لل recorder.

5– Am satisfied coz I can now express my self coz Irealised that when being scare just say it.

Student « 2 »

1–   علا بالي ما نقدش نكون Native spreaker مستحيل و في الحقيقة أنا ما خصنيش
نولي Bush المهم نقد نكون مفهوم .مور Training تعلمت شحال محاجة على spreking .

2–   Intresting .

3–   3rd stage .

4–   نعاود الكلمة حتى نحس راسي نيشان .
– نسقسي الاستاذ يعاوني.
– نسقسي My friend .

5– before كنت نخاف ما يفهمونيش ما نهدرش:
I prefer to keep quiet though i know what to say if I spreak, by improing my prom, I want to speak more and more discuss more.

Student « 3 »

1–   في الحقيقة حسيت بلي تعلمت بزاف و الاستاذة عاونتنا نعرفو صوالح غاية.

2–   ال very intresting كان Training .

3–   3 rd stage كان واعر.

4–   نتفكر كلمة نعرفها من قبل و نسيي نربطهم نستعمل oxford .

5–   كيبديت تهدر 1st seconds .

I panic , am afraid of making mistakes , but now I know haw words are produced , so I don't panic, when I make mistakes coz I know that mistaks are part of the human nature.

Student « 4 »

1– حسيت روحي غاية تعلمت شحال من حاجة و ناس يلي It 's not important to be a native speaker what is more important is ti underqstand and to be understood by others .

2– V.intersting.

3– 3 rd stage

4– نتفكر الاستاذ كييكون يهدر

– نستعمل oxford.

5– دروك راني نفرح و نريح كينشوف بلي انا خير من واحدوخرين. النطق نتاعي بلي أنا متعق بزاف بالثقة بالنفش كينغلط نحس روحي مودر نبقى نشك فراسي و في القدرات نتاوعي

Student « 5 »

1- my prononciation has developed through training, I learned a lot not only about pron , but also I've acquired new vocabumary and I knew haw to raise my self confidence.

2- intresting.

3- 3rd stage.

4– نحس راسي غالط كينشوف الآخرين كيفاش دارو Facial expression و نركز على تعابير الوجه.

Student « 6 »

1– كانت حاجة مليحة هذه training ، مع الاول كارهة حسبت راني نضيع الوقت بصح من بعد اكتشفت بلي we are lukier درنا extra studies خير من Other groups

5– V.intersting

6– 3 rd stage

7– نتفكر الاستاذ كييكون يهدر

– نستعمل oxford.

دروك راني نفرح و نريح كينشوف بلي انا خير من واحدوخرين. النطق نتاعي بلي أنا متعق بزاف بالثقة بالنفش كينغلط نحس روحي مودر نبقى نشك فراسي و في القدرات نتاوعي

Student « 7 »

1- أنا كنت حابس مع الاول كلشي مخلطه و ما نعرفش الاهمية تاع Pr دروك تعلمت بلي when am sure of my production ,my SC 'll be enhanced .

2- Intresting

3- نعاود الكلمة حتى نصيب the correct answer نستعمل ال oxford.

Student « 8 »

1- I benfided a lot from the training it was a very intresting exrerience.

2- V intresting.

3- 3rd stage.

4- نسقسي الأستاذ يمدلي other ways باش نقد نهدرها بحدي.

Student « 9 »

1- I have never linked my good pronociation with the degree of my self confidence they go really hand in hand.

2- very inttresting .

4- نتفكر كلمات متشلبهين و نسيي نقولها كيفهم بصح خطرات نحس راني غالط.

Student « 10 »

1- ما كنتش نقد نقول كلمة واحدة before ، بصح كيتعلمت consonants vowels وشحال محاجة كما stress دروك نقد نهدر بلا ما نخاف خاطر راني sure بالهدرة تاعي.

2- V.I .

3- 3RD Stage.

4- نستعمل an electronic dictionary يمدلي correct pronun

Student « 11 »

1- انا نحب نتعلم صوالح جدد ، و هذا الخطرة تعلمت بزاف حتى وليت نقد نهدر و نعرف واش نهدر و كيفاش نهدر .

2- VI .

3- 3RD STAGE .

‫4- انا فييا طبيعة نحفظ بزاف ، كينصادف كلمة جديدة نحفظ كيفاش ننطق، و من بعد نستعملها‬
‫كينشوف نفس ال‬ VOWELS.

Student « 12 »

‫1- ‬مور Trainings ‫راني نحس روحي‬ a student of english ‫راني قبل ما نهدر‬
‫نشوف شحال من حاجة‬ streress , consonents vowels .

‫2- ‬V.I.

‫3- ‬. 3 rd stage

‫4- ‬I ask the teacher ‫باش يعاوني خاطر انا نتفكر‬ whatever ‫الأستاذ يقولنا.‬

Student « 13 »

‫1-‬الحاجة لي تعلمتها من هذ ال exprience ‫هي أن يكون ال‬ student ‫قادر باش‬ express
ideas ‫و يكون مفهوم‬ this is the most important thing .

‫2-‬V.I .

‫3-‬3 RD stage .

‫5- ‬نعاود الكلمة بزاف حتى نطيح في الإجابة الصحيحة .

Student « 14 »

‫1- ‬هذه التجربة مع الأساتذة خلاتني نكتشف السر في good prononciation ‫كيكون‬
‫عارف واش خاصني نقول ، نقد نهدر‬ freely ‫بلاما نخاف.‬

‫2- ‬V.I .

‫3- ‬3 rd stage .

‫4- ‬نستعمل cd ‫فيه‬ conversation ‫ونسيي نعاود مور‬ native speakers .

Student « 15 »

1- after the trainning , I realized the importance of believing in only own abilities .thanks to the training , am able to express my self.

‫2-‬VI .

‫3-‬3rd stage .

‫5- ‬نقرا بسمع و تسمع Haw I produce ‫و نعاود عدة مرات حتى نحس راني نيشان.‬

Student « 16 »

1- كينكون مفتنع بالقددرات لي ربي مدهملك ، تقد توصل للهدف نتاعك ، انا دروك I can
understand others ونقد to be inderstood .

2- V.I .

3- 3rd stage .

4- نسمع لل K7 بزاف ز نحفظ الكلمات كيفاش ننطقوهم و نعقل عليهم.

- قارن ال PRONUN تاعي مع تاع صحابي و نشوفو Who's rignt .

Student « 17 »

1 هذا ال Trainning كان very foenefitial دروك نقدو نعرفو قاع انواع consonnats
vowels و ثاني rules of stress لي كان عندي مشكل كبير فيهم ، نحس بلي الثقة تزيد كيتكون
sure من النطق نتاعك هذا يخليك تهدر freely .

2- V.I .

3-1 Stage.

5- نستعمل ال oxford هو لي يسلكني and I call hum my real friend.

Student « 18 »

1- دروك راني نحس my own progress ، خاطر before ما كنتش نحس راني نقرا
قاع، دروك تبدي نطورهم.

2- VI .

3- Stage 1

4- وليت ل oxford addicted ، مارانيش نقد نفارقه دائما معايا كينحصل Icall him.

Student « 19 »

1- ما كنتش نعرف بلي كاين عفايس يدورهم باش يعرفوا كيفاش ينطقو Thanks to
training .

2- V.I

3- 3rd stage .

4- أنا و صاحبي دايرين عفسة ، هو كيهدر نصححله ،و أنا كينهدر يصححلي.

Student « 20 »

1- بعد ال Training عرفت my weaknesses دروك نتعلم how to overcome them هكدا نقد نولي نهدر كيما الاستاذ نتاعنا.

2- V.I .

3- 3rd stage .

5- نقرا الكلمة for the 1 st time ، عاود نقراها و نقارن الاولى مع الزاوجة . و نقولها للاستاذ و هو يصححني.

Student «21 »

1- كنا نحسبو نهار الاول بلي عمرنا ما نقدو نهدرو Anglais بصح كي عرفنا haw to learn دروك we can learn alone باش نتطورو.

2- V.I

3- STAGE 1

4- خطرات ما يكونش عندي OXFORD إيا نسيي بحدي و نشوف يلا نقد و لا لا.

Student « 22 »

1- I belive that practice makes perfect
هده التجربة Prouve هد ال proverb خاطر كنا نقراو extra hours و هي لي عاونتنا نتعلمو كثر.

2- I.V

3- stage 1

4- نقرا الكلمة متفرقة ال vowel بحدها ، عاود consonant نجدها و نعاود نقرا per syllabes و نعاود نجمعهم و نحصل على correct enswer.

Student « 23 »

1- الحمد لله حققت جزء من الامنية نتاعي باش نهدر anglais بلا ما ندير Pause بعد training لي درناه راني تعرف شحال من حاجة ignored

214

. V.I −2

Stage 1 −3

5− نخاف نغلط على هذا دايما I ask for help اما من صحابي و لا Teacher .

Student « 24 »

1− علا بالي مازال باقينا بزاف باش نوليو نهدرو غاية بصح as start راني نحس راسي
غاية After training .

2− . V.I

3− Stage 1

4− نريسكي و نقول الكلمة كيفاش ما جات تجي.

APPENDIX "T":
English Phonetic Symbols

Consonants		Vowels	
p	pen, copy, happen	ɪ	kit, bid, hymn, minute
b	back, baby, job	e	dress, bed, head, many
t	tea, tight, button	æ	trap, bad
d	day, ladder, odd	ɒ	lot, odd, wash
k	key, clock, school	ʌ	strut, mud, love, blood
g	get, giggle, ghost	ʊ	foot, good, put
tʃ	church, match, nature	iː	fleece, sea, machine
dʒ	judge, age, soldier	eɪ	face, day, break
f	fat, coffee, rough, photo	aɪ	price, high, try
v	view, heavy, move	ɔɪ	choice, boy
θ	thing, author, path	uː	goose, two, blue, group
ð	this, other, smooth	əʊ	goat, show, no
s	soon, cease, sister	aʊ	mouth, now
z	zero, music, roses, buzz	ɪə	near, here, weary
ʃ	ship, sure, national	eə	square. fair, various
ʒ	pleasure, vision	ɑː	start, father
h	hot, whole, ahead	ɔː	thought, law, north, war
m	more, hammer, sum	ʊə	poor, jury, cure
n	nice, know, funny, sun	ɜː	nurse, stir, learn, refer
ŋ	ring, anger, thanks, sung	ə	about, common, standard
l	light, valley, feel	i	happy, radiate. glorious
r	right, wrong, sorry, arrange	u	thank you, influence, situation
j	yet, use, beauty, few	n̩	suddenly, cotton
w	wet, one, when, queen	l̩	middle, metal
ʔ	(glottal stop) department, football	ˈ	(stress mark)

APPENDIX "J":
CALCULATING SD_1 BEFORE TRAINING

N	Scores	$\bar{x}_1$	s-x	(s-x)²
1	5	3,95	1,05	1,1025
2	6	3,95	2,05	4,2025
3	5	3,95	1,05	1,1025
4	6	3,95	2,05	4,2025
5	4	3,95	0,05	0,0025
6	3	3,95	-0,95	0,9025
7	3	3,95	-0,95	0,9025
8	7	3,95	3,05	9,3025
9	2	3,95	-1,95	3,8025
10	4	3,95	0,05	0,0025
11	4	3,95	0,05	0,0025
12	3	3,95	-0,95	0,9025
13	3	3,95	-0,95	0,9025
14	4	3,95	0,05	0,0025
15	4	3,95	0,05	0,0025
16	4	3,95	0,05	0,0025
17	5	3,95	1,05	1,1025
18	2	3,95	-1,95	3,8025
19	4	3,95	0,05	0,0025
20	5	3,95	1,05	1,1025
21	3	3,95	-0,95	0,9025
22	3	3,95	-0,95	0,9025
23	2	3,95	-1,95	3,8025
24	4	3,95	0,05	0,0025
			Total : A	38,96	1,62333333

$$SD_1 = \sqrt{\frac{A}{24}}$$

$$SD_1 = \sqrt{\frac{38.96}{24}}$$

$$SD_1 = 1.27$$

APPENDIX "K":
CALCULATING SD_2 AFTER TRAINING

N	Scores	x	s-x	(s-x)²
1	11	11,16	-0,16	0,0256
2	12	11,16	0,84	0,7056
3	12	11,16	0,84	0,7056
4	12	11,16	0,84	0,7056
5	12	11,16	0,84	0,7056
6	5	11,16	-6,16	37,9456
7	12	11,16	0,84	0,7056
8	12	11,16	0,84	0,7056
9	5	11,16	-6,16	37,9456
10	12	11,16	0,84	0,7056
11	12	11,16	0,84	0,7056
12	12	11,16	0,84	0,7056
13	10	11,16	-1,16	1,3456
14	12	11,16	0,84	0,7056
15	9	11,16	-2,16	4,6656
16	12	11,16	0,84	0,7056
17	12	11,16	0,84	0,7056
18	12	11,16	0,84	0,7056
19	12	11,16	0,84	0,7056
20	12	11,16	0,84	0,7056
21	12	11,16	0,84	0,7056
22	12	11,16	0,84	0,7056
23	12	11,16	0,84	0,7056
24	12	11,16	0,84	0,7056
			Total : B	95,3344

$$SD_2 = \sqrt{\frac{B}{24}}$$

$$SD_2 = \sqrt{\frac{95.33}{24}}$$

$$SD_2 = 1.99$$

APPENDIX "L":
TABLE OF *t-student*

DDL	0,9	0,8	0,7	0,6	0,5	0,4	0,3	0,2	0,1	0,05	0,02	0,01	0,005	0,001
								Seuil de risque *alpha* (bilatéral)						
1	0,1584	0,3249	0,5095	0,7265	1	1,3764	1,9626	3,0777	6,3137	12,706	31,821	63,656	127,32	636,58
2	0,1421	0,2887	0,4447	0,6172	0,8165	1,0607	1,3862	1,8856	2,92	4,3027	6,9645	9,925	14,089	31,6
3	0,1366	0,2767	0,4242	0,5844	0,7649	0,9785	1,2498	1,6377	2,3534	3,1824	4,5407	5,8408	7,4532	12,924
4	0,1338	0,2707	0,4142	0,5686	0,7407	0,941	1,1896	1,5332	2,1318	2,7765	3,7469	4,6041	5,5975	8,6101
5	0,1322	0,2672	0,4082	0,5594	0,7267	0,9195	1,1558	1,4759	2,015	2,5706	3,3649	4,0321	4,7733	6,8685
6	0,1311	0,2648	0,4043	0,5534	0,7176	0,9057	1,1342	1,4398	1,9432	2,4469	3,1427	3,7074	4,3168	5,9587
7	0,1303	0,2632	0,4015	0,5491	0,7111	0,896	1,1192	1,4149	1,8946	2,3646	2,9979	3,4995	4,0294	5,4081
8	0,1297	0,2619	0,3995	0,5459	0,7064	0,8889	1,1081	1,3968	1,8595	2,306	2,8965	3,3554	3,8325	5,0414
9	0,1293	0,261	0,3979	0,5435	0,7027	0,8834	1,0997	1,383	1,8331	2,2622	2,8214	3,2498	3,6896	4,7809
10	0,1289	0,2602	0,3966	0,5415	0,6998	0,8791	1,0931	1,3722	1,8125	2,2281	2,7638	3,1693	3,5814	4,5868
11	0,1286	0,2596	0,3956	0,5399	0,6974	0,8755	1,0877	1,3634	1,7959	2,201	2,7181	3,1058	3,4966	4,4369
12	0,1283	0,259	0,3947	0,5386	0,6955	0,8726	1,0832	1,3562	1,7823	2,1788	2,681	3,0545	3,4284	4,3178
13	0,1281	0,2586	0,394	0,5375	0,6938	0,8702	1,0795	1,3502	1,7709	2,1604	2,6503	3,0123	3,3725	4,2209
14	0,128	0,2582	0,3933	0,5366	0,6924	0,8681	1,0763	1,345	1,7613	2,1448	2,6245	2,9768	3,3257	4,1403
15	0,1278	0,2579	0,3928	0,5357	0,6912	0,8662	1,0735	1,3406	1,7531	2,1315	2,6025	2,9467	3,286	4,0728
16	0,1277	0,2576	0,3923	0,535	0,6901	0,8647	1,0711	1,3368	1,7459	2,1199	2,5835	2,9208	3,252	4,0149
17	0,1276	0,2573	0,3919	0,5344	0,6892	0,8633	1,069	1,3334	1,7396	2,1098	2,5669	2,8982	3,2224	3,9651
18	0,1274	0,2571	0,3915	0,5338	0,6884	0,862	1,0672	1,3304	1,7341	2,1009	2,5524	2,8784	3,1966	3,9217
19	0,1274	0,2569	0,3912	0,5333	0,6876	0,861	1,0655	1,3277	1,7291	2,093	2,5395	2,8609	3,1737	3,8833
20	0,1273	0,2567	0,3909	0,5329	0,687	0,86	1,064	1,3253	1,7247	2,086	2,528	2,8453	3,1534	3,8496
21	0,1272	0,2566	0,3906	0,5325	0,6864	0,8591	1,0627	1,3232	1,7207	2,0796	2,5176	2,8314	3,1352	3,8193
22	0,1271	0,2564	0,3904	0,5321	0,6858	0,8583	1,0614	1,3212	1,7171	2,0739	2,5083	2,8188	3,1188	3,7922
23	0,1271	0,2563	0,3902	0,5317	0,6853	0,8575	1,0603	1,3195	1,7139	2,0687	2,4999	2,8073	3,104	3,7676
24	0,127	0,2562	0,39	0,5314	0,6848	0,8569	1,0593	1,3178	1,7109	2,0639	2,4922	2,797	3,0905	3,7454
25	0,1269	0,2561	0,3898	0,5312	0,6844	0,8562	1,0584	1,3163	1,7081	2,0595	2,4851	2,7874	3,0782	3,7251
26	0,1269	0,256	0,3896	0,5309	0,684	0,8557	1,0575	1,315	1,7056	2,0555	2,4786	2,7787	3,0669	3,7067
27	0,1268	0,2559	0,3894	0,5306	0,6837	0,8551	1,0567	1,3137	1,7033	2,0518	2,4727	2,7707	3,0565	3,6895
28	0,1268	0,2558	0,3893	0,5304	0,6834	0,8546	1,056	1,3125	1,7011	2,0484	2,4671	2,7633	3,047	3,6739
29	0,1268	0,2557	0,3892	0,5302	0,683	0,8542	1,0553	1,3114	1,6991	2,0452	2,462	2,7564	3,038	3,6595
30	0,1267	0,2556	0,389	0,53	0,6828	0,8538	1,0547	1,3104	1,6973	2,0423	2,4573	2,75	3,0298	3,646
31	0,1267	0,2555	0,3889	0,5298	0,6825	0,8534	1,0541	1,3095	1,6955	2,0395	2,4528	2,744	3,0221	3,6335
32	0,1267	0,2555	0,3888	0,5297	0,6822	0,853	1,0535	1,3086	1,6939	2,0369	2,4487	2,7385	3,0149	3,6218
33	0,1266	0,2554	0,3887	0,5295	0,682	0,8526	1,053	1,3077	1,6924	2,0345	2,4448	2,7333	3,0082	3,6109
34	0,1266	0,2553	0,3886	0,5294	0,6818	0,8523	1,0525	1,307	1,6909	2,0322	2,4411	2,7284	3,002	3,6007
35	0,1266	0,2553	0,3885	0,5292	0,6816	0,852	1,052	1,3062	1,6896	2,0301	2,4377	2,7238	2,9961	3,5911
36	0,1266	0,2552	0,3884	0,5291	0,6814	0,8517	1,0516	1,3055	1,6883	2,0281	2,4345	2,7195	2,9905	3,5821
37	0,1265	0,2552	0,3883	0,5289	0,6812	0,8514	1,0512	1,3049	1,6871	2,0262	2,4314	2,7154	2,9853	3,5737
38	0,1265	0,2551	0,3882	0,5288	0,681	0,8512	1,0508	1,3042	1,686	2,0244	2,4286	2,7116	2,9803	3,5657
39	0,1265	0,2551	0,3882	0,5287	0,6808	0,8509	1,0504	1,3036	1,6849	2,0227	2,4258	2,7079	2,9756	3,5581
40	0,1265	0,255	0,3881	0,5286	0,6807	0,8507	1,05	1,3031	1,6839	2,0211	2,4233	2,7045	2,9712	3,551
41	0,1264	0,255	0,388	0,5285	0,6805	0,8505	1,0497	1,3025	1,6829	2,0195	2,4208	2,7012	2,967	3,5443
42	0,1264	0,255	0,388	0,5284	0,6804	0,8503	1,0494	1,302	1,682	2,0181	2,4185	2,6981	2,963	3,5377
43	0,1264	0,2549	0,3879	0,5283	0,6802	0,8501	1,0491	1,3016	1,6811	2,0167	2,4163	2,6951	2,9592	3,5316
44	0,1264	0,2549	0,3878	0,5282	0,6801	0,8499	1,0488	1,3011	1,6802	2,0154	2,4141	2,6923	2,9555	3,5258
45	0,1264	0,2549	0,3878	0,5281	0,68	0,8497	1,0485	1,3007	1,6794	2,0141	2,4121	2,6896	2,9521	3,5203
46	0,1264	0,2548	0,3877	0,5281	0,6799	0,8495	1,0482	1,3002	1,6787	2,0129	2,4102	2,687	2,9488	3,5149
47	0,1263	0,2548	0,3877	0,528	0,6797	0,8493	1,048	1,2998	1,6779	2,0117	2,4083	2,6846	2,9456	3,5099
48	0,1263	0,2548	0,3876	0,5279	0,6796	0,8492	1,0478	1,2994	1,6772	2,0106	2,4066	2,6822	2,9426	3,505
49	0,1263	0,2547	0,3876	0,5278	0,6795	0,849	1,0475	1,2991	1,6766	2,0096	2,4049	2,68	2,9397	3,5005
50	0,1263	0,2547	0,3875	0,5278	0,6794	0,8489	1,0473	1,2987	1,6759	2,0086	2,4033	2,6778	2,937	3,496
60	0,1262	0,2545	0,3872	0,5272	0,6786	0,8477	1,0455	1,2958	1,6706	2,0003	2,3901	2,6603	2,9146	3,4602
70	0,1261	0,2543	0,3869	0,5268	0,678	0,8468	1,0442	1,2938	1,6669	1,9944	2,3808	2,6479	2,8987	3,435
80	0,1261	0,2542	0,3867	0,5265	0,6776	0,8461	1,0432	1,2922	1,6641	1,9901	2,3739	2,6387	2,887	3,4164
90	0,126	0,2541	0,3866	0,5263	0,6772	0,8456	1,0424	1,291	1,662	1,9867	2,3685	2,6316	2,8779	3,4019
100	0,126	0,254	0,3864	0,5261	0,677	0,8452	1,0418	1,2901	1,6602	1,984	2,3642	2,6259	2,8707	3,3905
110	0,126	0,254	0,3863	0,5259	0,6767	0,8449	1,0413	1,2893	1,6588	1,9818	2,3607	2,6213	2,8648	3,3811
120	0,1259	0,2539	0,3862	0,5258	0,6765	0,8446	1,0409	1,2886	1,6576	1,9799	2,3578	2,6174	2,8599	3,3734
130	0,1259	0,2539	0,3862	0,5257	0,6764	0,8444	1,0406	1,2881	1,6567	1,9784	2,3554	2,6142	2,8557	3,367
140	0,1259	0,2538	0,3861	0,5256	0,6762	0,8442	1,0403	1,2876	1,6558	1,9771	2,3533	2,6114	2,8522	3,3613
infini	0,1257	0,2533	0,3853	0,5244	0,6744	0,8416	1,0364	1,2816	1,6449	1,96	2,3264	2,5759	2,8072	3,2908

ملخص باللغة العربية:

بصب اهتمام هذا البحث حول تدريس النطق اللغوي لطلاب السنة الأولى جامعي من جامعة أبي بكر بلقايد ـ تلمسان من جهة، و إرساء قواعد الثقة بالنفس من جهة أخرى التي تعتبر في حقيقة الأمر واحدة من أهم المتغيرات السيكولوجية. لذا يتعرض البحث إلى إمكانية رفع الثقة بالنفس عن طريق التدريب المكثف لمظاهر النطق اللغوي.

Résumé en Français:

Le présent travail de recherche est, en fait, le résultat d'un cumul d'idées et de connaissance afin d'établir un lien entre la prononciation et la confiance en soi-même, qui est considéré comme une importante variable psychologique. Une question de base qui marque cette enquête est fondée sur la possibilité d'enseigner la prononciation dans le but de promouvoir la confiance en soi-même. Par conséquent, une étude de cas a été menée au niveau de la première année universitaire à l'université Abou-Bakr Belkaid.

Summary in English:

The present research work is, in fact, the result of accumulating ideas and knowledge for the sake of bridging the gap between pronunciation as a language skill and one of the psychological variables, namely self-confidence. A basic question underlying this investigation is whether or not pursuing the achievements through a careful pronunciation strategy instruction may enhance the learners' self-confidence. Hence, an action research methodology was adopted at the level of first-year EFL students at Abu-Bakr Belkaid University.