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The Relationship Between EFL Learners Pronunciation Learning Strategies and Pronunciation of French Cognates

Case Study: Second year Students at the Department of English, Mohammed Seddik Ben Yahia University, Jijel

Dissertation submitted in partial fulfillments of the requirements for the degree of Master in

didactics of foreign languages

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Declaration

We hereby declare that the dissertation entitled "The Relationship Between EFL Learners Pronunciation Learning Strategies and Pronunciation of French Cognates" is our own work and all the sources we have used have been acknowledged by means of references. We also certify that we have not copied or plagiarized the work of other students or researchers partially of fully. In case any material is not documented, we shall be responsible for the consequences.

Signature   Date

                                                                                                    22/09/2021

Dedication

To me for pushing through the rocky times,

To the memory of my precious father,

To my patient mother,

To my selfless sisters,

To my adorable nieces and nephews,

To my supportive friends,

To anyone who has been kind to me.

Rayane HEZOUAT

Dedication

I dedicate this work

To myself

To my family and friends

To everyone who supported me

To my favorite group BTS

Ghada BENZEKKA

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Vowels Description of the English Vowels Referring to the IPA Phonetic Symbols (Roach, 2009)

Vowels		Description	Examples
Short vowels	Ə	Mid central unrounded vowel	**a**dore
	Æ	Open front unrounded vowel	h**a**t
	ʌ	Open mid central unrounded vowel	b**u**t
	E	Open mid front unrounded vowel	s**e**t
	ʊ	Close back rounded vowel	f**u**ll
	ɒ	Open back rounded vowel	p**o**t
	ɪ	Close front unrounded vowel	p**i**t
Long vowels	ɑ:	Open back unrounded vowel	j**a**r
	i:	Close front unrounded vowel	b**ea**t
	ɜ:	Open mid central unrounded vowel	f**u**r
	ɔ:	Open mid back rounded vowel	p**oo**r
	u:	Close back rounded vowel	s**ui**t
Diphthongs	aɪ		h**i**
	ɔɪ	Closing diphthongs gliding to /ɪ/	j**oy**
	eɪ		st**ay**
	eə		h**ai**r
	ɪə	Centering diphthongs gliding to /ə/	d**ee**r
	ʊə		c**u**re
	əʊ		sl**ow**
	aʊ	Closing diphthongs gliding to /ʊ/	b**ow**

V

Description of the French Vowels Referring to the IPA Phonetic Symbols (Price, 2005)

Vowels		Description	Examples
Front unround	**vowels**		
	ɪ	High	L**i**t
	e	High-mid	**é**t**é**
	ɛ	Low-mid	j**e**tte- f**ai**re
	a	Low	P**a**ge
Front	**rounded**		
	y	High	M**u**r
	Ø	High-mid	N**eu**ter
	Œ	Low-mid	s**oeu**r- fl**eu**r
Back rounded	**vowels**		
	u	High	S**ou**pe
	o	High-mid	D**o**s
	ɔ	Low-mid	F**o**rt
	ɑ	Low	Gr**a**sse
Nasal vowels			
	ɛ̃	Mid front unrounded	v**in**- pl**ein**- s**ain**te
	œ̃	Mid front rounded	Br**un**
	ɔ̃	Mid back rounded	M**on**te
	ɑ̃	Low back rounded	gr**an**d- c**en**t

Description of the English Consonants Referring to the IPA Phonetic Symbols (Roach, 2009).

Consonants	Description	Examples
b	Voiced Bilabial Plosive Consonant	**b**oy
d	Voiceless Bilabial Plosive Consonant	**d**eer
f	Voiceless Labio-Dental Fricative Consonant	**f**ine
g	Voiced Velar Plosive Consonant	**g**arden
h	Voiced Glottal Fricative Consonant	**h**all
j	Voiced Palatal Approximant Consonant	**y**acht
k	Voiceless Velar Plosive Consonant	**k**ite
l	Voiced Alveolar Lateral Consonant	**l**ion
m	Voiced Bilabial Nasal Consonant	**m**other
n	Voiced Alveolar Nasal Consonant	**n**ine
ŋ	Voiced Velar Nasal Consonant	k**ing**
p	Voiceless Bilabial Plosive Consonant	**p**ear
r	Voiced Alveolar Approximant Consonant	**r**ead
s	Voiceless Alveolar Fricative Consonant	**s**it
t	Voiceless Alveolar Plosive Consonant	**t**ime
ʃ	Voiceless Palato-Alveolar Fricative Consonant	**sh**ort
tʃ	Voiceless Palato-Alveolar Affricate Consonant	sandwi**ch**
y	Voiced Labio-Dental Fricative Consonant	**v**erb
w	Voiced Bilabial Approximant Consonant	**w**ater
z	Voiced Bilabial Approximant Consonant	**z**oo
θ	Voiceless Dental Fricative Consonant	heal**th**
ð	Voiced Dental Fricative Consonant	**th**ere
ʒ	Voiced Palato-Alveolar Fricative Consonant	lei**s**ure
dʒ	Voiceless Palato-Alveolar Fricative Consonant	**g**entleman

Description of the French Consonants Referring to the IPA Phonetic Symbols

(Price 2005)

Consonants	Description	Examples
p	Voiceless Bilabial Stop consonant	**P**atte
b	Voiced Bilabial Stop consonant	**B**on
t	Voiceless Dental Stop consonant	**T**out
d	Voiced Dental Stop consonant	**D**oux
k	Voiceless Velar Stop consonant	**q**uatre- **c**ar
g	Voiced Velar Stop consonant	**G**rand
f	Voiceless Labio-dental Fricative consonant	**F**ils
v	Voiced Labio-dental Fricative consonant	**V**ous
s	Voiceless Palatal Fricative consonant	**s**oupe- **c**ent
z	Voiced Palatal Fricative consonant	**Zero**
ʃ	Voiceless Post-alveolar Fricative consonant	**Ch**amber
ʒ	Voiced Post-alveolar Fricative consonant	**j**ouet- **g**ilet
l	Voiced Alveolar Lateral consonant	Ma**l**ade
m	Voiced Bilabial Nasal consonant	Plu**m**e
n	Voiced dental Nasal Consonant	Lu**n**e
ɲ	Voiced Palatal Nasal Consonant	Si**gn**er
ŋ	Voiced Velar Nasal Consonant	Parki**ng**
r	Voiced Velar Fricative Consonant	**R**ouge

Abstract

The role of strategy use in the success of second language acquisition is significant; yet, few research studies have been done so far about the role of pronunciation learning strategies. Based on this consideration, this study aims to clarify the relationship between pronunciation learning strategies (PLS) and pronunciation of French cognates at the segmental level. Also, it aims at identifying whether the students pronounced the cognates accurately or not. It is hypothesized that if EFL learners use pronunciation learning strategies very frequently, they are more likely to pronounce French cognates more accurately. To test this hypothesis, data was collected using an online questionnaire and a pronunciation test. Both the questionnaire and test were answered by 35 EFL second-year students at the department of English who were chosen using immediate convenience sampling. The results showed that learners adopted pronunciation learning strategies at high levels of use and preferred to use metacognitive, memory, compensation, and affective strategies. In addition, although most students managed to do well in the test, most of the mistakes made are the result of transfer from French in several contexts of use. Statistically speaking, it was found that the overall use of pronunciation learning strategies has a weak relationship with the pronunciation of French cognates, which suggests that students do not use pronunciation learning strategies effectively.

Keywords: Pronunciation Learning Strategies, English-French Cognates

List of Abbreviations and Acronyms

C.A: Contrastive Analysis

E.A: Error Analysis

EFL: English as a Foreign Language

ESL: English as a Second Language

FL: Foreign Language

IPA: The International Phonetic Association

L1: First Language

L2: Second Language

L3: Third Language

LLS: Language Learning Strategies

PLS: Pronunciation Learning Strategies

SLA: Second Language Acquisition

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General Introduction

Since the emergence of communicative language teaching methods, communicative competence has been emphasized as the driving force for foreign language teaching and learning. In particular, clear pronunciation when speaking a language is considered an indispensable element of successful oral communication (Goodwin & Brinton, 1996; Morley, 1991). As Fraser (2000) put it, pronunciation "is the aspect that most affects how the speaker is judged by others and how they are formally assessed in other skills" (p. 7) (as cited in Rouabah, 2018, p. 12).

Success in learning pronunciation depends on the use of effective and efficient learning strategies, the most important of which is to invest in the knowledge gained from acquiring or learning the mother tongue and second languages to promote the learning of a third or foreign languages. In this study, French cognate words, or words that are similar in pronunciation and/or spelling in French and English, were selected as items that require careful consideration and deployment of pronunciation learning strategies to ensure correct pronunciation.

1. Background of the Study

Though numerous studies have been conducted on different components of language, pronunciation has been pushed aside and its significance in English as a Second/ Foreign Language (ESL/EFL) settings has been considered quite limited. This is the reason why Kelly (1969) described pronunciation as the 'Cinderella' of language teaching because it has been often marginalized (as cited in Plaza, 2016).

In 1975, Language Learning Strategies (LLS) started making a striking impact in Second Language Acquisition (SLA) research, and the first pioneers to begin investigating the language learning strategies that were used by the good language learners are Rubin and Stern (O'Malley & Chamot, 2013). Research carried out by Oxford, in the 1980s, is also considered very influential, given that she developed the most detailed and reliable classification of LLS.

Only a few studies dealt solely with pronunciation learning strategies. Early research on Pronunciation Learning Strategies (PLS) was conducted by Naiman et al. (1978) to explore what the "good" language learners used as strategies for learning pronunciation. The 34 learners, who were interviewed by the researchers, described their language experiences, which resulted in the identification of several strategies and tactics associated with pronunciation learning (As cited in Peterson, 2000, p. 7). Similarly, Peterson (2000) used diaries and interviews with 11 adult learners of Spanish to gather data about the PLS they utilized. This investigation unveiled 21 specific pronunciation learning tactics.

As far as the relationship between PLS use and spontaneous English pronunciation is concerned, Eckstein (2007) conducted a survey of 183 ESL adult learners using a strategic pronunciation scale alongside a standardized speaking level achievement test to assess the students' pronunciation proficiency. The results revealed a positive correlation between some of the PLS and a higher score of pronunciation proficiency essentially, asking for assistance in pronouncing, noticing and observing others' mistakes, to list but two strategies.

Pertaining to the topic of this study, the relationship between the use of PLS and pronunciation of French cognates has not yet been investigated. The studies undertaken in university contexts in Algeria focused on role of transfer in the pronunciation of cognates. Boutas & Kebsa (2018), conducted research on the influence of the French language on the English pronunciation of Algerian EFL learners, where 30 first year students of the department of Arabic were given a test in French and another in English to gather information about their pronunciation of French-English cognates. The results revealed that there is a great impact of French on English pronunciation of cognates. Consequently, this investigation attempts to fill in this gap in the existing literature, which is using the good learner's pronunciation learning strategies within the context of English pronunciation teaching.

2. Statement of the Problem

Knowledge of French is likely to lead to negative transfer in pronunciation of French cognates because of the differences between the sound systems of French and English. Hence, Algerian students who have been introduced first to French and for whom French is used in different settings, maybe be tricked into relying on the pronunciation of cognates in the source language (French) without checking their actual pronunciation in English. Furthermore, it is suggested that students who struggle with the pronunciation of French cognates do not employ the right pronunciation learning strategies that help achieve high levels of proficiency in learning a different language because many studies have identified these strategies as leading to success.

3. Hypothesis of the Study

The current study hypothesizes that if Algerian EFL learners use pronunciation learning strategies very frequently, they are more likely to pronounce French cognates more accurately.

4. Research Questions

The present study addresses the following questions:

1- How often do Algerian EFL students use pronunciation learning strategies identified with the good language learners?

2- How accurate is Algerian EFL students 'pronunciation of English-French cognates?

3- Is there a relationship between Algerian EFL learners' pronunciation learning strategies and their pronunciation of English-French cognates at the segmental level?

5. Aim(s) of the study

The present study aims at knowing which pronunciation learning strategies are often used by Algerian EFL students. In asking students which strategies they use in learning, we aim to raise their awareness about the range of strategies that they can use to enhance their

pronunciation and, especially through autonomous learning. Additionally, it aims at identifying whether the students pronounce English-French cognates accurately or not and exploring the relationship between the students' PLS and their pronunciation of English-French cognates.

6. Research Methodology

In this study, data were collected by means of two research instruments, namely, a pronunciation learning strategy questionnaire and a pronunciation test. Firstly, a pronunciation learning strategy questionnaire designed by Berkil (2008), which is in turn based on Oxford's (1990) and Peterson's (2000) classification systems, was administered to 35 second-year Algerian EFL students at Mohammad Seddik Ben Yahia University, Jijel, in order to explore their use of pronunciation learning strategies. Secondly, a pronunciation test was used to test the students' pronunciation of English-French cognates. Subsequently, the correlation between the scores of both the pronunciation strategy questionnaire and the pronunciation test was calculated in order to determine the nature of the relationship between the use of pronunciation learning strategies and the pronunciation of English-French cognates.

7. Structure of the Study

The current study is divided into two parts, a theoretical and a practical part. The former comprises two sections. The first section, entitled "Pronunciation Learning Strategies", starts off by presenting the general term "pronunciation", providing its definition and aspects. Next, it provides a brief background to pronunciation learning strategies alongside their definition, as well as illustrates the different classifications of PLS given by researchers. The second section, entitled 'English-French Cognates and Learning English Pronunciation', provides its definition and different types accompanied with examples of each type. In addition, it presents a comparison between the phonological systems of English and French to identify the main similarities and differences between the sound systems in each language. Last, it discusses the contribution of cognates and the role they play in target language acquisition through

presenting the different approaches to pronunciation, namely contrastive analysis and error analysis. The second chapter is devoted to the practical part in which the data collected from both the questionnaire and test are analyzed and interpreted. This section presents the analysis and interpretation of learners' PLS use and their pronunciation of English-French cognates.

Section one: Pronunciation and Pronunciation Learning Strategies

Introduction

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Chapter One: Literature Review

Section One: Pronunciation Learning Strategies

Introduction

Pronunciation is one of the most important aspects of learning a second/ foreign language. The primary objective of learners is to obtain a native-like pronunciation which would help them to communicate accurately. On their way to achieving good pronunciation, learners use different pronunciation learning strategies to assist them in the learning process

This section describes the different elements of pronunciation learning strategies. First, it supplies the definition of pronunciation and points out its aspects. It provides a short background of pronunciation learning strategies alongside its definition. Finally, it outlines different classifications of pronunciation learning strategies given by researchers in the field accompanied by the role of PLS in language learning.

1. Definition of Pronunciation

Researchers in the fields of linguistics, phonetics and language learning have given definitions of pronunciation focusing on different aspects such as production, perception, and interpretation of sounds.

As regards production, pronunciation is usually defined as the way an individual utters sounds or words in a specific language (Oxford Learner's Pocket Dictionary, 2008, p.352). Therefore, pronunciation is the utterance of sounds in a specific language (Roach, 2009, p. 64). Seidlhofer (2001) and Setter & Jenkins (2005) stated that "pronunciation involves the production and perception of segmental sounds and suprasegmental (prosodic) features such as stress, intonation, and rhythm" (as cited in Berkil, 2008, p. 12).

Viewed from the perspective of the hearer, pronunciation is defined in Longman Dictionary of Applied linguistics as "the way sounds are perceived by the hearer" i.e., pronunciation is the accepted norm of sound rhythm seen in different words produced by individuals in every particular language (as cited in Shahriari & Dastgahian, 2014, p. 1).

According to the American Heritage Dictionary (1992), another important definition of pronunciation that focuses on both the production and perception of sounds in a specific language holds that it is "a way of speaking words, especially a way of being accepted or generally understood" (as cited in Berkil, 2008, p.12). Accordingly, pronunciation involves producing, understanding and interpreting meaning in the context of our use of language.

2. Aspects of Pronunciation

Kelly (2000) distinguished between two main subsections in the field of pronunciation. These are the segmental aspects and the suprasegmental aspects. The former is concerned with consonants and vowel phonemes and the latter describes the prosodic features such as stress, intonation and rhythm.

2.1. Segmental Aspects (Phonemes)

"Phonemes are the different sounds within a language" (Kelly, 2000, p.1). The segmental aspects, also called phonemes, refer to the sounds that build the speech of the language. They comprise two main categories: consonants and vowels.

2.1.1. Consonants

Consonants are phonemes that "obstruct the flow of air through the vocal tract" (Roach, 2009). Consonants are known as the elements in the phonemic system in which the articulation is characterized by obstruction of air flow at some level between the lungs and the mouth including larynx, velum, roof of the mouth, and lips. In terms of voicing, consonants can be either voiced or unvoiced (voiceless). In English, there are 24 consonant sounds.

2.1.2. Vowels

Vowels are speech sounds which cause no blockage of airstream as it passes through the vocal tract; they "are almost always found at the centre of a syllable" (Roach, 2009, no page). The English vowels are categorized as single vowels (monophthongs), diphthongs, and triphthongs. First, monophthongs are pure vowel sounds since their articulation requires the tongue to move to one fixed position in the mouth. Second, diphthongs, also called paired sounds as they encompass two vowel sounds, are vowel sounds that begin as one sound and blend into another at the end. Last, "triphthongs are a gliding movement from one vowel to another and then to a third, all produced rapidly and without interruption." (Roach, 1991, p. 23). The English language has approximately 20 vowel sounds.

2.2. Suprasegmental aspects

The suprasegmental feature is a feature usually applicable to segmental groups in speech (Kelly, 2000, p. 3). Suprasegmental or prosodic features are features that are added to sounds. They refer to aspects of sound such as intonation, pitch, loudness, tempo, rhythm and stress "that did not seem to be properties of individual segments (i.e., the vowels and consonants of which speech is composed") (Roach, 2009, no page).

2.2.1. Stress

Stress is a feature that puts emphasis in specific elements in the language. It includes two types: word stress and sentence stress. First, word stress refers to the degree of emphasis given to certain syllables in a word (Underhill, 1994, p. 51). Second, sentence stress was defined by Dale and Poms (2005) as the specific words within a sentence that are emphasized or spoken louder to make them stand out.

2.2.2. Intonation

Intonation is the quality of speech that enables speakers to communicate and makes one's speech clear and easy to understand since it reflects the speaker's intention, mood, and attitude. According to Lass (1976), intonation refers to the different pitches of the speaker's voice in English, which serves to convey the correct meaning through its rise and fall (as cited in Arias Marulanda, A. B., & Potes Restrepo, A. M, 2018). Briefly, intonation determines the speaker's intention when speaking. Therefore, for conveying correct information in English, it is very important to use different intonation patterns according to the different contexts. Put differently, intonation determines the speaker's intentions while speaking. It shows whether they are making a statement, asking a question, giving an order. Also, it helps determining moods such as anger, disappointment, or surprise.

2.2.3. Rhythm

Ball and Rahilly (1999) defined rhythm as "a pulse that occurs at more or less equal intervals of time " (p. 119). According to Skandera and Burleigh (2005)

> The rhythm of a language is the recurrence of prominent elements of speech at what are perceived to be regular intervals of time. Depending on the particular language, the prominent elements are usually either stresses or syllables (p. 87).

In other words, rhythm has to do with making certain parts of words or words more prominent and stronger than the others. Languages such as English have several rhythmic patterns in speech production; syllables in words or words can stand out as they are produced in a clearer manner. Conversely, French is a monotone language which does not have a strong stress nor does it emphasize words, which flow smoothly in a monotonous manner.

3. Background of Pronunciation Learning Strategies

According to Brinton (1997), pronunciation was considered the "poor cousin" in the English Second/ Foreign Language (EFL/ESL) world due to the limited attention that has been given to the strategies that learners use in learning a second/ foreign language pronunciation.

On the contrary, language learning strategies research has received a lot of interest. Oxford (1990) proposed a classification of Language Learning Strategies (LLS) where direct strategies were divided into memory, cognitive and compensation strategies whereas indirect strategies were divided into metacognitive, affective and social strategies. Next, strategies were divided with respect to different skills, such as listening, speaking, reading and writing (Cohen & Macaro, 2007; Oxford, 1990) and different language areas, such as vocabulary (Schmitt, 1997), grammar (Oxford, Lee, & Park, 2007) and pronunciation (Eckstein, 2007; Peterson, 2000) (as cited in Szyszka, 2017). Therefore, thanks to Oxford's classification, LLS research has expanded its scope of inquiry from investigating general LLS use to exploring strategies employed in learning pronunciation. Presumably, given the fact that PLS research is still at its start, we can expect researchers to identify new classifications and strategies.

4. Definition of Pronunciation Learning Strategies

The fact that research on LLS predated research on PLS explains how the former has influenced how PLS have been defined. Several definitions of PLS draw on Oxford (1990) and Cohen's (2014) definitions of LLS. For instance, Peterson (2000) identified PLS as "steps taken by students to enhance their pronunciation learning" (p. 7). Berkil (2008), in turn, defined PLS as "specific actions taken by the learner to make pronunciation learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations" (p. 2). Inspired by Cohen, Pawlak (2010) conceived of PLS as "deliberate actions and thought that are consciously employed, often in a logical sequence, for learning and gaining greater control over the use of various aspects of pronunciation" (p. 191).

5. Classification of Pronunciation Learning Strategies

Over the few recent decades, the field of pronunciation learning has attracted studies that aimed to identify effective PLS. Emerging from this research, interest in the PLS has gone

beyond the simple documentation of the PLS and turned to their classification (Peterson, 2000; Eckstein 2007; Pawlak, 2010, Szyzka 2017, as cited in Rouabah, 2018).

5.1. Oxford's Taxonomy (1990)

Oxford is one of the pioneer figures of Language Learning Strategies (LLS) research. She adopted the "direct/ indirect strategy dichotomy" proposed by Rubin (1981), who initiated early efforts to classify LLS (as cited in Griffiths & Oxford, 2014, p. 5). Oxford's strategies are further subdivided into six groups. Direct strategies, which are comprised of memory, cognitive, and compensation strategies, bring about the "mental processing of information" and directly using the target language (TL) (Oxford, 1990, p. 135). Indirect strategies, which include the metacognitive, affective, and social strategies, mainly "support and manage language learning without directly involving the target language" (Oxford, 1990, p.135).

Memory strategies, also referred to as "mnemonics" (Oxford, 1990, p. 38), are techniques used to help store and retrieve information that was learned, make meaningful associations, and creating mental linkage. Cognitive strategies are the most frequently used by learners for "manipulation and transformation" of the TL. They include repetition, summarizing, analysing, and guessing meaning from context, and using imagery for memorization. Compensation strategies are communication strategies used by learners to compensate for limitations they are faced with when speaking the TL, like guessing the meaning from its context, describing the word, or using synonyms to fill the gap in their knowledge. Metacognitive strategies are techniques used to make learners aware of their learning styles and evaluation of their learning process. Affective strategies are concerned with managing emotions, attitudes whether they are positive or negative that can influence their performance and learning process by lowering anxiety levels and relaxing, talking to one's self positively and encouraging themselves, and providing a positive environment to help to control their emotional temperature. Lastly, social strategies are vital since a language is a form of

social behaviour which involves people, and learning a language is none other than communicating, i.e., it is a technique meant for associating with people while cooperating such as asking questions, empathizing, and so on. (Oxford, 1990)

5.2. Peterson's Taxonomy (2000)

Drawing on the general model of LLS by Oxford (1990), Peterson (2000) developed a taxonomy of PLS, which is particular to the area of pronunciation. Hence, memory strategies are techniques used to improve storage, retrieval, and representation of sounds. Cognitive strategies are mainly used for repetition of sounds, and analysis of the sound system. Compensation strategies are communication strategies adopted by learners to compensate for barriers they are faced with when speaking the target language, and consist mainly in using proximal articulations. Affective strategies assist with managing emotions and attitudes, lowering anxiety levels, and speaking to oneself positively. Social strategies are essential since a language is a form of human behaviour which involves people, and learning a language is no different than communicating, asking for help, offering help and cooperating.

Table 1. 1. Peterson's (2000) classification of pronunciation learning strategies (PLS) within the framework of Oxford's (1990) learning strategies (LS)

No.	Peterson's PLS (and No. of pronunciation tactics)	Oxford's LS
	Representing sounds in memory (2)	**Memory**
	Practicing naturalistically (15)	**Cognitive**
	Formally practicing with sounds (11)	
	Analyzing the sound system (3)	
	Using proximal articulations (0)	**Compensation**
	Finding out about a target language pronunciation (2)	**Metacognitive**
	Setting goals and objectives (3)	
	Planning for a language task (1)	
	Self-evaluating (1)	
	Using humour to lower anxiety (1)	**Affective**

Asking for help (2)		
Cooperating with peers (2)		**Social**

(as cited in Szyszka, 2017, p. 39)

The above table shows the classification of PLS by Peterson (2000) was based on Oxford (1990) Language Learning Strategies. Memory strategies -representing the sound in memory- are accompanied with one tactic: making up songs or rhythms to remember the pronunciation of words. Second, cognitive strategies, containing a total of 29 pronunciation tactics, are based on naturalistic practice strategies (e.g., listening to music or watching movies and television, mentally rehearsing how to pronounce before speaking out loud, and trying to speak slowly to get the pronunciation right), formally practicing with sounds (e.g., pronouncing words over and over, practicing saying words slowly then faster and trying to memorize TL phrases) and analysing the sound system (e.g., learners try to notice the differences between native and TL pronunciation). Lastly, compensation strategies are exemplified by one pronunciation strategy which is using proximal articulations; when a learner finds it difficult to pronounce a certain TL sound, they opt to pronounce another sound that might be the next best thing, and this strategy had no tactics associated to it. Meta-cognitive strategies include four pronunciation strategies: finding out about target language pronunciation, setting goals and objectives (e.g., deciding to memorize the sound in an instant), planning for a language task (e.g., writing difficult words in bold for an oral presentation), and self-evaluation (e.g., recording oneself to listen to). Next is affective strategies with one strategy -Using humour to lower anxiety- exemplified with one tactic: linking humour with mispronunciation. The last two strategies -asking for help and cooperating with peers- with two tactics for each (e.g., asking for help in pronouncing or correcting one's pronunciation, studying, teaching, or tutoring someone else). (as cited in Szyszka, 2017, p. 40).

Peterson's classification is considered unbalanced because most pronunciation strategies are cognitive strategies. Nevertheless, Peterson still opened the door for further research and investigation to re-examine her classification. (Szyszka, 2017, p. 40).

5.3. Eckstein's Taxonomy (2007)

Eckstein suggested a system for classifying PLS which linked the classification of PLS to pronunciation acquisition processes (2007, p. 28). In doing so, Eckstein borrowed Kolb's (1984) learning cycle construct. The latter uses a cyclical learning method in which learners experience four domains of continuous learning. First, the learners encounter the specific experience of the first stage, which is the concrete experience, then they move to reflection on observation; after that, learners form an abstract conceptualization based on reflection. Ultimately, the learner takes action based on the new concept. Likewise, Eckstein created his pronunciation acquisition structure by comparing Kolb's four stages of learning with the four stages of pronunciation acquisition in SLA research (Szyszka, 2016, p. 40). The following table illustrates the relationship between the cycle construct and acquisition construct.

Table 1. 2. Kolb's (1984) Construct and Pronunciation Acquisition Theory.

Kolb's (1984) Learning Cycle Construct	Pronunciation Acquisition Construct
Concrete Experience	Input/ Practice
Reflection on Observation	Feedback/ Noticing
Abstract Conceptualization	Hypothesis Forming
Action Based on New Conceptualization	Hypothesis Testing

(As cited in Eckstein 2007, p. 32)

The concrete experience is related to the pronunciation stage of input and practice. Pronunciation input can be thought of as any stimulus that the learner encounters sound, such as a radio, dialogue, or a visual map of phonemes. Practice is the act of producing sound in an isolated or communicative environment. Both input and practice provide learners with some

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specific experience about the target of the pronunciation of sound. Reflection on observation is related to pronunciation noticing and pronunciation feedback. Noticing is attenuation-intentional and unintentional- to pronunciation rules and patterns. Pronunciation feedback is a function of the speaker's ability to understand and process the other speaker's pronunciation. It is a scale by which the speaker determines the accuracy or acceptability of a particular utterance. Abstract conceptualization is related to the hypothesis formation stage of pronunciation acquisition. Hypothesis formulation is a psychological process that attempts to connect the gap between actual pronunciation and target pronunciation based on feedback from others or differences noticed by learners. Finally, actions based on the new conceptualization are related to the hypothesis testing phase of pronunciation acquisition, where the hypothesis testing included the implementation of pronunciation changes based on the new hypothesis. An example of hypothesis testing might be to pronounce a word with a slightly different vowel after communication breakdown, hoping to re-establish the communication. (as cited in Eckstein, G. T, 2007, p. 32).

5.4. Pawlak's Taxonomy (2010)

One of the recent classifications of PLS was constructed by Pawlak (2010) and is based on the typology of O'Malley and Chamot (1990) and Oxford (1990). Different from Peterson's classification, Pawlak's is divided into four groups: cognitive strategies, metacognitive strategies, social strategies, and affective strategies, while the memory and compensation strategies of Oxford (1990) are grouped into sub-categories under cognitive strategies. In addition to the strategies identified by previous classifications, Pawlak added more precise strategic devices, or tactics, which are actual actions taken up by the L2 pronunciation learners, such as using phonetic symbols or one's codes to remember sounds or rewarding oneself for making progress in phonetics. Pawlak's taxonomy is considered the most comprehensive of all

the PLS taxonomies mentioned above, as they are broad enough to include all PLS and the ones that are yet to be discovered (as cited in Szyszka, 2017, pp. 43-44).

Table 1. 3. Pawlak's (2010) Pronunciation Learning Strategies Taxonomy

PLS	Pronunciation learning strategic devices and tactics
1. Metacognitive	Deciding to focus on particular pronunciation features, looking for opportunities to practice new sounds, recording oneself to self-evaluate one's pronunciation, etc.
2. Cognitive	Using phonetic symbols or one's own codes to remember sounds, forming and testing hypotheses about pronunciation rules, noticing similarities and differences between the sound systems of L1 and L2 or other known languages, making use of articulatory descriptions (e.g., charts, diagrams, etc.), memorizing the pronunciation of new words, using color or sound associations, repeating after the teacher or a recording, reading aloud, using rhythmic gestures that accompany speech practice, looking up pronunciation in a dictionary, deliberately using words that are difficult to pronounce in spontaneous communication, etc.
3. Affective	Using relaxation techniques when encountering problems with pronunciation, rewarding oneself for making progress in phonetics, etc.
4. Social	Practicing aspects of pronunciation with other students, asking others for correction of pronunciation errors.

(as cited in Szyszka, 2017, p. 43).

6. The Role of Pronunciation Learning Strategies in Pronunciation Learning

Although there is limited research on the subject of PLS and its novelty as a field, it is considered to be essential for accelerating and supporting successful L2/FL learning. According to Wrembel (2008) and Dörnyei et al. (2006) PLS help learners in many ways. They affect the motivation and confidence in learning L2/FL pronunciation (as cited in szyszka, 2017, p. 48). Similarly, Oxford (1990) argued that PLS "can improve learners' language ability, self-confidence, and motivation" (as cited in Szyszka, 2017, p. 48).

The shift from teacher-centred to learner-centred standards and the emphasis on learner autonomy have brought significant attention to the field of language learning as it was believed that gaining a sense of responsibility leads to effective learning. (Erbay, Ş., et al, 2016, p. 50).

In addition, Szyszka holds the same idea and regards PLS as an "effective tool for more learner-centred and autonomous pronunciation acquisition" (2017, p. 48).

PLS are necessary tools to improve pronunciation learning and maintain the successful process of L2/L3 learning. Hence, equipping learners with PLS can encourage them to improve their pronunciation independently.

Conclusion

Pronunciation is the way someone uses language following a standard accent. As it is essential in achieving oral competency, it is important to identify and employ the right tools that guarantee and expedite the pronunciation learning process. Therefore, pronunciation learning strategies are considered as methods of improving pronunciation. Enriching the learners' knowledge with a repertoire of effective PLS will assist them in attaining correct pronunciation, conveying the right meaning, making their speech understood to others, and understand others' speech. Furthermore, aspects of pronunciation, which include segmental and suprasegmental features, need to be taken into consideration when producing, analyzing and evaluating speech.

Section Two: French Cognates and Learning English Pronunciation

Introduction

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Conclusion

Section Two: English-French Cognates and Learning English Pronunciation

Introduction

In the course of time, languages enrich and broaden their lexicons through the process of borrowing. Particularly, the shared lexical units in English and French, which were borrowed from Latin, resulted in creating a big number of cognates. These phrases, with similar meanings and spellings, are regarded as an acquisition tool as they allow L2 learners to use their native language to understand and acquire the pronunciation in the target language.

The present section first defines cognates, explains their different types, and provides examples for each specific type. Next, it presents the differences between English and French pronunciations of English-French cognates through discussing the contrastive analysis and error analysis. Last, it provides comparison between English and French phonological systems.

1. Definition of Cognates

Cognates are words that have the same linguistic origins. The word 'cognate', which is taken from Latin 'cognatus' (co means 'together' and gnatus means 'birth'), denotes words that are related or have the same root or origin. According to Echeverria (2012), cognates are lexical items that have the same root and can be recognized as the same in two languages (p. 9). In addition, Holmes (1986) defines a cognate as "a word which is derived from the same source as a word which has a similar meaning in L1" (p.15); that is, words with similar form and meaning in L1 and the TL are the same because they have a common linguistic origin from a common ancestral language. In this respect, although English and French come from completely different branches of the Indo-European language family, thousands of their vocabularies are found to be related phonetically and/or orthographically. Furthermore, due to the geographical, historical, and cultural contact between the two languages, a large number of words were shared. According to LeBlanc & S´eguin, (1996), those words that were adopted

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or derived from an ancestor language had slightly or have not shifted their original form, as well as a slight or a total change in meaning. Other words had no change to their form but had different meanings in different contexts. Moreover, some of the words had no change into the original form or meaning. It was found that the vocabulary overlap rate between French and English is 38%: 23,000 were found to be cognates with 6,500 as homographs, and 16,500 were slightly different orthographically, phonetically, and/or semantically (as cited in Frunză, 2006, p. 5). For example, English and French share a large number of cognates with the same spelling and meaning.

As far as their pronunciation is concerned, cognates are pronounced differently across languages. Due to phonemic differences between the phonological systems of languages, the process of substitution, for instance, is expected to occur since each language requires the use of different sounds (Munro & Derwing, 2006 as cited in Thomson, 2018, p. 23).

2. Types of Cognates

Cognates can basically be divided into three types: true cognates, false cognates, and partial cognates. This division is based on Frunză and Inkpen (2007) identification of the three types of cognates.

2.1. True Cognates

True cognates are words with similar meanings, spellings and pronunciation in two or more different languages, and they have a common origin. According to Çakir (2015), "True cognates are vocabulary items in two languages in the same sense with similar pronunciation and identical or different spellings" (p.2). In other words, true cognates could be identical or have a slight difference on the orthographical level and phonological level, such as the word "Flexible" in English and French and the word "Camera" in English and "Caméra" in French. The following table lists some examples of true French-English cognates.

Table 1. 4. French-English True Cognates

	French	English
	Abuse	Abuse
	Acteur	Actor
	Cable	Cable
	Liste	List
	Spécial	Special
	Trafic	Traffic
	Université	University
	Gaz	Gas

(as cited in Boutas & Kebsa, 2018)

2.2. False Cognates

False cognates (commonly referred to as false friends or faux-amis in French) are words that share a similar form and/or pronunciation in two or more languages but have no resemblance in meaning. This shift in meaning and pronunciation happened through time. Malmasi and Dras (2015) noted that "false cognates are similar words that have distinct, unrelated meanings" (p. 1), i.e., they may still have the same orthography; however, they express different meanings and are etymologically unrelated. For instance, the word 'Coin' in English means 'a piece of metal used as money', while 'Coin' in French stands for 'corner'. The following table illustrates other examples of the English-French false friends

Table 1. 5. Some of the English-French False Cognates

French	English
-Assister (to attend)	-To assist (to help, or aid)
-Caractère (the character or temperament of a person or thing)	-Character (nature/temperament as well as a person in a play)
-Déception (a disappointment or let-down)	- Deception (to be deceived)
-Envie (wish or desire jealousy)	- Envy (a feeling of grudging, or

(as cited in Boutas & Kebsa, 2018)

2.3. Partial cognates

Partial cognates or semi-cognates are words that "may be either true cognates or false cognates" depending on the context in which they are used (Sitbon, Molla & Wang, 2015, p. 1). Semi-cognates have the same meaning in two or more languages, but they may be different in some contexts. The following table displays some French-English partial cognates.

Table 1. 6. Some Examples of the French-English Partial Cognates

French	English
Ancien	*Ancient*
- Le monument est ancien. (old)	- The monument is ancient. (old)
- L'ancien president. (former)	- The ancient president. (former)
Amateur	*Amateur*
non-professional/lover of something	Dabbler
Facteur	*Factor*
factor/mailman	component/circumstance

(as cited in Boutas & Kebsa, 2018)

3. Differences Between English and French Pronunciations of English French Cognates

Areas of similarity and difference between English and French are wide especially in terms of pronunciation as various speakers of English have a French linguistic background. Therefore, studies inspected certain pronunciation-related patterns concerning consonants and vowels sounds. The following diagrams and tables present the English and French sound systems.
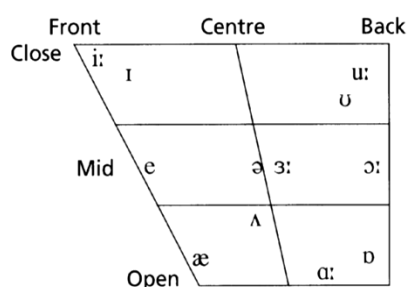
Kelly, 2000, p.5

Figure1. *English Vowel Chart*
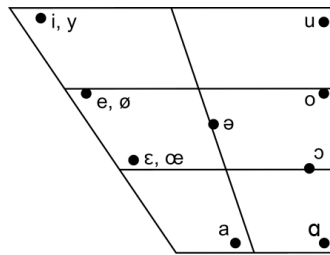
Figure2. *French Vowel Chart*

As can be seen from the diagrams above, the pronunciations of English and French vowels share too many characteristics. Some vowels have almost the same pronunciation positions, such as the English front vowel /æ/ in words such as "hat" and the French front vowel [a] in words such as "*page*". There are other similarities, such as the closed round vowel /u:/ in words like "cube" and [u], which can be found in words like "*soupe*". Also, the phoneme /ɜ:/ in English is almost the same as [ɜ], in French such as in the English word 'girl' and French word '*fleur*' meaning flower. Nevertheless, different sounds in both systems can be found. We must be aware that in the articulatory zone where French distinguishes /i/ and /e/, English offers three vocalic types represented respectively by: /i:/ beat, /i/ bit, /eɪ/ bait, which are absolutely irreducible to the French /i/ and /e/ (Pierre A. R. Monod, 1971, pp. 88-95).

Table 1. 7. Classification of English Consonant Phonemes

Classification of English Consonant Phonemes						
Place of Articulation						
Manner of Articulation	Labial	Dental	Alveolar	Post-alveolar	Palatal	Velar	Glottal
Nasal	/m/		/n/			/ŋ/	
Plosive Affricative	/p/ /b/		/t/ /d/	/tʃ/ /dʒ/		/k/ /g/	
Fricative	/f/ /v/	/θ/ /ð/	/s/ /z/	/ʃ/ /ʒ/		/x/	/h/
Approximant			/l/	/r/	/j/	/w/	

(adopted from Wikipedia)

Table 1. 8. Classification of French Consonant Phonemes

Classification of French Consonant Phonemes					
Place of Articulation					
Manner of Articulation	Labial	Dental/ Alveolar	Post-alveolar	Palatal	Velar/ Uvular
Nasal	/m/	/n/		ɲ	/ŋ/
Plosive	/p/	/t/			/k/
	/b/	/d/			/g/
Fricative	/f/	/s/	/ʃ/		/ʁ/ /w/
	/v/	/z/	/ʒ/		
Approximant		/l/	/n/	/j/	
				/ɥ/	

(adopted from Wikipedia)

As for the articulations of consonants in English and French, most are similar to a great extent. For example, the fricatives /f/ and /v/ are the same in both English and French and can be found in English words like 'farm' and 'clever', and French words like '*façade'* and '*cave'*. However, differences in the consonant sounds exist. To exemplify, the plosives /p/, /t/ and /k/ in English can be aspirated in initial positions or in stressed syllables in words like 'possible', 'top', and 'kit' whereas in French, the /p/ sound cannot be aspirated in such positions.

3.1. Contrastive Analysis versus Error Analysis Approaches to Pronunciation

In the 1960s, Contrastive Analysis (CA) and Error Analysis (EA) appeared as new approaches in the field of SLA to explain the difficulties encountered by learners and the sources of learners' errors. CA and EA can be adopted to predict and explain learners' pronunciations in a second or foreign languages (L2s/FLs), particularly the pronunciation of cognates.

3.1.1. Contrastive Analysis (CA)

In the field of L2/FL learning and teaching, various studies focused on the influence of the mother tongue on the acquisition of the target language. Moreover, recently there has been

a growing interest in the study of crosslinguistic influence of first and second languages (L1s and L2s) on the acquisition of a third language.

CA investigated the similarities and differences between two or more languages. According to Lehiste (1988), contrasting the source language and the target language errors will make it easier to predict errors made by learners of the target language, and leads to easy learning (as cited in Boutas & Kebsa, 2018, p. 26). In the same vein, Lado (1957) considered elements that are similar in both languages easy to learn; by contrast, those elements that are different will be difficult (as cited in Boutas & Kebsa, 2018, p. 17). However, Odlin (1989) claimed that the source of errors is not always because of the differences found in both languages, similarities can also be a challenge (p.31).

According to Lado (1957), transfer is the process of passing the native language (L1) habits to an FL (p.2). If the L1 and TL are similar, those elements would be easy to the learner and would lead to "positive transfer"; whereas, if there are differences between them, those elements would be difficult resulting in "negative transfer" (as cited in Boutas & Kebsa, 2018, p. 17). At the level of cognates, even though Odlin (1989) suggested a "facilitating influence of cognate vocabulary" (p. 26), the observation is related to the meaning of cognates, not their pronunciation, which may be different and problematic to L2/FL learners.

According to Odlin (1989), one of the types of error production is substitution which indicates that learners use L1 structures instead of TL structures; for instance, French does not have the English affricates [ʧ] and [ʤ]; so, in theory, students will tend to substitute those sounds and pronounce them in French (Markey, 1998, p. 2). Moreover, substitution is more likely to occur in the manner of pronouncing some shared phonemes; in this vein, Koutsoudas and Koutsoudas (1962) posited "the more closely associated a foreign sound is with the student's native phoneme, the harder it will be for the student not to substitute the native

phoneme for the foreign sound." (p. 54) (as cited in Markey, 1998, p. 2). This suggests that students will highly tend to replace or substitute the sounds of their L1 to those of the TL when encountering a similar sound in both languages.

3.1.2. Error Analysis (EA)

The disagreement with the CA approach led to the emergence of EA. Error analysis deals with different sources of learner's errors and investigates their significance rather than predicts them. Unlike CA, EA took the mother tongue as one source among others for students' errors. Corder (1981) stated the importance of EA in saying that "the errors that learners make are a major element in the feedback system of the process we call language teaching and learning" (p. 35).

It is worth mentioning that there is a difference between the terms 'error' and 'mistake'. On the one hand, mistakes are random slips of the tongue or wrong performance made even by native speakers and they can be self-corrected. On the other hand, errors are gaps in the knowledge of learners about the TL, which cannot be self-corrected (Larsen, 1992, as cited in Bizongwako, 2015).

EA focuses on universal language learning processes and strategies and argues that learners rely on overgeneralization and simplification, as two natural processes of development. Overgeneralization refers to applying the rules of the L1 to those of the TL; whereas simplification is the attempt of students to produce their own utterances (Keshavars, 1997, as cited in Bizongwako, 2015).

In EA, errors are attributed to two sources: interlingual transfer and intralingual transfer. The former is the result of negative transfer from the learners' L1, where phonological, morphological and syntactic features of the L1 are imposed on the TL. This phenomenon can be noticed in cognate words. For example, English and French, as far as phonology is

concerned, when the patterns are similar in both languages, they lead to positive phonological transfer, and when they are different, they lead to negative phonological transfer. However, Odlin (1989) claimed that similarities of cognates form may lead learners to create similarities between sounds that are phonetically different (p. 114); in other words, students may use the phonetic system of their L1 when they perceive similarities. As far as intralingual transfer is concerned, it results in developmental errors and reveals how learners draw concepts and formulate hypotheses about the TL; the errors made by students reflect their current stage of internalization of the TL system (as cited in Bizongwako, 2015).

One of the main sources of errors is intralingual transfer; it reveals how the students make hypotheses and concepts about the TL and relate them to their L1; Odlin (1989) claimed that the source of errors is not always because of the differences found in both languages, similarities can also be a challenge (p.31).

Conclusion

Cognates are similar vocabularies shared between two or more languages. As a concept in the field of language acquisition, cognates are considered as a tool for learning a target language for the fact that cognates and their different types play a major role in second/ foreign language acquisition. However, these similar words may cause confusion in learning which necessitates the comparison between the phonological systems of English and French where the main similarities and differences between the sound systems in each language are identified. Last, different approaches to pronunciation, namely contrastive analysis and error analysis contribute discuss the similar items between languages and the errors that learners make as a result of the existence of these similarities.

Chapter Two: Field Work

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Chapter Two: Field Work

Introduction

This chapter introduces the practical part of the research, which was carried out with second-year Algerian EFL students at the Department of English, Jijel, to explore the pronunciation learning strategies they used, the accuracy of their pronunciation of French cognates, and whether there is a relationship between the two. The presentation sets off by describing the research methods followed in the data collection as well as the population and the sample. Next, it provides description and analysis of the questionnaire and the test followed by interpretation of the results obtained.

1. Research Design

The current study relied on both quantitative and qualitative research methods to investigate the relationship between EFL learners' pronunciation learning strategies and pronunciation of English-French cognates.

1.1. Population and Sampling

A pronunciation test and an online questionnaire were administered to second-year EFL learners at the University of Mohammed Seddik Ben Yahia of Jijel. The selection of the population is based on the fact that second-year students have been studying the subject of phonetics and phonology for almost four semesters, which suggests they are familiar with the sound system of English.

As regards the sample, students were selected based on instant or immediate convenience sampling to answer the pronunciation test. Thirty-five students, of the 60 students who initially took part in the pronunciation test, constitute the sample of the study as the other 25 students did not answer the questionnaire. Later on, the selected students answered an online

questionnaire that was sent to their personal emails to evaluate the frequency of their use of pronunciation learning strategies.

1.2. Data Collection Procedures

The present study is concerned with the relationship between EFL learners' pronunciation learning strategies and pronunciation of French cognates. It was conducted in the second semester of the academic year 2020/2021 at the University of Mohammed Seddik Benyahia, Jijel. The two research instruments used to collect the data were a pronunciation learning strategy questionnaire and a pronunciation test. The test was given to 35 Algerian EFL students, and the questionnaire was answered by the same students in the Department of English.

1.2.1. The Students Questionnaire

1.2.1.1. Description of the Students Questionnaire

In order to evaluate the learners' answers about their use of pronunciation learning strategies, a questionnaire designed by Berkil (2008), which is in turn based on Oxford's (1990) and Peterson's (2000) classification systems, was adapted in this investigation. The questionnaire adopted 28 strategies out of the 52 items in the original work by Berkil adopted from Rouabah (2018). Particularly, the six original categories of PLS are retained, namely cognitive strategies, memory strategies, metacognitive strategies, affective strategies, social strategies and compensation strategies. However, while cognitive, memory, metacognitive and affective categories were elaborated in five statement sentences or strategies for each, the compensation and social categories were based on four strategies each because only the strategies that resonate with pronunciation were chosen and to avoid repetition.

In the questionnaire, two of the memory strategies numbered 6 and 10 are almost similar in meaning with a slight difference that is the manner of practice. In the first strategy, words are pronounced over and over to memorize their pronunciation. However, in the last strategy,

different techniques can be used to memorize the pronunciation of words including listening to their pronunciation online or checking their transcription in the dictionary.

The students were requested to read each statement carefully, then objectively tick the response which indicates how often they have been using each strategy in their daily life since they started studying English at university.

1.2.1.2. The Administration of the Questionnaire

This research relied on a strategic pronunciation learning inventory based on the Likert rating scale for the purpose to measure students' use of pronunciation learning strategies. Each statement in the questionnaire corresponded with a strategy and students had to select the frequency of using it out of the five options available. The five categories in the Likert scale ranged from 1 to 5; number 1 stood for "Never", number 2 signified "Rarely", number 3 "Sometimes", number 4 "Usually", and number 5 represented "Always". The numbers associated with frequencies enabled the statistical measurement of learning strategy recurrence of use (Oxford, 1990).

1.2.2. The Pronunciation Test

1.2.2.1. Description of the Pronunciation Test

In order to measure the accuracy of students' pronunciation of English-French cognates, a pronunciation test was used as a research tool. The pronunciation test is made up of 40 English-French cognate words. It tests several patterns of cognates pronunciation at the segmental level.

After recording the students' pronunciations of French cognates, scores were given to each student on a scale of low, average and good. Meanwhile, mispronunciations were arranged in categories on the basis of the nature of phonemic errors made by each student. Furthermore, segmental features of pronunciation were considered in the analysis.

1.2.2.2. Administration of the Pronunciation Test

The students' performances on the pronunciation test can be classified into three categories. The category [10-20] represents the below-average performances, in which most pronunciations were wrong. The category [21-30] represents the above-average performances, and the category [31-37] represents the good performances, in which most pronunciations were correct.

2. Analysis of the Results

2.1. Analysis of the Questionnaire Results

The purpose of using a questionnaire was to measure the frequency and the level of use of pronunciation learning strategies by 35 second year Algerian EFL students. In order to identify the overall level of use of PLS and the use of PLS per category, the students' answers on the statements provided in the questionnaire were calculated.

The following table summarizes the guidelines for interpreting the students' levels of PLS use; which is based in part on Oxford's (1990) study.

Table 2. 1. Levels of Pronunciation Learning Strategies Use

Mean scores	Levels of use
1.6– 2.5	Low
2.6– 3.5	Medium
3.6– 4.5	High

2.1.1. The Use of PLS per Category

2.1.1.1. The Use of Cognitive Strategies

1. I repeat sounds, words, and sentences after English speakers (teachers, youtubers, friends, etc.) as well as imitate their gestures and facial expressions.

2. I practise my pronunciation by speaking to myself in English (monologue)

3. I complete phonetic exercises which I find online and/or in course-books

4. I observe the movements of articulators in the mirror when speaking English

5. I associate (link and compare) the pronunciation of a new word with what I already know.

Table 2. 2. Frequency of Using Cognitive Strategies

Item N°	Always	Usually	Sometimes	Rarely	Never	Mean	Level of use
1	16	5	9	4	1	3.88	High
2	19	10	5	1	0	4.34	High
3	3	5	10	7	10	2.54	Low
4	8	6	6	11	4	3.08	Medium
5	13	11	6	3	2	3.85	High
Mean						3.53	Medium

In the light of the tabulated responses, cognitive strategies are used moderately by the students, with a medium overall average (M=3.53). The students reported high levels in repeating after and imitating native speakers (item1: M=3.88), practising their pronunciation (item2: M=4.34) and predicting the pronunciation of new words by drawing on their knowledge of similar patterns (item5: M=3.85). The same students relied on the strategy which consists in observing the movements of articulators in the mirror less frequently (item4: M=3.08) and the use of phonetic exercises much less (item3: M=2.54).

2.1.1.2. The Use of Memory Strategies

6. I repeat a word several times over (aloud or through whispering it) to memorize its pronunciation.

7. I memorize the pronunciation of a new word when I associate it with a situation in which I have heard it.

8. I memorize the pronunciation of a given word by visualizing its transcription.

9. I memorize the pronunciation of a given word by putting it in a context (sentence, story, rhyme, etc.).

10. I practise a difficult word over and over.

Table 2. 3. Frequency of Using Memory Strategies

Item N°	Always	Usually	Sometimes	Rarely	Never	Mean	Level of use
6	14	10	9	2	0	4.02	High
7	21	9	3	1	1	4.37	High
8	6	9	3	8	9	2.85	Medium
9	3	12	14	5	1	3.31	Medium
10	10	17	6	2	0	4	High
Mean						3.71	High

As the table exhibits, memory strategies are frequently used by students, with a high overall average (M=3.71). Students reported high levels in repeating a word several times aloud in order to memorize it (item6: M=4.02), memorizing a new word by associating it with a situation they have heard it in (item7: M=4.37), and constantly repeating a difficult word (item10: M=4). The same students used the strategy which involves visualizing the transcription of a word when memorizing its pronunciation (item8: M=2.85), and putting the word in context to memorize it (item9: M=3.31) less frequently.

2.1.1.3. The Use of Compensation Strategies

11. If I do not know how to pronounce a given word, I guess its pronunciation.

12. I use synonyms of words that I have difficulty in pronouncing.

13. If I do not know how to pronounce a given word, I avoid using it.

14. If I cannot produce a given English sound, I produce a sound as similar to it as possible.

Table 2. 4. Frequency of Using Compensation Strategies

Item N°	Always	Usually	Sometimes	Rarely	Never	Mean	Level of use
11	19	7	7	1	1	4.2	High
12	13	7	9	4	2	3.71	High
13	6	5	14	3	7	3	Medium
14	6	14	10	4	1	3.57	Medium
			Mean			3.62	High

The above table reveals that the overall average use of compensation strategies is high (M=3.62). Participant's responses revealed high levels in guessing the pronunciation of words (item11: M=4.2), including using alternative expressions (synonyms) for words they have difficulties in pronouncing (item12: M=3.71). On a less frequent level, the same students avoided words that were not familiar to them (item13: M=3) and producing similar sounds to English when having difficulty pronouncing an English sound (item14: M=3.57).

2.1.1.4. The Use of Metacognitive Strategies

15. I record words whose pronunciation I want to memorize and listen to the recording several times over.

16. Before I say a given word, sentence, etc., aloud, I practise saying it in my mind.

17. I try to identify and use pronunciation rules.

18. I use electronic devices such as Google translation, electronic dictionaries.

19. I purposefully focus my listening on particular sounds.

Table 2. 5. Frequency of Using Metacognitive Strategies

Item N°	Always	Usually	Sometimes	Rarely	Never	Mean	Level of use

15	9	6	7	6	7	3.11	Medium
16	20	11	2	2	0	4.4	High
17	11	11	5	7	1	3.68	High
18	13	13	5	3	1	3.97	High
19	7	12	12	3	1	3.6	High
Mean						3.75	High

According to the participants' responses, meta-cognitive strategies seem to be used at a high overall average (M= 3.75). The use of the strategy which consists of practicing a word, or sentence in mind before saying it aloud was very high (item16: M=4.4). In addition, students reported being highly engaged in using the strategies of identifying and using pronunciation rules (item17: M=3.68), utilizing electronic devices such as google translation and electronic dictionaries (item18: M=3.97), and focusing their listening on particular sounds more frequently (item19: 3.6). Students reported a medium-level use of word-recording (item15: M=3.11).

2.1.1.5. The Use of Affective Strategies

20. I use relaxation techniques such as breathing, laughter, music, etc.

21. I notice my pronunciation problems and try to overcome them.

22. I encourage myself to speak the target language.

23. I reward myself for successful or effort put in pronunciation learning.

24. Use a sense of humour about my mis-pronunciations.

Table 2. 6. Frequency of Using Affective Strategies

Item N°	Always	Usually	Sometimes	Rarely	Never	Mean	Level of use
20	9	9	6	6	5	3.31	Medium

21	13	14	6	2	0	4.08	High
22	19	6	6	3	1	4.11	High
23	9	5	7	6	8	3.02	Medium
24	9	11	9	1	5	3.51	Medium
Mean						3.60	High

As it can be noticed from the student's answers, affective strategies are reported to be highly used by students (M=3.60). Students reported medium levels in using breathing, laughter, music, etc., as relaxation techniques (item20: M=3.31), rewarding themselves on effort put in pronunciation learning (item23: M=3.02), and using humour when mispronouncing a word (item24: M=3.51). On higher level of use students relied on noticing and overcoming their pronunciation problems (item21: M=4.08), as well as, encouraging themselves to speak the target language (item22: M=4.11).

2.1.1.6. The Use of Social Strategies

25. I ask others to help if I'd not know how to pronounce a given sound or word.

26. I ask my friends to correct my pronunciation when I speak.

27. I cooperate with peers and advanced users of the target language.

28. I tutor, teach, or help someone else to learn pronunciation.

Table 2. 7. Frequency of Using Social Strategies

Item N°	Always	Usually	Sometimes	Rarely	Never	Mean	Level of use
25	10	10	10	3	2	3.65	High
26	9	5	12	6	3	3.31	Medium
27	8	12	10	3	2	3.6	High
28	10	11	7	7	0	3.68	High
Mean						3.56	Medium

As reported in the table above, social strategies are used by students with a medium overall average (M=3.56). Students showed high levels on asking for help when not knowing the pronunciation of a word or sound (item25: M=3.65), working together with peers and advanced users of TL (item27: M=3.6), and tutoring, teaching, or helping someone else to learn pronunciation (item28: M=3.68). The same students concerned, used the strategy of asking friends to correct their pronunciation less frequently (item26: M=3.31).

2.1.2. Overall Use of Pronunciation Learning Strategies

The following table summarizes the students' the overall use of the six PLS and the ranking of each subcategory.

Table 2. 8. Students' Use of Pronunciation Learning Strategies

Part	PLS	Mean	Ranking	Level of Use
A	Cognitive	3.53	6	Medium
B	Memory	3.71	2	High
C	Compensation	3.62	3	High
D	Metacognitive	3.75	1	High
E	Affective	3.60	4	High
F	Social	3.56	5	Medium
	PLS	**3.62**		**High**

On the whole, the average frequency of participants' use of PLS is high, but it is almost above the threshold level of 3.6, which marks the start of the 'High' category, meaning that students' frequency of using PLS is not remarkably high. This is particularly true of the difference between the frequencies of using the six categories of strategies, which it is very low even between the highest category and the lowest one (M=3.75 and M=3.53).

More specifically, the data also shows that students have a clear preference towards the use of metacognitive and memory strategies, which are both highly used (M=3.75, M=3.71). Next in frequency come the compensation and affective strategies, also with a high level of use (M=3.62 and M=3.60). Lastly, cognitive and social strategies were reported to be the least frequently used among the six categories with a mean score of 3.53 for the former and 3.56 for the latter.

2.2. Analysis of the Results of the Pronunciation Test

Errors in the pronunciation of French cognates were classified into two categories: interlingual and intralingual errors. Errors were due to substitution, addition, and omission of phonemes. First, students replaced most vowel and consonant sounds with French ones or alternatives from the English vowel system in their pronunciation of cognates. Second, they were noticed to pronounce silent letters, accounting for the process of addition. Last, students tended to omit some phonemes that usually came at the end of words.

2.2.1. The Students' Performance in The Test

Table 2. 9. Categories of Students' PLS and Pronunciation Test Scores

Categories of Performance	Number of Students	PLS Mean
Below average: 10—20	3	3.71
Above average: 21-30	21	3.57
Good:31-37	11	3.73

The table above represents the students' scores on both the pronunciation test and the use of PLS. The results reveal that the mean score of the PLS of the 11 students (representing 31.41%) who managed to get a good score in pronunciation learning strategies is found to be high (M=3.73). It is also noticed that the mean score of the PLS of the 21 students (representing 60%) of the majority of participants who managed to get an above average score in the pronunciation test is found to be medium (M=3.57). Lastly, the mean score of PLS of the 3

remaining students (representing 8.57%) who got a below average score in pronunciation test is surprisingly found to be almost as high as that of students with good scores (M=3.71).

2.2.2. Types of Errors

2.2.2.1. Substitution Errors

Table 2. 10. Substitution of English Vowel /ɪ/

Word	Transcription	Intralingual Errors	Interlingual Errors	Number of Students	Percentage
Chips	/tʃɪps/	/tʃiːps/-/tʃaɪps/	/	10	28.57%
Demand	/dɪmɑːnd/	/dəmɑːnd/	/	12	34.28%
Dessert	/dɪzɜːt/	/dezət/	/	9	25.71%
Dignity	/dɪgnətɪ/	/daɪgnətɪ/	/	4	11.42%
Excellent	/eksələnt/	/	/ ɛksɛlənt/	11	31.42%
Imagine	/ɪˈmædʒɪn/	/	/imaʒin/	5	14.28%
Impossible	/ɪmpɒsəbəl/	/	/ ɛ̃ pɔsibəl/	8	22.85%
Impression	/ɪmpreʃən/	/	/ɛ̃ ppreʃən/	6	17.14%
Interior	/ɪntɪərɪə/	/	/ɛ̃ terɪər/	3	8.57%
Linguistics	/lɪŋgwɪstɪks/	/	/ lɛ̃ ŋgwɪstɪks/	9	25.71%
Orange	/ɒrɪndʒ/	/	/ ɔ r ɑ̃ːʒ /	19	54.28%
Village	/vɪlɪdʒ/	/vələdʒ/	/ vila:ʒ /	8	22.85%
Total	**12**	**4**	**8**	**104**	**24.76%**

As can be noticed from the table above, 24.76% of the words containing vowel phoneme /ɪ/ were pronounced incorrectly by students. Errors that have their source in negative transfer are twice as many as the errors that are the results of the students' current interlanguage stage. In pronouncing the words 'chips', 'demand', 'dessert', dignity' as well as in some pronunciations of the word 'village', the students seemed to be guessing the pronunciation of

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these words as they employed vowel sounds that belong to the English vowel system. The production of vowel /ɪ/ as /ɛ̃, ɛ, i, ɑ̃/ in most other words reveals that students are not really aware that those sounds are French phonemes, not English ones.

Table 2. 11. Substitution of English Vowel /ə/

Word	Transcription	Intralingual Errors	Interlingual Errors	Number of Students	Percentage
Address	/ədres/	/	/ **a** dres/	11	31.42%
Connection	/kənekʃən/	/	/k **ɔ** nekʃən/	7	20%
Magician	/mədʒɪʃn/	/	/ m**a**ʒɪʃn/	7	20%
Particular	/pətɪkjʊlə/	/	/p **a** rtɪkjʊlər/	13	37.14%
Phonetics	/fənetɪks/	/	/ **fɔne** tɪks/	13	37.14%
Police	/pəli:s/	/	/ **pɔlis**/	22	62.85%
Total	**6**	**0**	**6**	**73**	**34.75%**

The mispronunciations of English vowel **/ə/** in the six words above constituted 34.75% of all realizations. Errors seems to originate in French since learners produced the **/ə/** almost exactly as in the French language especially in the word 'police where 62.85% of students realized it as /**ɔ** /.

Table 2. 12. Substitution of English Vowel /e/

Word	Transcription	Intralingual Errors	Interlingual Errors	Number of Students	Percentage
Development	/dɪveləpmənt/	/dɪvælɒpmənt/		15	45.71%
Excellent	/eksələnt/		/ɪksələnt/	11	31.42%
Lieutenant	/leftenənt/		/ **ljøt** nənt/	5	48.57%
		/leɪtənənt/		4	
		/lu:tənənt/		8	
Menu	/menju:/		/**mən** u:/	11	54.28%

Word	Transcription	Intralingual Errors	Interlingual Errors	Number of Students	Percentage
	/mɪnju:/			8	
Pendant	/pendent/		/pɑ̃ dɑ̃ t/	5	14.28%
Total	**5**	**4**	**4**	**67**	**38.45%**

The table above shows that 38.45% of the pronunciations of English sound /e/ are erroneous. Both interlingual and intralingual errors can be noticed in the productions of students in two words: 'lieutenant' and 'menu'. Moreover, the English sound /e/ in the word 'development' was pronounced using an alternative English vowel /æ / while, in the two words 'excellent' and 'pendant', it was almost like French /ɪ / and /ɑ̃ /, respectively.

Table 2. 13. Substitution of English Vowel /əʊ/

Word	Transcription	Intralingual Errors	Interlingual Errors	Number of Students	Percentage
Beau	/bəʊ/	/bɒ/	/	8	37.14%
		/	/ bo /	5	
Notification	/nəʊtɪfɪkeɪʃn/	/	/ nɔ tɪfɪkeɪʃn/	14	40%
Piano	/pɪænəʊ/	/	/ pjano/	18	51.42%
Poem	/pəʊɪm/	/paʊəm/	/	13	37.14%
Progress	/prəʊgres/	/prə gres/	/	12	65.7%
		/	/ pr ɔ gres/	11	
Total	**5**	**3**	**4**	**83**	**45.13%**

Seven wrong pronunciations can be noticed in the realizations of the diphthong /əʊ/ in the five cognates shown above, where almost half the students (45.13%) failed to pronounce it correctly. Most errors are due to the interference of French especially in the words 'piano' and 'notification'.

Table 2. 14. Substitution of English Vowel /ʌ/

Word	Transcription	Intralingual Errors	Interlingual Errors	Number of Students	Percentage

Club	/klʌb/	/	/klœb/	6	17.14%
Trouble	/trʌbəl/	/	/tr ubəl/	7	20%
Total	**2**	**0**	**2**	**13**	**18.57%**

The English vowels /ʌ/ which has no similar sound in French; /ʌ/ was entirely influenced by French as it was pronounced by 18.57% of the students as either **/œ /** or **/u /**.

Table 2. 15. Substitution of English Vowel /eɪ/

Word	Transcription	Intralingual Errors	Interlingual Errors	Number of Students	Percentage
Dangerous	/deɪndʒərəs/	/dendʒərəs/ /dændʒərəs/		11 8	27.13%
Radio	/reɪdɪəʊ/	/	/r **a** djəʊ/	10	28.57%
Total	2	2	1	29	27.85%

As can be noticed from the table above, 27.85% of the words containing diphthong /eɪ/ were pronounced incorrectly by students. Errors that have their source in negative transfer the pronunciation of /eɪ/ in 'dangerous'. However, in the word 'radio', it was realized as French vowel / **a** /.

Table 2. 16. Substitution of English Vowel /aɪ/

Word	Transcription	Intralingual Errors	Interlingual Errors	Number of Students	Percentage
Guide	/gaɪd/	/ gwɪd/	/ g **i** d /	8 2	14.28%
Psychology	/saɪkɒlədʒɪ/		/ **si** kɒlədʒɪ/	7	20%
Total	**2**	**1**	**2**	**17**	**17.14%**

As far as the diphthong /aɪ/ is concerned, most mispronunciations are due to negative transfer from French. Only two students made an effort to pronounce the word 'guide' in an English way, resulting in its production as /ɪ/.

Table 2. 17. Other Vowel Substitutions

Word	Transcription	Intralingual Errors	Interlingual Errors	Number of Students	Percentage
Architect	/ɑ:kɪtekt/		/ **a**kɪtekt/	7	20%
Colonel	/kɜ:nəl/	/kəlnəl/		5	54.28%
			/ **kɔlɔ** nəl/	9	
Fantastic	/fæntæstɪk/		/ **fɑ̃** tæstɪk/	3	34.28%
		/fəntæstɪk/		9	
Salad	/sæləd/	/s**ɑ:**ləd/		4	11.42%
Unity	/ju:nəti/		/ y nəti/	4	11.42%
Total	**5**	**3**	**4**	**41**	**26.28%**

As in the case of the vowels described separately above, students' pronunciation errors are the results of the two processes of transfer and guessing, resulting in 26.28% of the words being mispronounced. For instance, while English long vowel /ɑ:/ is pronounced much like French /**a**/ in 'architect', the English short vowel /æ/ in the word 'salad' was pronounced as the long English vowel /ɑ:/ by some students.

2.2.2.1.1. Substitution of English Consonants /tʃ/ and /dʒ/

Table 2. 18. Consonant Substitution Errors in the Pronunciation Test

Word	Transcription	Intralingual Errors	Interlingual Errors	Number of Students	Percentage
		/			
Charger	/tʃɑ:ʒə/		/ʃɑ:ʒə/	21	60%
		/			
Chips	/tʃɪps/		/ʃɪps/	24	48.57%
		/			

Word	Transcription	Intralingual Errors	Interlingual Errors	Number of Students	Percentage
Dangerous	/deɪndʒərəs/	/	/deɪn ʒ ərəs/	14	40%
Just	/dʒʌst/	/	/ʒ ʌst/	16	45.71%
Magician	/mædʒɪʃn/	/	/mæ ʒ ɪʃn/	20	57.14%
Orange	/ɒrɪndʒ/		/ɒrɪn ʒ/	22	62.85%
Total	**7**	**0**	**6**	**143**	**52.38%**

The table shows that all substitution errors in the realizations of consonants are a result of students use of French sounds /ʃ/ and /ʒ/ instead of /tʃ/ and /dʒ/. More than half the students (52.38%) were influenced by pronunciation in French.

2.2.2.2. Addition Errors

Table 2. 19. Addition Errors in the Pronunciation Test

Word	Transcription	Intralingual Errors	Interlingual Errors	Number of Students	Percentage
Colonel	/kɜ:nəl/	/	/kɜ:lnəl/	23	65.71%
Psychology	/saɪkɒlədʒɪ/	/	/psaɪkɒlədʒɪ/	13	37.14%
Total	**2**	**0**	**2**	**36**	**51.42%**

Students' productions of certain words show the addition of unuttered phonemes in English. The silent letters 'p' in 'psychology' and 'l' in 'colonel' were added as sounds in the pronunciation. They are classified as interlingual errors since they mimic pronunciation in French, but they can equally be regarded as developmental errors due to the structure of the English language.

2.2.2.3. Omission Errors

Table 2. 20. Omission Errors in the Pronunciation Test

Word	Transcription	Intralingual Errors	Interlingual Errors	Number of Students	Percentage
Dangerous	/deɪndʒərəs/	/	/deɪndʒərə/	10	28.57%
Linguistics	/lɪŋgwɪstɪks/	/	/lɪŋgwɪstɪk/	9	25.71%
Phonetics	/fənetɪks/	/	/fəʊnetɪk/	8	22.85%
Lieutenant	/leftenənt/	/	/ **ljøt** nənt/	5	48.57%
		/leɪtənənt/	/	4	
		/lu:tənənt/	/	8	
Total	**4**	**2**	**4**	**44**	**31.42%**

As the results in the table above show, some students dropped the final /s/ from the word 'linguistics', 'phonetics' and 'dangerous'; also, almost half the students omitted the phoneme /f/ in pronouncing the word 'lieutenant'.

2.3. The Relationship Between the Use of PLS and Pronunciation of English-French Cognates

2.3.1. Relationship between Overall PLS Use and Cognate Pronunciation

Table 2. 21. Correlation between the PLS Use and Cognate Pronunciation

	PLS	Pronunciation Test Score	Pearson Correlation r
Average	3.63	27.17	0.1007

For the purpose of calculating the relationship between the overall use of PLS and the students' pronunciation of English-French cognates, Pearson Product-Moment correlation coefficient (r) was used to investigate the relationship. The data showed above reveals that there is a positive but negligible relationship between the frequency of the overall PLS use and the students' pronunciation of English-French cognates (r=0.1007).

5.3. Relationship between Use of PLS Categories and Pronunciation of Cognates

Table 2. 22. Correlations between the PLS Categories and Cognate Pronunciation

	Cognitive	Memory	Compensation	Meta-cognitive	Affective	Social
Pearson correlation	0.0411	0.1028	0.0928	0.1383	0.0025	0.0571

According to Pearson Product-Moment Correlation Coefficient, the nearer the value is to zero, the weaker the relationship, indicating that correlations between the six strategies of PLS and the students score on the pronunciation test is positive. As it is presented in the table, out of the six PLS strategies, meta-cognitive (r= 0.1383) and memory (r= 0.1028) strategies seem to have a weak correlation with the pronunciation test with meta-cognitive strategies ranking first followed by memory strategies. Next comes compensation strategies (r=0.0928) followed by social strategies (r=0.0571) and cognitive strategies (r=0.0411). Lastly, affective strategies ranked last as they showed a weaker correlation (r= 0.0025).

3. Overall Interpretation of Results

The present study sought to shed light on the use of PLS by second year EFL learners at Mohammed Seddik Ben Yahia University. More importantly, the study intended to explore the relationship between the use of pronunciation learning strategies and pronunciation of English-French cognates. In order to draw the conclusions about the major findings yielded from the current study, the present section sets the ground for the discussion and interpretation of the main results obtained from the data analysis section. The discussion of the major results gained from both research instruments allow for answering:

1) The use of pronunciation learning strategies identified with the good language learners

The results obtained from the data analysis revealed that pronunciation learning strategies are highly used by second EFL learners, but it is almost above the threshold level of 3.6, which marks the start of the 'High' category. The results also uncovered that the students have a preference toward meta-cognitive (M= 3.75) and memory strategies (M=3.71) and their least favourite are social strategies (M=3.56) and cognitive strategies (M=3.53).

2) Students' Pronunciation of English-French Cognates

The analysis of the data unveiled the general picture of the performance of learners in the pronunciation test. It was revealed that most learners adopted pronunciation from French in their pronunciation of cognates, which indicates that they are not fully aware about the differences between the sound systems in both English and French. To exemplify, the most recurrent errors made in the test were mainly found in the words containing vowel phoneme /ɪ/ in which they were substituted by four different French variants. As for consonants, most students seemed to replace the English phonemes /tʃ/ and /dʒ / by the French phonemes /ʃ/ and /ʒ/. The students also showed frequent addition errors in the production of words that contain unuttered letters like the phoneme /p/ in the word 'psychology', as well as the omission of a few sounds like the final sound /s/ in words like 'phonetics'. Additionally, students were noticed to guess the pronunciation of many words as they used alternatives of English vowels from the English sound system, but which proved wrong. Hence, for some students the French cognates presented are beyond their current developmental level.

3) The Relationship Between Pronunciation Learning Strategies and Pronunciation of English-French Cognates

When examining the relationship between the extent of using pronunciation learning strategies and pronunciation of English-French cognates as measured by the errors that the subjects made in the pronunciation test, a weak positive correlation was found between the two.

Conclusion

This section was concerned with the analysis of the research instruments which provided the numerical data for the correlation analysis between the frequency of using pronunciation learning strategies and pronunciation of French cognates. A pronunciation test was used to test the subjects' pronunciation of French cognates, and revealed that their scores

are satisfactory, to some extent. which was measured as the number of phonemic errors. Besides, the analysis of pronunciation learning strategy questionnaire revealed that cognitive and social strategies are used at a medium level; whereas memory, compensation, metacognitive, and affective strategies were found to be more frequently used by students. At last, this section has been also devoted to display the result of the statistical analysis of the correlation between the overall use of PLS and the use of each subcategory with the pronunciation of French cognates as measured by the number of phonemic errors in the pronunciation test. As the most notable result emerging from the statistical analysis, a positive but weak relationship was found between the use of pronunciation learning strategies and pronunciation of French cognates.

General Conclusion

1- Putting it Altogether

2- Limitation of the Study

1. Putting it Altogether

The modern view of second/foreign language teaching and learning emphasizes the key role of learners in the learning process. Traditionally, this role has long been concealed by the dominant paradigm of early teacher-centred education. Thus, the interest in clarifying the behaviour of good language learners has given importance to the successful use of strategies in learning a second/foreign language. However, this role is still vague in in terms of mastering different aspects of pronunciation skills.

With the growing interest in phonetic intelligibility features, mastering the segmental features of phonology is necessary for foreign language learner's pronunciation. Therefore, whether the use of PLS is related to the display of accurate English-French cognates has become a knowledge gap in PLS research.

Therefore, this research attempted to expand the current knowledge about the use of PLS and their relationship with the pronunciation of English-French cognates. The first chapter was divided into two sections, reviewing the main theoretical issues related to pronunciation learning strategies and English-French cognates in learning English pronunciation, respectively. The second chapter introduced the research methodology, in addition to the statistical analysis and correlation analysis of the two research tools as well as the discussion of the main findings.

With a special reference to second year EFL learners, two hypotheses were formulated. First, if EFL learners use PLS very frequently they are more likely to pronounce French cognates more accurately. Second, if EFL learners are aware about the differences between the sound systems in English and French, their pronunciation of English cognates will be highly accurate. To test these hypotheses, two research instruments were implemented namely, a pronunciation test and a pronunciation learning strategy questionnaire. The pronunciation

learning strategy questionnaire was used to uncover the strategies that second-year EFL learners employ in their pronunciation learning. Besides, the students' pronunciation test was operationalised as the number of phonemic errors made in the pronunciation test.

The findings of the analysis of the pronunciation strategy questionnaire firstly indicated that second year EFL students' use of pronunciation learning strategies is high. Among the six pronunciation learning strategy subcategories, the subjects reported a high level of use of meta-cognitive, memory, compensation, and affective strategies. In addition, the findings of the pronunciation test, revealed that most learners adopted pronunciation from French in their pronunciation of English-French cognates which indicates that learners are not fully aware about the difference between the sound systems in both English and French. Drawing back on previous findings, Rokoszewska (2012) found that her student's used indirect strategies more than direct ones, reported a weak positive relationship between the use of PLS and the production of English vowels. Berkil (2008), on the other hand, found no significant relationship between the use of PLS and pronunciation ability, unlike the present study which found a weak positive relationship between the use of PLS and the pronunciation of English-French cognates.

In summary, the evidence from this study points out towards the idea that the overall use of pronunciation learning strategies has a positive but weak relationship with the pronunciation of French cognates.

3. Limitations of the Study

During the process of conducting the present study, a number of obstacles hindered its accomplishment and resulted in certain limitations.

a) Twenty-five of the overall number of students dropped out as they may had not performed well in the test which made it hard to draw a clear relationship that allows discovering patterns in students' pronunciations.

b) Owing to the fact that data collection procedures were conducted during the second semester's exam. The researchers found difficulties in collecting the data since the students were busy with their exam preparation which had an impact on their answers.

c) Due to layout limitations, discussion of other aspects of pronunciation such as stress was not possible.

d) Given the small sample size, the relationship between pronunciation learning strategies and pronunciation of French cognates is not established on a solid basis.

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Heimann.

APPENDICES

Berkil's (2008) Questionnaire

(Based on Peterson, 1997)

(Retrieved from Rouabah, 2018)

Students' Pronunciation Learning Strategies Questionnaire

Dear student,

You are kindly requested to fill in this questionnaire which seeks to investigate the use of pronunciation learning strategies by first year EFL students. It is crucially important to answer in terms of how well each statement describes you, not in terms of what you think you should do. Your sincerity and assistance will be highly appreciated, and your answers will certainly be kept confidential. Thank you in advance for your collaboration.

A-Background information:

1-Gender: male ☐ female ☐

2- Age: ………………….

B-Pronunciation Learning Strategies

Read the statements stated below and circle the response which indicates how often you use each strategy for the purpose of learning English pronunciation according to the following scale:

 1- Never or almost never **2-** Rarely **3-**Sometimes **4-** Often **5-** Always or almost always

Part A (Memory)	N R S O A
1. use phonetic symbols or my own codes to remember how to pronounce words.	1 2 3 4 5

2. I make songs or rhythms to remember how to pronounce words.	1 2 3 4 5
3. I memorize the pronunciation of new words when I associate them with a situation in which I heard them.	1 2 3 4 5
4. I try to recall (remember) how my teacher pronounced a given word.	1 2 3 4 5
5. I practise a difficult word over and over.	1 2 3 4 5
Part B (Cognitive)	**N R S O A**
6. I imitate my teachers" or native speakers" pronunciation.	1 2 3 4 5
7. I listen intensely to tapes, music, and watch movies in English.	1 2 3 4 5
8. I read out loud words, paragraphs, or passages.	1 2 3 4 5
9. I do exercises /practise sounds at first in isolation and then in context (e.g., in a sentence, story, or a poem).	1 2 3 4 5
10. I concentrate intensely on pronunciation while speaking or while listening to the English language.	1 2 3 4 5
11. I practise how to say a given word in mind before speaking.	1 2 3 4 5
12. I practise saying words slowly at first and then faster.	1 2 3 4 5
13. I pay attention to errors made by others (e.g., students, or teachers).	1 2 3 4 5
Part C (Compensation)	**N R S O A**
14. I avoid saying words which I have difficulty in pronouncing.	1 2 3 4 5
15. If I do not know how to pronounce a given word, I guess its pronunciation.	1 2 3 4 5
16. I use synonyms of words that I have difficulty in pronouncing.	1 2 3 4 5
17. I check the phonetic symbols of the words from a dictionary for correct pronunciation.	1 2 3 4 5
18. I ask someone to pronounce the words that I have difficulty in pronouncing.	1 2 3 4 5
Part D (Metacognitive)	**N R S O A**
19. I evaluate my progress in pronunciation by recording myself and comparing my pronunciation to the pronunciation of native speakers.	1 2 3 4 5
20. I notice my pronunciation problems and try to overcome them.	1 2 3 4 5
21. While preparing for a presentation or a talk in English, I look up the pronunciation of new words in a dictionary and practise their pronunciation.	1 2 3 4 5
22. I purposefully focus my listening on particular sounds.	1 2 3 4 5
23. I plan pronunciation learning i.e. I set the time of learning, and I try to find as many ways of practicing pronunciation as I can.	1 2 3 4 5
Part E (Affective)	**N R S O A**
24. I have a sense of humor about my mispronunciations.	1 2 3 4 5
25. I encourage myself to speak English even when I am afraid that my pronunciation is not good.	1 2 3 4 5
26. I try to make risks in pronouncing words regardless of the possibility of making mistakes or looking foolish.	1 2 3 4 5
Part F (Cooperation)	**N R S O A**

27. I ask someone else to correct my pronunciation.	1 2 3 4 5
28. I learn pronunciation with other students or	1 2 3 4 5
29. I tutor, teach or help someone else learn pronunciation.	1 2 3 4 5

Thank you so much for your help!

The Students Pronunciation Learning Strategies Questionnaire

Dear student,

We kindly invite you to fill in this questionnaire which seeks to investigate the use of pronunciation learning strategies by second year EFL students.

It is important to objectively tick the appropriate answers. Thank you in advance for your collaboration and for the time devoted to answering this questionnaire.

Prepared by:

HEZOUAT Rayane

BENZEKKA Ghada

Pronunciation Learning Strategies

The statements in the questionnaire below are identified as effective strategies for learning English Pronunciation. Read carefully, and then objectively tick the response which indicates how often you have been using each strategy in your daily life since you started studying English at university according to the following scale:

1- Never   **2-** Rarely   **3-** Sometimes   **4-** Often   **5-** Always

Statement	N	R	S	U	A
Cognitive Strategies					
1. I repeat sounds, words, and sentences after English speakers (teachers, youtubers, friends, etc.) as well as imitate their gestures and facial expressions.					

Thank you for your cooperation

2. I practice my pronunciation by speaking to myself in English (monologue).					
3. I complete phonetic exercises which I find online and/or in course-books.					
4. I observe the movements of articulators in the mirror when speaking English.					
5. I associate (link and compare) the pronunciation of a new word with what I already know.					
Memory Strategies					
6. I repeat a word several times over (aloud or through whispering it) to memorize its pronunciation.					
7. I memorize the pronunciation of a new word when I associate it with a situation in which I have heard it.					
8. I memorize the pronunciation of a given word by visualizing its transcription.					
9. I memorize the pronunciation of a given word by putting it in a context (sentence, story, rhyme, etc.).					
10. I practice a difficult word over and over.					
Compensation Strategies					
11. If I do not know how to pronounce a given word, I guess its pronunciation.					
12. I use synonyms of words that I have difficulty in pronouncing.					
13. If I do not know how to pronounce a given word, I avoid using it.					
14. If I cannot produce a given English sound, I produce a sound as similar to it as possible.					
Indirect Strategies					
Metacognitive Strategies					
15. I record words whose pronunciation I want to memorize and listen to the recording several times over.					
16. Before I say a given word, sentence, etc., aloud, I practice saying it in my mind.					
17. I try to identify and use pronunciation rules.					

18. I use electronic devices such as Google translation, electronic dictionaries.					
19. I purposefully focus my listening on particular sounds.					
Affective Strategies					
20. I use relaxation techniques such as breathing, laughter, music, etc.					
21. I notice my pronunciation problems and try to overcome them.					
22. I encourage myself to speak the target language.					
23. I reward myself for successful or effort put in pronunciation learning.					
24. Use a sense of humor about my mis-pronunciations.					
Social Strategies					
25. I ask others to help if I'd not know how to pronounce a given sound or word.					
26. I ask my friends to correct my pronunciation when I speak.					
27. I cooperate with peers and advanced users of the target language.					
28. I tutor, teach, or help someone else to learn pronunciation.					

Appendix C

Pronunciation Test

List of English-French cognates:

1.	Address
2.	Architect
3.	Beau

4. Charger
5. Chips
6. Club
7. Colonel
8. Connection
9. Dangerous
10. Demand
11. Dessert
12. Development
13. Dignity
14. Excellent
15. Fantastic
16. Guide
17. Imagine
18. Impossible
19. Impression
20. Interior
21. Just
22. lieutenant
23. Linguistics
24. Magician
25. Menu
26. Notification
27. Orange
28. Particular
29. Pendant
30. Phonetics
31. Piano
32. Poem
33. Police
34. Progress
35. Psychology
36. Radio
37. Salad
38. Trouble
39. Unity
40. Village

Descriptive Statistics for the Overall Score in the Pronunciation Test and the Use of

Pronunciation Learning Strategies

Students	Pronunciation Test/ 40	PLS
S 1	24	3.82
S 2	30	3.75
S 3	33	3.32
S 4	26	3.42

S 5	14	2.96
S 6	24	4.03
S 7	35	4
S 8	29	3.5
S 9	36	3.03
S 10	33	3.5
S 11	35	4
S 12	25	3.39
S 13	22	3.8
S 14	34	3.75
S 15	13	4.07
S 16	36	4.39
S 17	25	4.21
S 18	26	3.75
S 19	25	4.25
S 20	21	3.46
S 21	27	3.17
S 22	24	3.57
S 23	19	4.10
S 24	23	3.17
S 25	31	4.39
S 26	27	3.46
S 27	26	3.53
S 28	21	2.92
S 29	37	3.57
S 30	32	3.39
S 31	21	3.5
S 32	24	3.67
S 33	35	3.64
S 34	28	3.25
S 35	30	3.35
Total	**27,17**	**3.63**

Résumé

Le rôle de l'utilisation de la stratégie dans le succès de l'acquisition d'une langue seconde est important; pourtant, peu d'études de recherche ont été menées jusqu'à présent sur le rôle des stratégies d'apprentissage de la prononciation. Sur la base de cette considération, cette étude vise à clarifier la relation entre les stratégies d'apprentissage de la prononciation (PLS) et la prononciation des mots anglais-français apparentés au niveau segmentaire. En outre, il vise à identifier si les étudiants ont prononcé les mots apparentés avec précision ou non. Il est émis l'hypothèse que si les apprenants EFL utilisent très fréquemment des stratégies d'apprentissage de la prononciation, ils sont plus susceptibles de prononcer des mots apparentés anglais-français avec plus de précision. Pour tester ces hypothèses, des données ont été recueillies à l'aide d'un questionnaire en ligne et d'un test de prononciation. Le questionnaire et le test ont été répondus par 35 étudiants de deuxième année de l'EFL au département d'anglais qui ont été choisis à l'aide d'un échantillonnage de convenance immédiat. Les résultats montrent que les apprenants adoptent des stratégies d'apprentissage de la prononciation à des niveaux d'utilisation élevés et préfèrent utiliser des stratégies métacognitives, mémorielles, de compensation et affectives. De plus, bien que la plupart des élèves aient réussi à bien réussir au test, la plupart des erreurs commises sont le résultat d'un transfert du français dans plusieurs contextes d'utilisation. D'un point de vue statistique, il a été constaté que l'utilisation globale des stratégies d'apprentissage de la prononciation a une faible relation avec la prononciation du français apparenté, ce qui suggère que les élèves n'utilisent pas efficacement les stratégies d'apprentissage de la prononciation.

Mots-clés : stratégies d'apprentissage de la prononciation, cognats anglais-français

ملخص

دور استخدام الإستراتيجية في نجاح اكتساب اللغة الثانية مهم؛ ومع ذلك، تم إجراء القليل من الدراسات البحثية حتى الآن حول دور استراتيجيات تعلم النطق. بناءً على هذا الاعتبار، تهدف هذه الدراسة إلى توضيح العلاقة بين استراتيجيات تعلم ونطق الكلمات المتشابهة الإنجليزية الفرنسية على المستوى القطاعي. أيضًا، يهدف إلى تحديد ما إذا كان (PLS) النطق الطلاب قد نطقوا الكلمات المتشابهة بدقة أم لا. من المفترض أنه إذا استخدم متعلمي اللغة الإنجليزية كلغة أجنبية لاختبار استراتيجيات تعلم النطق بشكل متكرر، فمن المرجح أن ينطقوا الإنجليزية الفرنسية المتشابهين بشكل أكثر دقة هذه الفرضيات، تم جمع البيانات باستخدام استبيان عبر الإنترنت واختبار النطق. تمت الإجابة على كل من الاستبيان والاختبار من قبل 35 طالبًا من طلاب السنة الثانية في قسم اللغة الإنجليزية كلغة أجنبية في قسم اللغة الإنجليزية الذين تم اختيارهم باستخدام عينات ملائمة فورية. تظهر النتائج أن المتعلمين يتبنون استراتيجيات تعلم النطق بمستويات عالية من الاستخدام، ويفضلون استخدام استراتيجيات ما وراء المعرفية والذاكرة والتعويض والعاطفة. بالإضافة إلى ذلك، على الرغم من أن معظم الطلاب تمكنوا من الأداء الجيد في الاختبار، فإن معظم الأخطاء التي ارتكبت هي نتيجة النقل من الفرنسية في العديد من سياقات الاستخدام. من الناحية الإحصائية، وجد أن الاستخدام العام لاستراتيجيات تعلم النطق له علاقة ضعيفة بنطق الكلمات الفرنسية المتشابهة مما يشير إلى أن الطلاب لا يستخدمون استراتيجيات تعلم النطق بشكل فعال.

مفتاحية: استراتيجيات تعلم النطق؛ الكلمات الإنجليزية الفرنسية المتشابهة