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**The integration of pronunciation activities in EFL classrooms to solve
pronunciation errors: Towards better strategies for motivating the
acquisition of pronunciation and improving its instruction in EFL classes:
A case study of second year EFL students at Mohammed Seddik Ben Yahia
University, Jijel.**

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Language Sciences Studies

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Academic Year: 2016/ 2017

Declaration:

I hereby declare that this thesis is my own original work, which I have created myself.

All the literature I used is properly quoted and is listed in Bibliography.

I declare that I worked on my final master's dissertation on my own using only cited literary sources, other information and sources in agreement with the disciplinary regulations for the Faculty of Letters and Languages at the University of Mohammed Seddik Ben Yahia in Jijel and with the regulations and laws of research of the Ministry of Higher Education and Scientific Research in Algeria.

I agree with the storage of this work in the library of the Faculty of Letters and Languages at the University Mohammed Seddik Ben Yahia in Jijel and making it accessible for study purposes.

Khadija Grimes

.....

Sara Belghiat

.....

Jijel,

Dedications

This modest work is dedicated to:

My dear and precious parents

My dearest brother 'Ibrahim'

All my sisters and brothers

My life support 'my fiancé'

All my friends and teachers.

Khadidja

Dedications

This modest work is dedicated to:

*My dear and precious parents especially MY Source of happiness
'My mother'*

My dearest sisters 'Fatima and Meriem'

My dearest brothers 'Ibrahim and Nassim'

My source of smile my niece 'Tassnim'

My dearest friends 'Faiza and Ilham'

My life support 'my fiancé'

All my friends and teachers.

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Abstract:

The current study investigates the importance of integrating pronunciation activities to solve EFL pronunciation errors in classrooms. It tackles the issue of pronunciation, its teaching, and its status among learners and teachers of phonetics. It focuses mainly on investigating better strategies for motivating the acquisition of pronunciation, and improving its instruction in EFL classes. Throughout the present study, the researchers emphasized the role of EFL teachers of phonetics to help learners to overcome their pronunciation problems in EFL classes.

Two research tools were used to collect data which are students' questionnaire and classroom observation. The students' questionnaire aimed at gathering information about better strategies to enhance students' pronunciation level. The classroom observation, on the other hand, was conducted to examine teachers' and learners in natural environment and study naturally their behaviors and reaction in addition to teachers' strategies to improve students' pronunciation level in EFL classes.

The analysis of the findings revealed that there are inappropriate pronunciation teaching methods which are used and adopted by teachers of phonetics in EFL classes. Thus, it is strongly recommended to take into consideration the pedagogic recommendations presented at the end for future research.

List of abbreviations

B. M. D.: Bachelor. Master. Doctorate

C. L. T. A.: Community Language Teaching

D.M.: Direct Method

E. F. L.: English as a Foreign Language

i.e.: That is to say

E. F. L.: English as Foreign Language Learners

E. S. L.: English as a Second Language

Etc: Et Cetera

E.g.: For example

R.P.: Received Pronunciation

S: Student

%: Percentage

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General introduction

1. Background of the study:

It is commonly acknowledged that English language has taken a prominent status all over the world. In this regard, English language has developed until it became the first language of communication in the world. Hence, it is the target language for many learners. The ultimate aim of learning English as a foreign language/ or a second language for the majority of learners is to communicate effectively. i. e. to have accurate pronunciation that enables them to communicate effectively with others. Unfortunately, many EFL learners encounter difficulties due to their mispronunciation which makes their speech unintelligible.

Since pronunciation has occupied quite important place in English language teaching, much research has always been perceived as less popular compared to other aspects of language learning; such as, grammar and vocabulary. Because of the fact that pronunciation is amongst the most complicated aspects of English language teaching/ and learning, the mastery of English pronunciation could be no anymore impossible if teachers of phonetics assist their learners with enough, intensive and motivating pronunciation practice; taking into account the fact of “practice makes it perfect.” Therefore, exposure to practice will not only help EFL learners to get proper English pronunciation, but also to make them more motivated in classrooms.

The present study examines the status of pronunciation as a part of English curriculum in the department of English at the University of Jijel and the way it is perceived and dealt with both EFL learners and teachers. It investigates mainly the strategies used for the acquisition of pronunciation, and for improving its instruction in EFL classes.

2. Statement of the problem:

Teaching pronunciation plays a significant role in helping EFL learners to acquire the basis of English phonological rules and to improve their pronunciation skills. However, pronunciation is considered as a difficult aspect for most of EFL learners due to its complexity. Accordingly, EFL learners need to have better strategies to be motivated to acquire English pronunciation. So, the variety of EFL/ ESL pronunciation activities are always needed to be integrated in EFL classrooms to solve students' pronunciation problems and improve their pronunciation level. However, in the light of the absent of suitable pronunciation methods, the neglect of practice as an important part in teaching pronunciation, and the lack of appropriate materials and equipment in the English department at Mohammed Seddik Ben Yahia University in Jijel, EFL learners struggle to achieve an appropriate level of pronunciation together with speaking difficulties. This, in fact, results in EFL students having a low level in English pronunciation.

3.The literature review:

It is undeniable that teaching pronunciation is of crucial importance for EFL learners. The following is a discussion of past and current literature that has addressed many aspects related to the goal of this research. In this light, research in EFL has emphasized on the fact of integrating contextualized practice in EFL classrooms, which is referred by Celce-Murcia and Godwin (1991) as “Bowen’s Technique”.

Lin, Fan and Chen (1995), reviewed many researchers work and developed some techniques in TESOL field. These techniques were developed through observing Chinese students in Taiwan but can be generalized for learners of other languages too. In this context, Cheng (1998) successfully applied some strategies in his pronunciation teaching in Mainland, China. He found that they were effective and students confessed that their pronunciation was improved.

Haycraft (1971) conducted another study about the significance of providing learners with the best practical opportunities for learning pronunciation by using authentic speech, the internet activities and quizzes. Similarly, Common European Framework for languages (2001) recommended that teaching pronunciation should be from the beginning of foreign language learning.

In addition, Vanessa Kosa da Silva (2012) stated that there is a research indicating that noticeable difference can be made by the teacher if certain criteria such as linking pronunciation with listening practice are accomplished. She also claimed that integrating pronunciation in the oral communicative part of a lesson instead of dealing with it as an isolated feature is the best way for teaching pronunciation.

Furthermore, Chela- Flores (2001) discussed the significance of incorporating pronunciation activities with the remaining language learning activities beside to the importance of treating pronunciation as a priority as well as giving importance to formal pronunciation instruction since the early stages of the learning process.

So, in the light of these studies and researches, it seems that the integration of more practical activities in teaching pronunciation EFL classes helps improve the acquisition of the latter among EFL learners. Therefore, drills and EFL/ ESL activities are reliable for teachers and students in teaching/ and learning pronunciation.

4.The Significance of the study:

Pronunciation is a very significant and influential in the overall process of language teaching/ and learning. However, many learners have difficulties to achieve accurate pronunciation. Since EFL teachers have a prominent role in teaching pronunciation to their learners, they should be aware of the learners' errors in the acquisition of pronunciation.

Accordingly, they should update their teaching methods for the sake of helping EFL learners acquire a good level of pronunciation. Thus, the integration of pronunciation activities in EFL classes can help teachers to solve the learners' pronunciation errors by exposing them to more, interesting and motivating strategies.

5. Research questions:

The present study addresses the following questions:

- ✚ How pronunciation is instructed and taught in English classes at the University of Jijel?
- ✚ What are the factors that hinder the acquisition of pronunciation in classes of phonetics at the University of Jijel?
- ✚ Does the lack of pronunciation practice impact EFL learners' level in pronunciation?
- ✚ Can the adoption and use of several useful pronunciation activities enhance EFL learners to achieve effective pronunciation in EFL?
- ✚ How can EFL teachers motivate their learners towards the acquisition of proper pronunciation in EFL?
- ✚ What types of activities that can be used in EFL classes to enhance learners' pronunciation improvement?

6. Research hypotheses:

In the present research, it is hypothesized:

- ✚ If second year English students were well exposed to interesting, varied and motivating pronunciation activities, the level of their pronunciation would develop as well as their interest and motivation in pronunciation acquisition;
- ✚ If EFL teachers of Phonetics still do not integrate the practice of pronunciation through several, interesting activities, students will not develop their level in pronunciation;
- ✚ If EFL students are not motivated, the acquisition of accurate and proper pronunciation will not take place.

7. The purpose of the Study:

Despite the fact that teaching English pronunciation has a great importance in developing EFL skills, ineffective pronunciation teaching strategies are followed at the English departments in most of Algerian universities.

The present research aims to discover better methods for motivating the acquisition of pronunciation and improving its instruction in EFL classes. In addition, this study seeks to shed light on the importance of integrating varied, motivating and new practical activities of pronunciation in the classes of phonetics to overcome students' pronunciation errors.

8. Research methodology:

In the present research, the target population is second year English students at Mohammed Sadik Ben Yahia University. In order to test our

hypotheses and reach the aims of the research, a quantitative and qualitative analysis of collected data are carried out. First, a questionnaire is administrated to random sample of eighty (80) students from the whole two-hundred- and forty students of second year promotion. Students' questionnaire aims at gathering information about better strategies to enhance students' pronunciation level. Moreover, classroom observation is also a tool by which data for this study were collected. The purpose of which is to examine teachers and learners in natural environment and study naturally their behaviors and reaction.

9.The structure of the dissertation:

The current research is divided into three main chapters. The first and the second are mainly theoretical in nature, while the last chapter is concerned with the practical part of the study. The first chapter presents an overview of pronunciation, starting with its definition and features, then its importance and impact on English learners, and ending up with the main features that influence its acquisition. The second chapter provides a description of the status of pronunciation in EFL teaching. Finally, the last chapter analyses and interprets the data gathered for students' questionnaire and classroom observation.

Chapter one: An overview of pronunciation in EFL classes

Introduction:

When learning a foreign language, the most important and difficult task for learners is to acquire and master the sounds of the target language in order to achieve effective communication. Thus, having a comprehensible pronunciation is of crucial importance for the speaker of the target language; otherwise, both the speaker and the listener will face a problem.

In the present chapter, we seek to provide some definitions of pronunciation, and shed light on its features (segmental, suprasegmental). In addition to that, we intend to illustrate both the negative impacts of poor pronunciation and its importance for EFL learners. Finally, we analyze some of the factors that affect the acquisition of English pronunciation.

1. The character of pronunciation:

Generally, the most noticeable aspect/ or factor which makes an English speaker either a good Speaker of the language or a bad speaker, and also the most difficult thing that a person can find difficulty in is the so called pronunciation.

1.1. Definition of pronunciation:

Individuals, by their way of speaking, communicate with their peers and exchange information among each other. Those with good pronunciation may be judged as educated and competent; they are more likely to be understood. However, people with poor pronunciation may be seen as uneducated and

incompetent even if they have a good command of grammar or vocabulary. Pronunciation is one of the important aspects in English, particularly in oral competence. Having an intelligible pronunciation is essential for an English speaker in order to avoid misunderstanding; otherwise, unintelligible pronunciation may put a pressure on the listener to get the message of the speaker. Hence, it is not necessarily to have a native like pronunciation but having a comprehensible one is crucial. Here is pronunciation definition from some experts' point of view:

Oxford Advanced Learner's Dictionary (1995) defined pronunciation as "the way in which a word is spoken; the way in word which is pronounced; the way a person speaks the words of a language" (as cited in Astuti, 2011, p. 6).

According to Dalton and Seidlhofer (1994), pronunciation refers to "the production of sounds that we use to make meaning. It includes (1) attention to the particular sounds of a language (segments), (2) aspects of speech beyond the level of the individual sound- such as, intonation, phrasing, stress, timing, rhythm (suprasegmental aspects), (3) how the voice is projected (voice quality) and, in its broadest definition, (4) attention to gestures and expressions that are closely related to the way we speak a language" (as cited in Huwari & Mehawesh, 2015, p. 33).

Pronunciation is the use of a sound system in speaking and listening (Lado, as cited in Pratiwi, 2010, p. 12). In this regard, Lado related pronunciation to speaking and listening without mentioning how the sounds are produced.

According to Kristina, Diah, et al. (2006), “Pronunciation is the act or manner of pronouncing words; utterance of speech. In other words, it can also be said that it is a way of speaking a word, especially a way that is accepted or generally understood. In the senses, pronunciation entails the production and reception of sounds of speech and the achievement of the meaning” (as cited in Pratiwi, 2010, p.12).

As Gilakjani (2012), Yates and Zielinski (2009) stated, “pronunciation is the way of producing the sounds that are used to make meaning when speakers speak” (as cited in Gilakjani & Sabouri, 2016, p. 967)

Considering the above definitions, it can be summarized that pronunciation is the way of pronouncing words in a particular manner that should be understood.

1.2. The features of pronunciation:

Contrary to the common idea that pronunciation is just related to how separate words in a language are articulated, it is also related to the voicing of these words in a sentence. In other words, pronunciation has to do not only with individual sounds such as vowels and consonants (segmental features), but also with further characteristics of the language related to articulation such as stress, linking and intonation (supra- segmental features) (Saka, 2015, p.13). The former feature can be considered as individual sounds of language that differentiate one word from another. The latter, on the other hand, include features beyond sounds (AK, 2012, p.27).

These aspects are treated in different ways, but they work together in communication i.e. both of them are important for learners in mastering English

pronunciation. For this reason, it is important for the English learners to take in to consideration how these features work together in speech production.

1.2.1. Segmental Features:

Segmental features are separate sound units which also correspond to phonemes; these set of phonemes consist of two categories: vowel sounds and consonant sounds. They do not necessarily refer to consonants and vowels we are familiar with in the alphabet.

Taking the word /bænænə/, the vocal cords is closed three times (first by the lips and then twice by the tongue); each closure followed by an opening of the vocal cords is regarded as the centre of the syllable. The sounds /b/ and /n/ make a closure in the vocal tract is called consonants. Sounds like /æ/ and /ə/ which involve an opening in the vocal tract are called vowels (“Handbook of International phonetic Association”, 2007, p. 6).

1.2.1.1. Vowels:

From the above mentioned example, it can be defined as a sound that occurs in the middle of a syllable and produced with no obstruction of the air stream. Accordingly, any sound that is produces in which the air goes out of the mouth unimpeded is a vowel (Handbook of International phonetic Association, 2007, Cambridge University Press).

English vowels are voiced; they are produced when there is a vibration of the vocal cords in the larynx; then, the tongue and the lips modify the overall shape of the mouth. The following diagram is a representation of the vowel space in the mouth where vowel sounds are articulated:

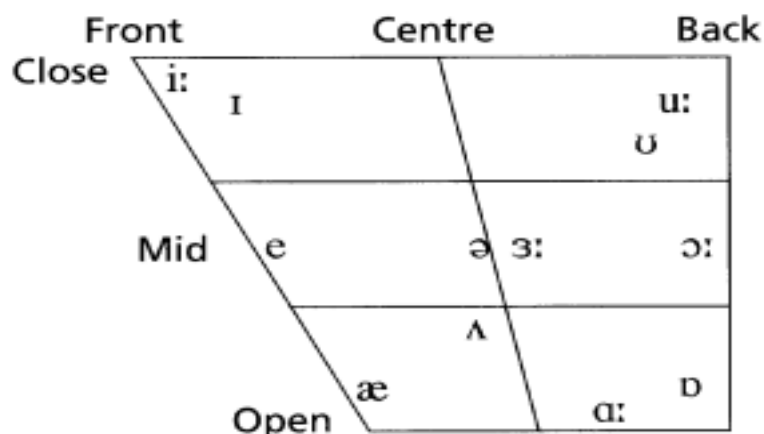


Fig.1: English vowels. Source: Adapted from Kelly (2000).

-Close, mid and open refer to the distance between the tongue and the roof of the mouth.

-Front, centre and back (vertical lines) refer to the part of the tongue.

-the position of each phoneme represents the height of the tongue and also the part of the tongue which is raised (Kelly, 2000, p. 5).

For the vowel labeled [i] it is a (close, front vowel) like in the word ‘if’. Since the tongue is near the roof of the mouth, this vowel is described as “close”, and since the highest point of the tongue is at the front of the area where vowel articulation are possible, it is described as “front” (*Handbook of International phonetic Association*, 2007, Cambridge University Press).for the vowel labeled [ɒ] _as in hot_ it is an (open, back vowel) .Since the space between the tongue and the roof of the mouth is as large as possible, it is described as “open”, and the tongue is near the back of the mouth, so it is described as “back”.

Another characteristic of the vowel description is rounded/ unrounded. By convention, unrounded vowels _ the lips are spread_ are placed to the left of the

front or back line of the quadrilateral as in /i/, and *rounded vowels* _the lips are rounded_ to the right like /b/ i.e. the back vowels are rounded; front and central vowels are unrounded .For example, if the tongue is raised at the back of the tongue as close as possible, and the lips are rounded, the close back vowel /ʊ/ results as in the word “you”.

1.2.1.2. Consonants:

According to Kelly (2000), consonants are formed by interrupting, restricting or diverting the airflow in a different ways (p.47). Because consonants require a narrowing at a certain place in the vocal tract, phoneticians have classified a consonant in terms of place of articulation, manner of articulation and force of articulation.

1.2.1.2.1. Place of articulation:

It refers to the place where the air stream is obstructed in the vocal tract. Yule (1985) stated that English consonants are produced at seven places in the vocal tract:

1.2.1.2.1.1. Bilabials:

In bilabial consonants, the upper and lower lips touch each other. The [p], [b], [m] and [w] as in path, bath, math and way are bilabials because the closure is made by the upper and lower lips.

1.2.1.2.1.2. Labiodentals:

The lower lip articulates with the upper teeth. The English consonants [f] and [v] are *labiodentals* as in fast and vast.

1.2.1.2.1.3. Dentals:

These sounds are produced when the top of the tongue and the upper teeth act together. The sounds [θ] and [ð] _as in bath and that_ are dental consonants.

1.2.1.2.1.4. Alveolars:

In alveolar consonants, the top of the tongue touches the alveolar ridge (behind the upper teeth). The English alveolars include [t], [d], [s], [z], [n], [l] and [r].

1.2.1.2.1.5. Palatals:

Sounds produced with the tongue and the hard palate are called palatals or alveo-palatals which include the sounds [j], [ʃ], [tʃ], [dʒ] and [j].

1.2.1.2.1.6. Velars:

For *velar* consonants, the back of the tongue articulates with the soft palate. [k], [g] and [ŋ] are *velar* consonants.

1.2.1.2.1.7. Glottal:

The glottis is the opening between the vocal cords. The sound [h] is produced without the active use of the tongue and the other parts of the mouth (pp. 27-30).

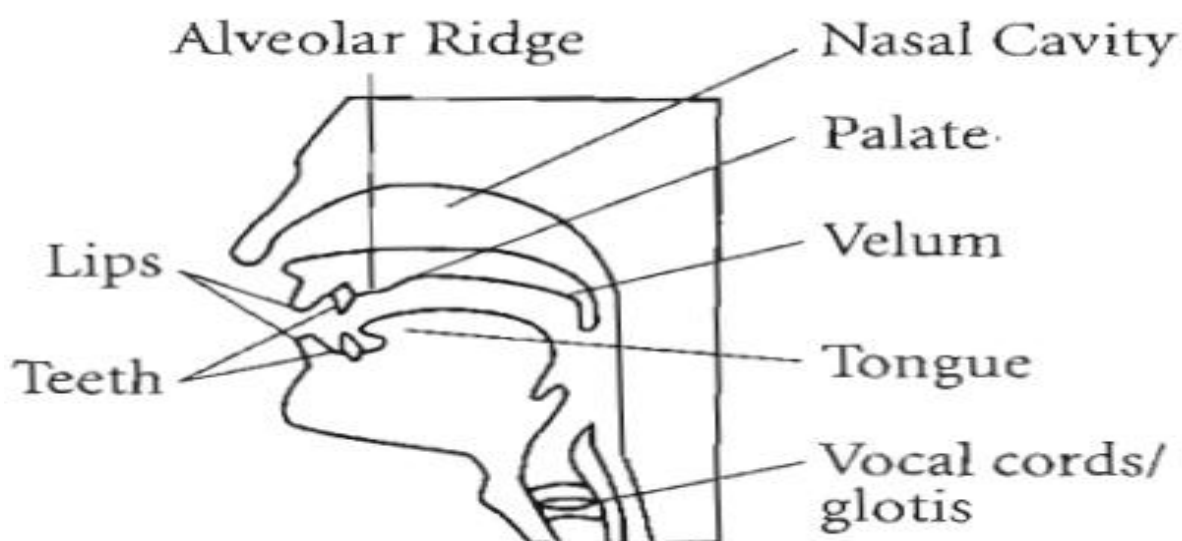


Fig.2: The articulators. Source: Lane, (n. d.).

1.2.1.2.2. Manner of articulation:

It refers to the way in which the obstruction of the air stream is made. It includes plosives, fricatives, affricates, nasals, lateral and approximants.

1.2.1.2.2.1. Plosives:

They are called *stops* in some phonetic books. Plosives occur when there is a complete closure in the vocal tract; that is to say, the air coming out from the lungs can be stopped completely. When the lips or the tongue touches some parts of the mouth, a complete closure in the vocal tract is made and then releasing a plosive sounds: [p], [b], [t], [d], [k] and [g] as in path, bath, ten, dream, king and goal respectively.

1.2.1.2.2.2. Fricatives:

Roach (2009) defined fricatives as sounds in which the air stream escapes through a small passage and makes a hissing sound; they are “continuant

consonants” which means that speaker can continue making them without an interruption as long as having air in the lungs. Fricatives include [f], [v], [θ], [ð], [s], [z], [ʃ] and [ʒ] (p.47).

1.2.1.2.2.3. Affricates:

According to Lane (n.d.), an *affricate* is a simple sound composed of a stop consonant ([t] or [d]) with a fricative ([ʃ] and [ʒ]). The two *affricates* in English are [tʃ], as in French, and [dʒ] as in judge (p. 120).

1.2.1.2.2.4. Nasals:

According to Roach (2009), the basic characteristic of a *nasal consonant* is that the air flows through the nose- in the above mentioned consonants the air escapes through the mouth. There are three nasals in English [m], [n] and [ŋ]. During their production, the velum is lowered which allows the air to escape through the nasal cavity instead of the nasal one (p. 46).

1.2.1.2.2.5. Lateral:

Roach (2009) defined the *lateral* [l] as a consonant in which the air escapes around the sides of the tongue as the tip of the tongue makes contact with the middle of the alveolar ridge. The distinction between *clear* [l] which occurs immediately before vowels as in *play* and *dark*, and [ɫ] which occurs immediately after vowels as in the word *call* (p. 48).

1.2.1.2.2.6. Approximants:

Kelly (2000) stated that approximants occur when one articulator moves close to another, but the closure is not complete to cause friction or stop of the airflow. English approximants are [r], as in red, [j] as in yes, and [w] as in wash (p. 53).

1.2.1.2.3. Voicing:

After place and manner of articulation which makes consonants differ from each other, another way to differentiate between consonants is voicing, whether the vocal cords are vibrating when the consonant is produced (Lane, p. 120). In other words, if there is a vibration in the vocal cords, then *the voiced* consonants are produced; if the vocal cords do not vibrate, then *the voiceless* sounds are produced. The distinction can be felt physically by placing a fingertip on the top of the Adam's apple.

There are several pairs of sounds in English which differ only in voicing, and the following table includes the consonant sounds in English that have voiced counterparts.

Voiceless	p	t	k	F	θ	s	ʃ	tʃ
Voiced	b	d	g	V	ð	z	ʒ	dʒ

Table.1: Voiced and Voiceless Consonants

[h] is voiceless and has no voiced counterpart. The other consonants are voiced: [r], [l], [w], [j], [m], [n] and [ŋ] (Lane, p. 120).

1.2.2. Supra- segmental features:

Intelligibility can be achieved not only by using segmental features but also focusing supra-segmental features of pronunciation.

Kelly (2000) defined supra- segmentals as the features of speech which generally apply to groups of segments or phonemes. This section approach

supra-segmental features starting with linking then moving to intonation and ending up by word stress.

1.2.2.1. Linking:

Roach (2009) stated that in hypothetical “mechanical speech” all words would be separated and next each other in sequence; however, in real connected speech, sometimes, words are linked together. The most familiar case of linking is the use of linking / r /. In Received Pronunciation (RP), the phoneme / r / in syllable-final position does not occur, but when the word ends with a vowel the usual pronunciation for RP speakers is to pronounce the / r /. For example, “here” is pronounced / hiə / but *here are* pronounced / hiərə / (p.115).

Many RP speakers add “r” to link words ending with a vowel even when there is no justification as in *media event* /mi:diə r ɪvent/. This is called “intrusive r”. That is to say, RP speakers, non- rhotic accents, add the /r/ when two vowel sounds meet in order to ease the transcription even when there is no justification. This happens when the first word ends with /ə/, /ɑ: / or /ɔ: /. Some speakers also intrude the /r/ within words like *drawing* /drɔ:riŋ/ (Kelly, 2000, p. 111).

The so called linking /j/ occurs when a word ends with /l/ or diphthong finished with /l/; in this case, speakers often introduce a /j/ to the following vowel sound in order to ease transcription as in ‘I am’ /aɪjæm/ (Kelly, 2000, p.111).

For linking /w/, speakers often introduce a /w/ to the following vowel sound when a word ends with /u:/ or diphthong finished with /u/ .for example, *go on!* /geuwn/ (Kelly, 2000, p. 112).

1.2.2.2. Intonation:

Kelly (2000) defined intonation as the way the voice goes up and down in pitch when speaking (p.86). In other words, intonation is the use of rise and fall of voice in speech; It is a fundamental way in understanding ,expressing thoughts and even giving clue about the attitude of the speaker or how he/she feels about what he is saying.

Many attempts have been made for the sake of showing the connection between intonation patterns and particular types of grammatical structures. The first pattern is falling intonation which describes how the voice falls in speech; it is very common in *Wh*-questions e.g. where are you going? and also used with imperatives and tag- questions- expecting confirmation.

The following examples will bring into light respectively: Sit down! And he is tall, is not he? Rising intonation, on the other hand, describes how the voice is raised when speaking. It is common with yes/No questions e.g. are you thirsty? And with tag questions, showing less certainty; such as, “You are French, are not you?” For lists of items the voice is raising and finally falling.

E. g. you need a pen, a pencil and some papers? (Kelly, 2000, p. 89). Thus, Intonation is a crucial component and the most communicative aspect in pronunciation being both structuring and interpreting speaker’s meaning.

1.2.2.3. Word stress:

Roach (1983) stated that stress has been mentioned several times but without any attempt to define the word meaning, and everyone would agree that in words like father, open and camera, the first syllable is stressed; in words like potato,

apartment and relation the middle syllable is stressed, and the final syllable is stressed in words like about, receive and perhaps. These stressed syllables can be marked in transcription by placing a small vertical line (') high up, just before the stressed syllable such as father /'fa:ðə / (p. 85).

From the above mentioned examples, stress can be defined as an emphasis that can be given to certain syllable in a word, phrase, or sentence. The latter, the syllable, is louder, longer, and has a higher pitch than the unstressed ones. In short, stress is the most important part in the word, or a group of words. This makes it an interesting aspect, or factor, in pronunciation.

2. The negative impacts of poor pronunciation:

According to Julia (2002), pronunciation is one of the basic and most crucial skills in oral communication among people, and what makes good pronunciation, for Cruttenden (2001), is to learn to produce connected speech i.e. learn to produce words continuously (as cited in Huwari and Mehawesh, 2015, pp.31-35). It goes without saying that pronunciation is the first thing people may notice when speaking. Unfortunately, learners of English language do not pay any attention to their pronunciation thinking that pronunciation is less important than Grammar and vocabulary.

In fact, it is of a crucial importance for proper communication, and person with good pronunciation is more likely to be understood no matter how rich and expressive his/her vocabulary and how accurate his/ her grammar; Having poor pronunciation, on the other hand, can be judged as lacking of knowledge or education. Hence, it is important never to lose sight on the negative impact of

unintelligible pronunciation: negative impression, misunderstanding and ineffective communication.

2.1. Negative impression:

Listeners, subconsciously, make quick judgment about speaker's pronunciation, and having poor pronunciation will, immediately, give unpleasant impression on the listener. It is said that a person only has one chance to make a first impression; if a speaker has poor pronunciation, she/he can break up that chance ("Proper Pronunciation", n. d. para. 1).

That is to say, when taking a part of communication with others, pronunciation is the first thing they may notice during the conversation; the limited vocabulary is not a big issue since the speaker can use simple words to convey a message, but if this speaker has bad pronunciation the listener will think of him/her as "a bad English speaker", and neither good vocabulary nor grammar can be helpful for him/ her.

2.2. Misunderstanding:

Knowing a great amount of vocabulary is meaningless if the speaker does not pronounce these words correctly because no one can understand what he/she wants to say. Pronunciation errors can lead to some serious misunderstanding: many cases of misunderstanding are caused by poor pronunciation of words.

The following conversation will shed light:

A: Hello! Where were you?

B: I just came from the funeral.

A: oh! No that is terrible who died?

B: Marks' /ded/

A: Marks' /ded/! What happened to him?

B: what are you talking about! He is still alive; I did not mean that Mark is *dead*, but his father died.

A: Oh! Now, I understand... I am so sorry for him (“Misunderstandings caused by poor pronunciation”, 2014).

A thought that Mark died because **B** mispronounced the word *dad*: **B** pronounced it /ded/ instead of /dæd/, so the speaker should be careful in pronouncing the words because he/she can get into awkward situations like the above mentioned example. In other words, Learners should know how to pronounce English sounds before even learn words.

2.3. Ineffective communication

It is undeniable that pronunciation is of a great importance in communication. However, unfortunately, all most all learners think that they can communicate in English because they can converse with their teacher and other students. However, they err in their thinking; the teacher can understand his students because the teacher has been listening to “bad English” for long years; also, other students are ,often, speakers of the same language and make the same errors, so they can understand each other. Thus, it is beyond doubt that taking a part of conversation with foreigners is the best way to test one’s pronunciation (Szynaski, n. d., para. 3).

If the speaker has a clear and pleasant accent then we can say that he/she communicates in English. If his/her pronunciation, on the other hand, is poor the

listener will think of him/her as speaker of bad English no matter how rich vocabulary and good grammar he/she has. In other words, the speaker can communicate using simple words and simple grammar structures, but there is no such a thing “simple pronunciation” .a speaker has proper pronunciation; otherwise, he/she has poor pronunciation.

3. The importance of pronunciation for EFL learners:

It is a clear cut that pronunciation has a great importance for EFL learners; Fraser (2000) stated being able to speak English of course includes a number of sub-skills, involving vocabulary, grammar, pragmatics, etc. However by far the most important of these skills is pronunciation (as cited in Mumeneen,2011, p. 17). Thus, of the different skills that EFL learners need when communicating with others, pronunciation is the most significant one.

3.1. Perceived competence:

Pronunciation is an integrated and integral part of learning a foreign language because of its direct effect on learners’ communicative competence (Wei, 2006, p. 2). Hismanoglu (2006) “emphatically puts forward that without adequate pronunciation skills, the learner’s ability to communicate is severely limited” (as cited in Mumeneen, 2011, p. 16). Hence, an English learner’ ability or competence in communicating e.g. Leading a conversation, is affected by his/her own pronunciation; with good pronunciation the learner can successfully lead the conversation; otherwise, the speaker’s ability is badly limited. In this regard, Morley (1991) stated that “Intelligible pronunciation is an essential component of communicative competence” (488). In the sense that comprehensible

pronunciation is crucial for an English speaker in order to be communicatively competent.

3.2. Clarity and intelligibility:

In the acquisition process of a foreign/ or a second language, the ultimate goal of any learner is to be able to communicate in the target language; in other words, to understand and to be understood. Therefore, clarity and intelligibility of speech is essential.

According to Kenworthy (1987), “For the majority of learners a far more reasonable goal is to be comfortably intelligible” (p. 3). Comfortably intelligible means without putting any pressure on the listener. Intelligibility can be defined as the case in which the listener can understand the speaker at a particular time in a particular situation; that is to say, the speaker’s intelligibility largely depends on the listener’s ability to identify accurately the words said by this speaker (Kenworthy, 1987, p. 13). So, intelligibility is the speaker’s capacity to be understood by the listener.

In this context, Tench (1981) stated that:

Pronunciation is not an optional extra for the language learner, any more than grammar, vocabulary or any other aspect of language is. If a learner’s general aim is to talk intelligibly to others in another language, a reasonable pronunciation is important (as cited in Tamzida and Siddiqui, p. 286).

Consequently, intelligibility and clarity of the speaker largely depends on his/ her pronunciation. Fraser (2000) argued that “with good pronunciation, a speaker

is intelligible despite other errors; with poor pronunciation, a speaker can be very difficult to understand, despite accuracy in other areas” (as cited in Mumeneen 2011 ,p.17).Pronunciation is a fundamental skill for a speaker to achieve clarity and intelligibility; he/ she can be understood regardless of other errors, with good pronunciation; contrarily, with poor pronunciation the speaker cannot achieve the same result despite his/ her command of other areas (grammar, vocabulary...etc.).

3.3. Acquiring English fastly:

With good pronunciation, language learning can be promoted; whereas, a great hindrance in L2 learning may be the result of poor pronunciation (Zhang, 2009, p. 34). In other words, pronunciation has an effect on the process of language learning which can be positive or negative; good pronunciation helps in acquiring the language fastly. On the other hand, poor pronunciation prevents, or decelerates that; as Gilner and Morales (2009), stated “Inability to decipher the speech stream reduces the amount of input that learners can employ to develop skills and knowledge in, for example, vocabulary and grammar” (p. 37).

Furthermore, “The inability to produce intelligible speech can compromise output, an aspect of learning...” (Swain, as cited in Gilner & Morales, 2009, p. 37). Thus, pronunciation can affect both input and output which, in turn, affect language learning. According to Fraser (2000), “Learners with good pronunciation can [...] increase their general language skills at a greater rate than those with poor pronunciation” (as cited in Gilner and Morales, 2009, p. 37).

In light of the above cited information, it is clear that pronunciation has a direct influence on acquiring the language; an English speaker who has a good pronunciation can be very fast in his/her acquisition process of the language.

4. Factors affecting the acquisition of English pronunciation:

Studies which are particularly relevant to second language phonological acquisition investigate the factors which affect pronunciation achievement. Understanding some of these factors is helpful for learners to make decision about which aspects of pronunciation to concentrate on. Many of these factors are influential in second language phonological acquisition, but are too, a factor which can lead to the failure, and can prevent or inhibit advance in English: native language, age, amount of exposure and others that will be considered in further detail here.

4.1. The native language:

Native language has a central role in learning pronunciation of new language. That is to say, learners' first language is a significant factor that influences the pronunciation of the target language; because of that, there has been a vast amount of research in which English and other languages are compared in addition to predicting learner's problems and difficulties which are the result of the interference of the mother tongue.

Rivers (1968) stated that English learners face many difficulties in understanding what foreigners saying not because they lack vocabulary, grammar or language structure but because the sounds they produce seemed "peculiar"; then, they fell in unexpected situations (as cited in Zhang, 2009, p. 43).

When trying to acquire a new language, learners try to find similar phonological categories that exist in both the mother tongue and the foreign language. If a produced sound does not exist in the native language it can, therefore, make a difficulty for learners' in their mother tongue. In short, if a learner's native language has similar sounds with the target language, it will be easy for learning that language and vice versa.

Moreover, Avery and Ehrlich (1992) suggested that there are three ways by which the target language can be affected. First, the differences between the mother tongue and English language in the sound system i. e. if the target language sounds are not found in the sound system of the mother tongue make it difficult for learners to pronounce the new sounds. Second, the difference in the sounds' rules combination between the target language and learners' native language. Finally, learners face problems when transferring patterns of stress and intonation from their mother tongue and the second language (as cited in Benmeriem, 2015, p. 9).

4.2. The age factor:

The influence of age factor on second language acquisition and indeed on pronunciation is widely recognized. This effect may make adults find pronunciation more difficult than children do and probably will not achieve native-like pronunciation. If a person does not start to learn second language until adulthood, she/ he will never have native-like pronunciation even she/he has proficiency in other aspects of language such as syntax or vocabulary. Biologically, there has been determined period of life in which language can be

acquired easily, and after this period language is increasingly difficult to be acquired (Zhang, 2009, p.38).

When Lenneberg proposed his Critical Period Hypothesis in 1967, he stated that there is a critical age period for language learning. It is usually between 10 and 13 years old. Generally, this period occurs either after puberty, or after the age of 13 where the ability to achieve native-like in speech is inspired due to neurological change in the brain (Rogerson- Revell, 2011, p. 17).

A large deal of research has been supported Critical period hypothesis considering the age as a primary factor in second language acquisition. Conversely, if a person does not begin to learn a second language until the adulthood, they will never have a native-like pronunciation even they have indistinguishable syntax and vocabulary from native speakers. Some research (Snow and Marian, 1978; Johnson and Newport, 1989) suggested that children and adults pass through the same “development state” in learning second language and that learning depends on the cognitive maturity neurological factors (Zhang, 2009, p. 38).

As a result, for the relationship between the age and the acquisition of English pronunciation, it is still controversial and possibilities are intriguing.

4.3. Amount of exposure:

Exposure is, generally, related to the length of time that learners live in the target language environment. It depends on how much they use English in their daily life without taking residency into consideration i. e. the more they listen and speak English, the better their pronunciation will be. According to language

learning theories such as Krashen (1982), learners acquire language mainly from the input they receive before being expected to speak.

According to Zhang, children of immigrants may be given a good example: since these children start learning second language in the target language environment, they have more advantages than children who try to learn the target language in their motherlands. However, it does not mean that learners who live in the target language country will have good native-like pronunciation because the key point, on the one hand, is whether the learners grasp the opportunity to use the target language; on the other hand, it should be bear in mind that many people live in the target country, but they spend much time with their native language speakers or non-English speakers (pp. 44- 5).

For this reason, it is not merely exposure that matters but how learners respond to their opportunities. Furthermore, various studies have compared pronunciation accuracy of people living in the English country and those who live in their motherlands, and reached the point that amount of exposure can contributory factor but not a necessary factor for the development of pronunciation skills.

4.4. Phonetic ability:

Individuals as they differ in many things, they also differ in their ability to acquire foreign/ second languages particularly in their ability to learn the sounds of a new language; in other words, some learners have a better ear for acquiring the target language than others.

Phonetic ability is also termed 'aptitude for oral mimicry', 'phonetic coding ability' or 'auditory discrimination ability'. Tests have been designed in order to measure this skill or ability; they demonstrated that those with phonetic ability are better in discriminating between two sounds than others do, and they have the ability to imitate in a more accurate way.

Furthermore, people with good phonetic abilities benefit from pronunciation drills unlike those poor discriminators who cannot benefit from them very much and they fail in producing the sounds of the foreign language (Kenworthy, 1987, pp. 6-7). However, Kenworthy (1987) argued that teachers cannot put this skill under control since learners differ from each other in their needs and abilities (p. 7).

4.5. Attitude and identity:

The acquisition of English pronunciation is also affected by learners' learning identity and attitudes. That is to say, the acquisition of accurate pronunciation of a target language largely depends on the person's 'sense of identity' and feelings of 'group affiliation' (Kenworthy, 1987, p. 7). According to the Adult Migrant English Program Research Center (AMEP) (2002), "Strong feelings of ethnic identity may sometimes lead learners to consciously or unconsciously resist making changes to their pronunciation because their accent is an important way of signaling their social and ethnic identity" (p. 4).

In other words, learners feelings of group affiliation and sense of identity make them directly or indirectly resist any modifications to their way of speaking based on the assumption that these changes will affect their cultural development

negatively. Moreover, people develop attitudes towards the target language and the target language community. Regarding this, Kenworthy (1987) claimed that those learners who have positive attitudes towards the speakers of the foreign language are more likely to develop accurate, native-like accents (p. 8). On the opposite, if those learners have negative attitudes towards the new language or the new language community this will hinder their pronunciation development process.

4.5. Motivation and concern for good pronunciation:

Motivation is an influential factor in the sense that if a person, for example, is motivated to pronounce the English language in an accurate way, this will affect his/her pronunciation positively. Kenworthy (1987) stated that this desire to do well is a kind of achievement motivation (p. 8).

In other words, there are some learners who are strongly concerned about their pronunciation and this will result in better and more accurate pronunciation; whereas, others who are not concerned about having good pronunciation i. e. They are not motivated; they will have poor and inaccurate one.

Kenworthy (1987), claimed that the reason behind students being unconcerned is their ignorance that their way of speaking results in the listener experiencing difficulty, irritation or misunderstanding (p. 8).

4.7. Methods of instruction:

Methods of instruction do affect the acquisition of English pronunciation. Generally, foreign language instruction based on the four areas of development:

Listening, speaking, reading and writing. However, a more important skill is neglected; the so called pronunciation.

According to Elliot, (1995):

Teachers tend to view pronunciation as the least useful of the basic language skills and therefore they generally sacrifice teaching pronunciation in order to spend valuable class time on other areas of language. Or maybe, teachers feel justified neglecting pronunciation believing that for adult foreign language learners, it is more difficult to attain target language pronunciation skills than other facets of second language acquisition. Possibly, teachers just do not have the background or tools to properly teach pronunciation and therefore it is disregarded. (as cited in Gilakjani, 2011, pp. 4- 5)

Thus, this lack of emphasis on pronunciation affects learners' pronunciation acquisition negatively.

Conclusion:

Throughout this chapter, we can say that learning pronunciation has a significant role in developing the language. Fluent and comprehensible English pronunciation could be achieved by working hard on its features, not only at the level of vowels and consonants, but also focusing on supra-segmental ones. Poor pronunciation, on the other hand, has a negative impact –negative impression, misunderstanding and ineffective communication_ on both the speaker and the hearer. Moreover, there will be always factors that control the

acquisition of pronunciation. These factors are varied from one learner/teacher to another.

Chapter two: Pronunciation in EFL Teaching

Introduction:

Pronunciation instruction is a prominent factor in the field of foreign language teaching/ and learning, and the necessity for teaching it has become controversial among educationalists. Therefore, EFL teachers should attribute proper importance to teaching pronunciation in EFL classes.

The current chapter sheds light on five main elements: Firstly, the significance of pronunciation in EFL teaching/ and learning. Secondly, the fact that pronunciation is the Cinderella of English language along with its impact on speaking, reading, listening, and writing skills. Thirdly, the approaches to pronunciation teaching, including the general approaches of Intuitive-Imitative Approach, Analytic- Linguistic Approach, the cognitive Approach, the Communicative Approach, and the Community Language Teaching.

In addition, the chapter analyzes the principles for teaching pronunciation, with reference to teaching English pronunciation in the Algerian context- taking into account the L.M. D. reform in higher education in Algeria. Also, the chapter discusses the place of pronunciation in the English teaching syllabi and the causes of pronunciation errors among EFL learners.

1. The significance of pronunciation in EFL teaching/ and learning:

Although it is seen as one of the most complicated factors and criteria in EFL, teaching/ and learning pronunciation remains a significant aspect of EFL teaching/ and learning. Harmer (2001) explained that “pronunciation teaching not only makes students aware of different sounds and sound features (and what

these mean), but can also improve their speaking immeasurably... . In some particular cases pronunciation help allows students to get over serious intelligibility problems” (p. 183).

The significance of pronunciation emerges on the production of significant sound which is, according to Dalton and Seidlhofer (1994), presented in two senses: (1) sound is significant because it is a part of code of particular language, so we can differentiate sounds of English, French and other languages, and (2) sound is significant because it is used to achieve meaning in context of use (p. 4).

According to Liang (2014), pronunciation is a crucial skill of spoken English. Not surprisingly, pronunciation instruction plays a significant role in teaching English. For Derwing (2003), although almost all the English learners seek to speak native- like English, the importance of teaching pronunciation cannot be emphasized too much (as cited in Ahmed and Abuelhassan, p. 7). Because of the fact that numerous teachers are not aware of the importance of pronunciation, they focus on teaching grammar and vocabulary primarily to help EFL learners in their learning process.

Besides, many teachers think that pronunciation study is too difficult and boring for young learners. Moreover, they complain about the lack of suitable teaching and learning materials and about the lack of time to practice pronunciation. For Harmer (2001), “perhaps they feel they have too much to do already and pronunciation teaching will only make things worse” (p. 183).

Some teachers claim that pronunciation teaching is discouraging because few learners achieve native-like pronunciation. It is worth emphasizing the fact that native-like pronunciation may be a priority or an objective only for some learners.

In this context, Kenworthy (1987) believed that “for the majority of learners a far more reasonable goal is to be comfortably intelligible” (p. 3). This means that understandable pronunciation is one of the basic aims of English learners. On the other hand, some EFL learners do not like to pronounce as native speakers and they like to retain their foreign accent because it is a part of their identity.

In the light of the foregoing information, it is not difficult to see the importance of pronunciation in a foreign language and its classrooms. Thus, achieving good pronunciation for students should be one of the main goals of EFL learners.

2. Why does pronunciation matter in EFL?

According to Brown, (1991) and Celce- Murcia et al. (1996), teaching pronunciation is an ‘undulating’ trend in the field of ELT: There were periods of time in which pronunciation was the foremost skill to include in teaching a language, while in other periods it lapsed into dying (as cited in AK, 2012, p. 24). Nowadays, most of course books include brief sections for pronunciation. It is done on an ‘ad-hoc basis’: it is not usually programmed as grammar and vocabulary, but it is considered as an ‘add-on’ activity when there is time in the class, or dropped when time does not allow (Pronunciation matters, 2014). In fact, rather than being peripheral to learning English, pronunciation is absolutely crucial in the EFL learning process.

2.1. Pronunciation: The Cinderella of English Language Teaching:

Pronunciation has always been seen as “the Cinderella of language teaching” (Kelly, as cited in Isaacs, 2009, p. 2). Compared to other language skills; such as, vocabulary and grammar, pronunciation is a neglected area in language teaching. According to Gilbert (1994), pronunciation is “an orphan in English programs around the world” (as cited in Pagnotta, 2016, p. 24). In this context, pronunciation is taken into consideration only at the beginning through the introduction of foreign language alphabets and sound system; however, it is unfortunately ignored in the following stages.

As argued by Kelly (2000), the reason behind this neglect is EFL teachers’ feeling of doubt of how to teach it rather than their lack of interest in the subject (p. 13). According to Zhang (2009), pronunciation has been regarded as the Cinderella of language teaching because of its complexity (p. 33). The fact of neglecting pronunciation, on the one hand, is because of the lack of that EFL teachers’ confidence to make it a high priority (Macdonald, as cited in Couper, 2013, p. 3). Also, the limited guidance on the part of research is another reason (Dewing and Munro, as cited in Couper, 2013, p. 3). In this regard, Wei (n. d.) claimed that the non-availability of English pronunciation teaching strategies to teachers in the classroom is amongst the reasons of this neglect (p. 1). Accordingly, Kelly believed that pronunciation is regarded as “the Cinderella of language teaching to depict its potentially glamorous yet marginalized existence” (as cited in Isaacs, n. d., p.1).

In short, pronunciation plays a crucial role in successful and effective communication and also reveals to a greater extent the speaker's communicative competence; nevertheless, it has less emphasis in EFL classrooms.

2.2. Impacts on speaking:

It is obvious that poor or good pronunciation has an impact on speaking. In this regard, Morley (1991) argued that pronunciation is “an integral part of oral communication” (p. 496).

Accordingly, pronunciation has a direct effect on the learners' spoken language. Speakers or learners of English usually avoid using words that are difficult for them to pronounce and this is likely to be interpreted as having limited vocabulary rather than having pronunciation problems.

In addition, poor pronunciation is frustrating for EFL learners because it affects the learners' confidence negatively. So, having problems in pronunciation may lead speakers in many occasions to avoid speaking. Furthermore, certain grammar structures are escaped by EFL speakers because they are considered as being difficult to pronounce; this avoidance has certainly bad impact on speaking skills. For example, the third conditional tense in grammar is generally avoided by intermediate learners when speaking most of the times because of the fact that EFL speakers find it very difficult to articulate the contractions, vowel reductions, and consonant clusters in utterances; such as, *If I'd know about English consonants, I'd've learned Chinese instead* (“Pronunciation Matters”, 2014, para.6).

On the other hand, a speaker with good pronunciation will be encouraged to pronounce any word. Also, he/she will not face any problems concerning pronunciation; as a result, the learner will have more confidence which, in turn, affects his/her speaking abilities in a good manner (positively).

2.3 Impacts on reading:

As writing, the ability to read largely linked to the learners' phonological skills (Goswami, Hulme, Snowling, Caravolas, & Carrol, as cited in Seyedabadi, Fatemi, & Pishghadam, 2015, p. 77). As Birch (2011) stated that "Children who have a deficit in phonological knowledge or processing will have impairments, or delays in learning to read, especially in learning to read opaque writing systems"(as cited in Seyedabadi, Fatemi, & Pishghadam, 2015, p. 77). Accordingly, pronunciation skills can affect the learners' reading negatively.

Moreover, recent research has demonstrated that poor pronunciation affects the learners' reading in a serious way, particularly for learners from beginner to intermediate level. When a learner reads a text, the words will be processed on the screen in his/her brain's short-term memory. The central executive of the short term memory controls this processing. In fact, the role of this central executive is to send the words around a phonological loop so as to prepare them for the storage process in the long- term memory.

When the readers at this stage pronounce the words loudly inside their heads, they reach sub-vocalization which is the phenomenon of this stage. This process is effective if the learners' pronunciation skills are good; however,

research has demonstrated that ignorance of the correct pronunciation of a word leads to a decay of the sound trace of that word.

As a result, the readers will find themselves unable to recollect what they have just read- the loss of many words in the phonological loop and their failure to reach the long- term memory for permanent storage (“Pronunciation Matters”, 2014, para. 18- 20).

2.4 Impacts on listening:

While listening, the speakers’ ability to recognize the words being said largely depends on their pronunciation skills. Good pronunciation enhances the speakers’ listening abilities, while poor pronunciation leads to undesirable results. Learners with poor pronunciation will find themselves either failing to identify the English Sounds, words or phrases, or confusing them with others, for example, minimal pairs (*tree* and *three*).

Additionally, learners having poor pronunciation skills when listening to full phrases can find difficulty in grasping the importance of certain patterns of sentence stress. For instance, students working on an exercise are asked: *who has finished?* (The word *finished* is stressed); those who have finished are to be expected to raise their hands. But, if the question is the following: *who has not yet finished?* With the stress on *has not yet*, the other students who are still working on the exercise are hoped to raise their hands (“Pronunciation Matters”, 2014, para.9).

However, the most prominent factor that reveals the impact of poor pronunciation on listening occurs when learners listen to a long recording.

When doing so and because of the listeners' poor pronunciation skills, they have to use too much of the processing power of their short-term memories in order to recognize individual sounds, or whole words in the flow of speech. This, in fact, will cause their short-term memories to overload which, in turn, makes them unable to process new data that arrives ("Pronunciation Matters", 2014, para.11).

In contrast, speakers having good pronunciation skills will not face any listening problems with regard to individual sounds, phrases, or more extended speech.

2.5. Impacts on writing:

Another and probably not expected impact of pronunciation is on writing. Spelling is an integral part of writing and a major source of learners' pronunciation errors (Seyedabadi, Fatemi & Pishghadam, 2015, p. 77). In fact, the most prominent problem that causes troubles to EFL learners is the non-existence of a clear relationship between the pronunciation and the spelling of words. Poor pronunciation skills lead learners to invent new words which are not the ones intended by the speakers of the foreign language. For example, a student lacking pronunciation skills and hearing words said by his/ her teacher, he; therefore, invents words which are completely different in meaning from the intended ones, and perhaps they do not exist at all. He/she will use these words when writing thinking that they are right. This will obviously affect the learner's writing process negatively.

3. Approaches to pronunciation teaching:

In his comprehensive history of language teaching, Kelly (1969) named pronunciation “the Cinderella” area of foreign language teaching. He stated that Western linguists have focused on studying grammar and vocabulary more than pronunciation, which was neglected. Hence, grammar and vocabulary have been much better comprehensive than pronunciation (Celce-Murcia et al, 1996, p.2).

Two general approaches in teaching pronunciation have been developed: (1) The Intuitive- imitative Approach, which was introduced before the end of nineteenth century, and (2) the Analytical- Linguistic Approach.

3.1. The Intuitive- Imitative Approach:

AS its name implies, the major focus of this approach is to develop learners’ ability to listen to rhythm and sounds in the target language without any explicit information. Celce-Murcia et al (1996) stated, it assumes that students will develop acceptable pronunciation by listening to the target language through accurate models (p.2). Recording tools, videos and language labs were used in the mid of 20th century and more recently audio, videocassettes and compact discs.

The effectiveness of this approach can be summarized as follow:

- ✚ **The learner’s ability to listen and imitate:** learners need to have good listening skill and the capacity to imitate;
- ✚ **The availability of good resources:** good listening materials are important to enhance learners’ listening skill and motivating them to imitate what they listen to.

3.2. The Analytical- Linguistic Approach:

In the Analytical-Linguistic Approach, explicit intervention of pronunciation instruction is emphasized unlike the Intuitive- Imitative Approach. In this regard, learners are provided with explicit information about the production of sounds and rhythm of the target language. Therefore, the focus is on informing the learner. A variety of tools could be employed for that as charts, phonetic alphabets, articulatory descriptions and contrastive exercises. This approach was developed to complete rather than to replace the Intuitive-Imitative approach (Celce-Murcia et al, 1996, p.2).

3.3. Audioligualism/ Oral Approach:

The reform movement contributed to the development of Audiolingualism, in the US, and the Oral Approach in Britain, during the 1940s and the 1950s where pronunciation has been set as an important criterion in EFL and taught explicitly from the beginning of curriculum. In addition, the teacher, or the recording served as a model, while learners should repeat and imitate the sounds they hear (Celce- Murcia et al., 1996, p. 3).

Audiolingualism (Oral Approach) considers learning as a habit formation: it is through stimulus-response and repetition. Besides, minimal pairs' technique, inspired by contrastive linguists, is used in this approach. This technique is based on using words that differ in a single sound in the same position, For instance, *sheep* and *ship* /i:/ and /ɪ/are different sounds the students have to make use of their listening skill to differentiate between them.

Wilkins (1973) suggested that the best way to teach pronunciation is through constructing minimal pairs to make sure that the learner does not replace the nearest sounds in his/ her mother tongue. This makes the learner aware of the similarities between the sounds at the very beginning, and; thus, it enables him to distinguish the phonemic contrasts of the foreign language (as cited in Mourad, n. d., p. 50).

3.4. The Cognitive Approach:

In the 1960s, the Cognitive Approach was affected by the Transformational-Generative Grammar (Chomsky, 1957, 1965) and Cognitive Psychology (Neisse, 1967) considered language as a rule- governed behavior rather than habit formation. It favored grammar and vocabulary on the account of pronunciation teaching as it argued that native- like pronunciation was as an unrealistic objective and could not be achieved. Therefore, attention should be better spent on teaching more learnable items such as grammatical structures and words (Celce- Murcia et al., 1996, pp. 4- 5).

3.5. The Communicative Approach:

From the 1980s onwards, the world of foreign language teaching has been dominated by the Communicative Approach. Since the primary purpose of any language is communication, using language to communicate should be central in classroom language instruction. It aimed at creating realistic context for language acquisition in the classroom.

In the Communicative Approach, the goal of teaching pronunciation is not to make learners native-like speakers, but to enable them achieve intelligible

pronunciation and to be understood by others in order to avoid communication break downs that results from poor pronunciation.

According to Hismanoglu and Hismanoglu (2010), a diversity of techniques are used for teaching pronunciation in the Communicative Approach:

- ✚ Listening and imitating (as in D. M. teaching);
- ✚ Practice of vowel shifts;
- ✚ Phonetic training;
- ✚ Developmental approximation drills: a technique inspired by first language acquisition research that leads foreign language learners to acquire certain sounds before others;
- ✚ Visual aids: using sound color charts, rods and pictures to facilitate for learners the description of sounds are produced;
- ✚ Tongue twisters;
- ✚ Recording the learners' production;
- ✚ Reading aloud (as cited in Kerroum, 2014, p. 43).

At the early years of this approach, poor teaching was highly referred to the segmental features. However, influenced by discourse-based approaches, the focus of pronunciation teaching shifted to the suprasegmental features of language such as intonation and stress which was very effective especially for non-native speakers.

3.6. The Community Language Teaching Approach (CLTA):

Communicative Language Teaching Approach (CLTA) refers to the “communicative approach to the teaching of foreign languages”. It was

developed by Curran (1976) for teaching foreign languages. As Hymes (1972) stated, the goal to develop within the teaching of English as a foreign language is referred as “communicative competence”(as cited in Djouimaa & Benmakki, 2012, p. 33).

In this approach, EFL students sit in a circle around a table and listen to a tape recorder which is the main instruction tool used. The teacher stands behind one of the students and asks them to provide him with a sentence in their native language that they want to pronounce in English. The teacher; then, translates it adequately to English. The students repeat it once and twice until they can produce it fluently. After that, the utterance is recorded. Next, the recorded utterances are played back and students match the new target language with teacher’s word for word translation (Zerdoumi, 2014, p. 31).

Intelligible pronunciation was seen as nessacery in oral communication using a variety of techniques such as listening and imitating, minimal pair drills, reading aloud and recording learners’ production. Kerroum (201) claimed that it follows the same principles as the Intuitive- imitative Approach. It believed that students must design their own pronunciation teaching syllabus as they focus on their special individual needs to decide what to learn and practice (p. 42).

4. The role of ESL/ EFL games to improve learners’ pronunciation skills:

Pronunciation teachers’ role is, generally, restricted to correcting students’ pronunciation mistakes in order to achieve clarity and accuracy; however, no efforts are made to find out the reasons behind their students’ mispronunciation. Maybe the lack of motivation and the need for things that make students

themselves do some efforts to achieve better pronunciation is a major reason. The role of the teachers lies here where interesting and fun pronunciation practice needs to be provided. According to Pesce Claudia. (2007), the following are some games of which the aim is to improve pronunciation skills.

Odd One Out:

In this activity, the teacher prepares a list containing sets of three to four words with the same vowel sound in addition to one different sound somewhere in the middle. E. g. cut, but, net and put. The class then should be divided into two teams that form two lines in front of the board. The teacher writes the first set of four words on the board. The set of words is supposed to be read by the students at the front of the line and once they have recognized the word that sounds different they race to the board and circle it. The first student to circle the odd word scores a point for the team.

Homophone Go Fish:

It is a really funny way to practice homophones. It is best played in pairs or small groups. A list of the homophone is made by the teacher who is supposed to write each word on a separate index card or piece of paper. The number of decks of cards depends on the number of groups that the teacher will have. Each group gets a set of cards and each student needs to have five cards; the remaining cards are put in a draw pile. Finding the matching homophone by asking another student if he/she has “a word that sounds like ...” is the objective of this game. The following example will shed light:

S1: Do you have a word that sounds like ‘plane’?

S2: Yes, I do. (Hands over 'plain')

In order to keep the matching pair, in a sentence or two S1 must use both words correctly. S2 has to say 'Go fish' if he/ she does not possess the homophone.

Four in a Row:

This game is good for young learners in which the teacher should divide his/ her class into groups of three to four students; then, the teacher needs to print out this Four in a Row worksheet and cut it up into separate cards. The students have to work together in groups in order to arrange the words into sets of four words that sound the same. The winner is the first team who completes all of the sets

5. Principles for teaching pronunciation:

When teaching pronunciation, certain principles are taken into account so that teachers can achieve effective teaching and learning process.

5.1. Keeping affective considerations in mind:

John Murphy (2003) raised this principle in his overview article on teaching pronunciation. The people's way of speaking is an integral part of their personalities (Nunan, 2015, p. 99). In other words, the speakers' personalities and feelings directly affect the way they speak; particularly the way they pronounce words. For example, Nunan (2015) stated, "I have a friend who was brought up bilingually in English and French. Although she can speak English with a flawless English accent, she chooses to speak it with a French accent because she has been told it sounds 'cute' " (p. 99). He further explained that

school children foreigners because of their embarrassment at making funny sounds in front of their friends, they hesitate speaking.

In this regard, Murphy (2003) said:

Emotions can run high whenever language learners are asked to develop new pronunciation habits. It is essential to realize that pronunciation practice normally takes place in front of other students and a teacher ... a learner may fear rejection from classmates if her or his pronunciation begins to sound better than other students in the room. (as cited in Nunan, 2015, p. 99)

Therefore, teachers have this principle to keep in mind which is affective considerations, so that, they can achieve desirable results.

5.2. Avoiding the teaching of individual sounds in isolation:

Teachers of pronunciation can achieve better results if their focus is on larger speech chunks. E.g. they should focus on words, phrases, and sentences rather than giving attention on individual sounds and syllables (Fraser, 2001, p.17). In this respect, Nunan (2015) stated that “When getting learners to practice individual sounds, don’t have them produce the sounds in isolation but in connected streams of speech” (p. 98). So, teachers need to avoid the teaching of individual sounds in isolation so that learners can feel that they produce authentic speech. Also, learners can suffer from the inability to comprehend and produce longer stretches of utterances if teaching is constrained to individual sounds neglecting their behavior in real speech e.g. vowels in isolation (Hietanen, 2012, p. 41).

Furthermore, communication is not a matter of producing separated individual sounds, but rather a matter of linking these sounds together. Regarding this, Gilakjani (2016) claimed that pronunciation needs to be regarded as a crucial part of communication and more than producing individual sounds or isolated words thus; it needs to be incorporated into classroom activities (p. 5).

5.3. Providing feedback on learner's progress:

Nowadays, achieving comprehensible pronunciation is the ultimate goal of teachers in EFL classrooms; the task of supporting students to accomplish this goal is a challenge that teachers are often faced with. However, many reasons make teachers limit or neglect providing feedback on their students' pronunciation (Baker & Burri, 2016, p. 1).

According to Hattie (2009), feedback is described as:

...information provided by an agent (e.g., teacher, peer, book, parent, or one's own experience) about aspects of one's performance or understanding. For example, a teacher or parent can provide corrective information, a peer can provide an alternative strategy, a book can provide information to clarify ideas, a parent can provide encouragement, and a learner can look up the answer to evaluate the correctness of a response. Feedback is a "consequence" of performance. (as cited in Barker & Burri, 2016, p. 5)

So, it goes without saying that providing feedback on learner progress is essential for teachers of pronunciation in EFL classes. In this regard, Neri, Cucchiarini & Strik (n. d.) stated that:

Through the provision of feedback, teachers can bring the students to focus on specific individual problems, which hopefully stimulate them to attempt self-improvement. It is obvious that it is only once this awareness has been raised that the individual can take remedial steps (pp. 3-4).

Furthermore, Lee et al. claimed that corrective feedback on learner's errors as shown by research facilitates their pronunciation improvement (as cited in Baker & Burri, 2016, p. 5).

In short, when teaching pronunciation one fundamental principle that teachers are expected to take into consideration is the provision of feedback on learner progress.

6. Teaching English pronunciation in the Algerian context:

The significance of pronunciation teaching is recognized all over the world being a fundamental aspect for learners of a foreign language and this is the case in the Algerian context.

6.1. The L. M. D. reform of Higher Education in Algeria:

Like many other countries all over the world, the higher educational system of Algeria has joined the rules and principles of Bologna process in the academic year 2004- 2005 by adopting the B.M.D. principles (generally known as L. M. D.: an acronym for Licence/ Master/ Doctorate) (Guemide, 2015, p. 18). It is initially

designed in the Anglo-Saxon countries; then, spread everywhere. It is argued that “the Bologna process does not aim to harmonize national educational system, but rather to provide tools to connect them” (as cited in Djebbari, 2013, p. 128).

This system is composed of three main grades: The licence degree granted after three years of study with six semesters. The Master degree is granted after two years of study. Finally, the Doctorate degree is conferred after the completion of research for at least three years and defending a thesis. The L. M. D. steps are shown in the figure below:

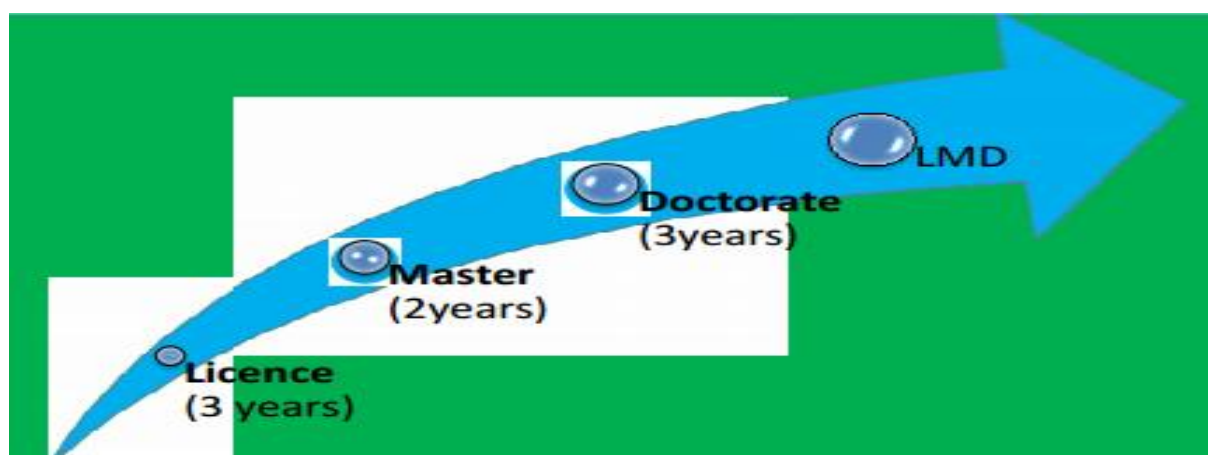


Figure.1: L.M.D. Structure. Source: Adapted from Djebbari, 2013.

This reform is believed to offer further opportunities for both students and teachers to be involved in training process in which the teacher has the opportunity to present courses based on an active pedagogical panel.

Students, on the other hand, have the opportunity to contribute actively in his/her training (Djebbari, 2013, p. 129). Thus, extra teaching hours are added to the training outside university through projects and home works.

As far as the English section is concerned, the L. M. D. system started to be first implemented in the academic year 2007- 2008 in which the English department was officially opened, and the Algerian ministry of higher education seeks to improve the teaching/ and learning of English as a foreign language through this system. In the teaching process of English new architecture has been designed by reorganizing the subjects taught into units, and also introduced some new subjects (Guemide, 2015, p. 18). The following table is an example of first and second year English curriculum modules within the L.M.D. system:

Year	Module	Teaching time per week
First	Grammar	6hs
	Writing	3hs
	Oral production	3hs
	Discourse comprehension	3hs
	Phonetics	3hs
	Linguistics	1h30
	Information and communication technologies (ICT)	1h30
	Research Methodology	1h30
	Literary studies	1h30
	General Culture	1h30
Second	Grammar	6hs
	Writing	3hs
	Oral production	3hs
	Discourse comprehension	3hs
	Phonetics	3hs
	Linguistics	1h30
	Anglo- American civilization	1h30
	Information and communication technologies (ICT)	1h30
	Research Methodology	1h30

Table.2: First years English curriculum modules within L.M.D. Source: Adapted from Bouabdallah, 2012, as cited in Guemide, 2015).

As a matter of fact, Algerian English students still lack competency in learning English despite that the new architecture of English students within the L. M. D. framework.

6.2. The place of pronunciation in the English teaching syllabus:

Pronunciation has a fundamental status in the Algerian teaching syllabus particularly in Higher Education. It was given importance in the classical system of teaching (in higher education). According to a duplicate copy of a university course of an EFL student (2013), Phonetics' coefficient is two during the first and second year classes of the classical system of teaching, while in the third year the coefficient is three.

On the other hand, the data obtained from a university course of another student (2015) show that Phonetics is classified among the fundamental unit two during the first and the second year semesters in teaching English in the L.M. D. system. In short, pronunciation has a prominent position in the Algerian English teaching syllabus in both classical and L. M. D. systems.

6.3. The causes of pronunciation errors among EFL learners:

English pronunciation problems or errors among EFL learners arise as a result of many factors. To deal with, mother tongue interference is one of the most dominant reasons behind the mispronunciation of English.

Catford (1977), Moosa and Swain (1972); Smith (2001) stated that /p/ and /b/ sounds are two different phonemes and a native speaker distinguishes each one of them (as cited in Elkhair Muhammad Idriss Hassan, 2014, p. 33).

However, in Arabic, there exists only the /b/ phoneme, and this is the reason behind the mispronunciation of words including these sounds /p/ and /b/. E. g. park vs. bark (Alkhair Muhammad Idriss Hassan, 2014, p. 33). This, in fact, is

linked to the Influence of the mother tongue. Furthermore, the difference between the L1 and L2 sound systems causes learners to commit pronunciation errors.

Moosa (1972) claimed that the Arab learners of English strongly build the phonological features of their mother tongue while they construct habits of the Arabic language; consequently, they face many problems in distinguishing sound systems between their native language and the target language (as cited in Elkhair Muhammad Idriss Hassan, 2014, p. 33).

Moreover, according to the findings obtained from the analysis of the interviews with professional teachers conducted by Aktug (2015), the lack of interaction with English native speakers, the insufficient exposure to English in terms of time and quality, the priority of the other skills over pronunciation, the lack of motivation, and the insufficient technical infrastructure of the educational environment i.e. the lack of audio-lingual equipment and internet in EFL classes are other reasons of pronunciation errors (pp. 103- 5).

Conclusion:

In nutshell, pronunciation has a significant role in EFL teaching and learning regardless of the fact that pronunciation teaching for many years has been the area of neglect in EFL classes; it has a great impact on students' four skills (speaking, reading, listening and writing).

Furthermore, teaching pronunciation has been developed throughout the years. So, due to the development in the teaching approaches of, there has been a particular growing emphasis on teaching pronunciation through developing

learners' communicative skills, which are the focus of nowadays' approach; namely, the communicative approach.

Additionally, certain principles are taken into account by teachers of pronunciation so that desirable results can be achieved. Moreover, pronunciation has a prominent status in the English teaching syllabus, particularly in the Algerian context and even within the L. M. D. system. Nevertheless, EFL learners still have pronunciation problems as a result of many factors.

Chapter three: Field work

Introduction:

The present research aims to investigate the integration of pronunciation activities to solve pronunciation errors in second year EFL classrooms. In the first two chapters we presented an overview about pronunciation in EFL classes; in addition to its status in EFL teaching. However, the present chapter is devoted to describe the sample and the methods used for data collection as well as to shed light on the results obtained from the research tools. To accomplish the aims of the work, students questionnaire and classroom observation have been used for collecting the data.

1. The students' questionnaire:

The student questionnaire is selected as an instrument of research because of the fact that it saves time and effort, and one can collect a great amount of information in an organized manner. Furthermore, if the questionnaire is well structured gathering data can be relatively straightforward and fast.

1.1. Aims of the questionnaire:

This questionnaire is designed to explore the integration of pronunciation activities to solve students' errors in pronunciation, precisely, second year students. Also, the aim of this instrument is to investigate appropriate activities for teaching pronunciation in EFL classrooms.

1.2. The administration of questionnaire:

The student questionnaire was administrated to eighty (80) second year students at the English department of Mohammed Seddik Ben Yahia University,

in Jijel. The questionnaire was distributed to students in the second semester of the academic year 2017. Only sixty (60) of them have answered the questionnaire.

1.3. Description of the questionnaire:

It is worth mentioning that this questionnaire consists of 26 questions gathered under three major sections. The first section provides personal information about the students. The second chapter includes questions about the causes of pronunciation errors, while the third one is about pronunciation instruction. In this sense, each section of the questionnaire has a set of questions which can be broken down into three types: closed questions, open-ended questions and mixed questions.

1.3.1. Closed questions:

This type of questions requests the informants to opt for one of the proposed possibilities without commenting. In general, they are quick to complete and straightforward to code. E.g. Speaking is Important in learning English:

yes

No

1.3.2. Open- ended questions:

In this type, the respondents are entirely free to express their ideas and opinions. In other words, they allow students to give their personal point of view and provide Justification for the choice they make .E.g. what can you suggest so that your pronunciation will be improved?

1.3.3. Mixed questions:

They are a combination of both closed and open questions in which the respondents are asked to choose one of the proposed possibilities and then give a justification for the answer. E. g. Do you face any difficulties in learning phonetics?

Yes

No

If yes, please explain

2. : Results and discussion:

This part provides an analysis of the information obtained from the students' questionnaire.

Section one: Personal information

Five questions are included in this section; they are about students' gender, age, number of years they have been studying English, the reason behind their choice to study English and the rate of their level in English. This section is aimed at gathering background information about the target sample.

Question 1: Gender

Options	Male	Female
N	7	53
%	11.66	88.33
Total	60	100

Table 3: Students' gender.

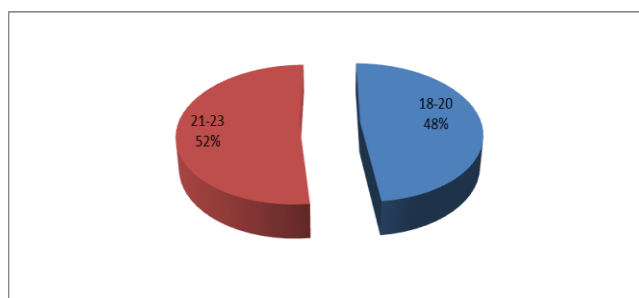


Fig. 4: Students' gender.

A quick glance at the above table reveals that female students outnumber males. Fifty three of the respondents (88.33 %) are females; whereas, only seven (11.66%) out of the total number of the sample are males. This demonstrates that females have more tendencies to study foreign languages than males.

Question 2: Age

Options	18-20	21-23	24-26	27 and up	Total
N	27	29	3	1	60
%	45	48.33	5	1.66	100

Table 4: Students' age

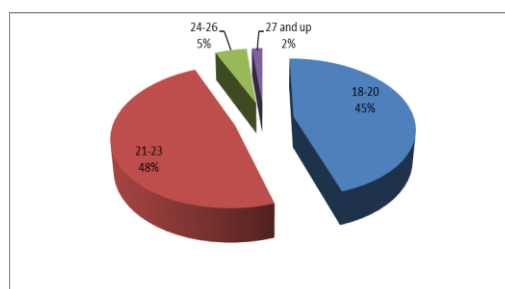


Fig. 5: Students' age.

These results reveal that there are four age groups in our chosen sample. The majority of the learners (48.33%) are at the same age which is between 21-23. Twenty seven students represent (45%) of the total number who are aged between eighteen and twenty years old.

Very few respondents (5%) are between twenty Four and twenty-six years old. However, only one is aged between twenty seven and up. From the above mentioned table, one can notice that the respondents are not in the same age. Thus, they vary in their abilities.

Question 3: How long have you been studying English?

Options	9 years	10 years	11 years	Total
N	32	9	19	60
%	53.33	15	31.66	100

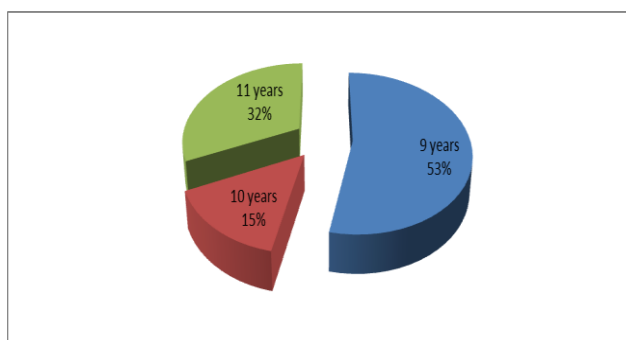


Table 5: Students' years of studying English. Fig. 6: Students' years of studying English.

This question intends to know how long the students have been studying English. As the results show in the above table, most of the students have been studying English for nine years (53.33%); this group represents the students who started learning English in the first years at the middle school at the age of twelve, while 15% answered 10 years , the answers of (31.66%) of the respondents was 11 years and up. This reveals that these students have possibly repeated one year or more during their life learning either in the middle school, the secondary school or university. This also indicates that the respondents' level in English particularly in pronunciation is different.

Question 4: Why did you choose to study English?

Options	Interest in learning English	Parental decision	Future career	No other choice	Total
N	35	0	20	5	60
%	58.33	0	33.33	8.33	100

Table 6: Students choice for studying English.

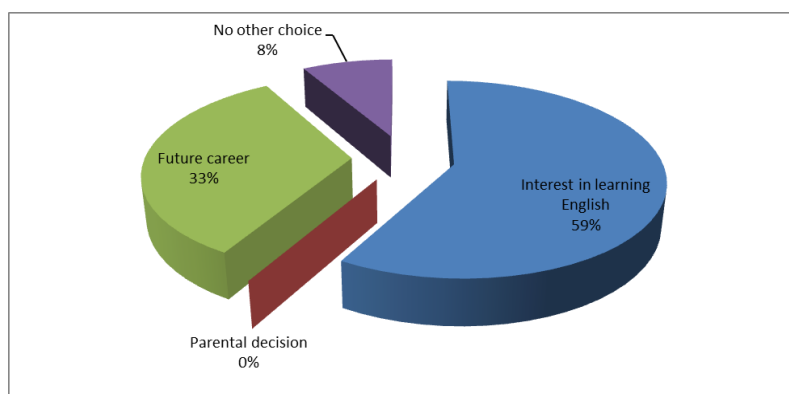


Fig. 7: Students' choice for studying English

Table 4 shows that the greatest majority of students have chosen to study English for personal reasons: The reason of thirty five (58.33%) of the respondents behind studying English was their interest in learning English, and twenty of them (33.33%) have chosen English for further career. Only five of the students (8.33%) were indirectly obliged to study English having no other choice, and none of the respondents were obliged to study English by their parents. These results show that most of the students have personally opted for the study of English which means that they can be highly motivated to learn the English language aspects.

Question 5: How do you rate your level in English?

Options	Good	Average	Weak	I do not know	Total
N	16	37	6	1	60
%	26.66	61.66	10	1.66	100

Table 7: Students' Self-evaluation of their level in English.

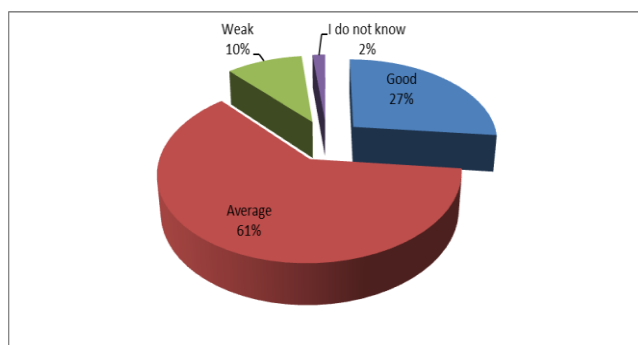


Fig. 8: Students' self- evaluation of their level in English

This question attempts to know how students evaluate their level in English. Table 5 demonstrates these results: 26.66% of the informants think that they have a good level in English, and most of them (61.66%) believe that their level is just average. Conversely, 10% think that they have a weak level, and only one of the informants has no idea about his/her level. This self-evaluation cannot be very reliable but it shows to what extent learners are confident in their level in English.

Section two: The causes of pronunciation errors:

This section includes seven (07) questions. The purpose here is to get data about the causes of pronunciation errors in EFL classes.

Questions 1 and 2 needs ticking the right box and further explanation. However, questions 3, 4, 5, 6, and 7 should be answered by just ticking the right box.

Question 1: Speaking is Important in Learning English:

Options	Yes	No	Total
N	60	0	60
%	100	0	100

Table 8: Students' Opinion about the Importance of Speaking In Learning English.

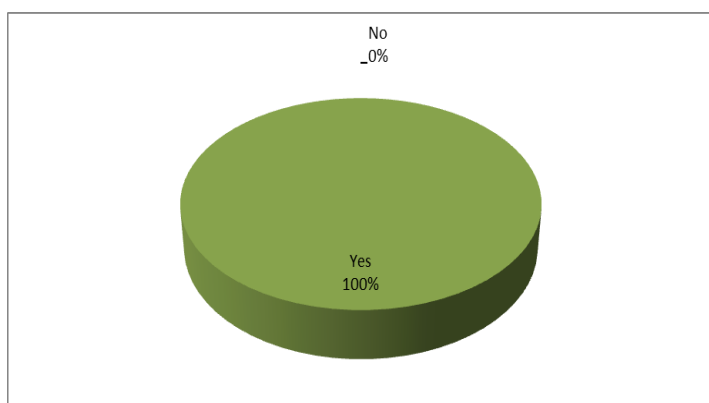


Fig. 9: Students' opinions about the Importance of speaking in learning English.

As it is expected, All EFL learners are aware of the significance of speaking in the English learning process.

If yes, please explain

Options	N	%
speaking is a part of learning a foreign language	10	16.66
speaking improves students' pronunciation	16	26.66
speaking makes students good communicators	13	21.66
good speakers means good learners	11	18.33
No answer	10	16.66
Total	60	100

Table 9: Why speaking is important?

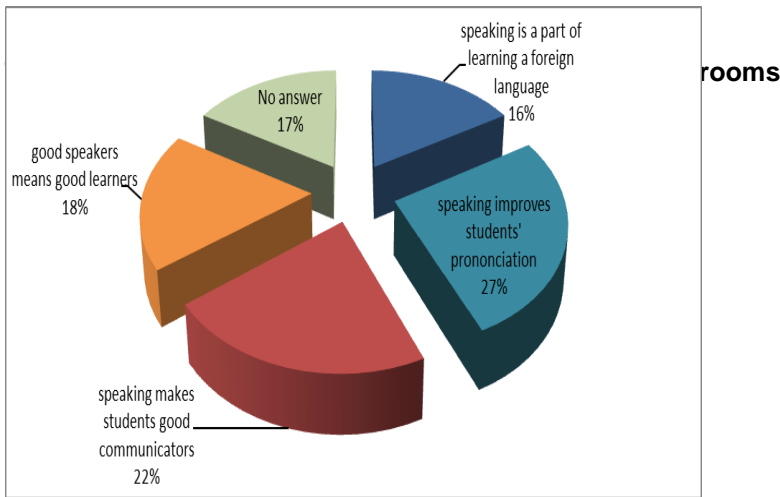


Fig. 10: Why speaking is important?

The results obtained from the students answers who agreed that speaking is important in learning English (83.31%) state their justification as follow: Speaking improves students' pronunciation with (26.66%), 10 of them (16.66%) indicating that speaking is a part of learning a foreign language, and speaking English makes students good communicators with (21.66%), while (18.33%) of the respondents mentioned that good speaker means good learner. Depending on these results one can notice that the larger number of the students agreed that speaking is of crucial importance in improving their pronunciation.

Question 2: Is pronunciation a difficult aspect in English Language Learning?

Options	Yes	No	Total
N	46	14	60
%	76.66	23.33	100

Table 10 Students' opinion about the difficulty pronunciation in English language Learning.

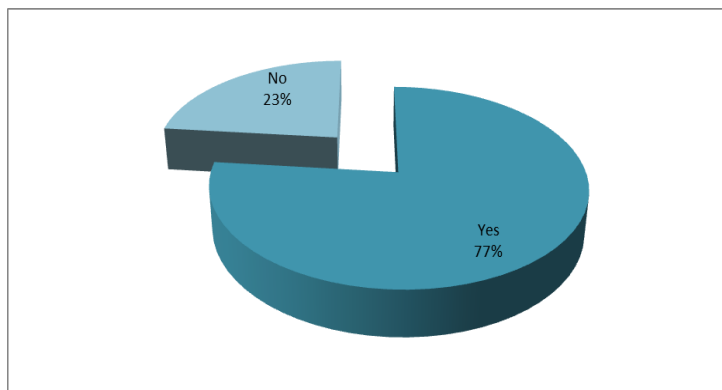


Fig. 11: Students' opinion about the difficulty pronunciation in English language Learning.

To investigate whether pronunciation is a difficult aspect in English language learning or not, the above table shows that the majority of the students (76.66%) believe that pronunciation is a difficult aspect in learning the English language; whereas, a minority of them (23.33%) denied the fact that pronunciation is a difficult aspect in the learning process. The respondents who answered 'yes' linked the difficulty of pronunciation to the following: understanding the rules of pronunciation, the ability to use these rules, or both of them.

Options	Understanding pronunciation's rules	The ability to use these rules	Both of them	No answer	Total
N	17	15	4	10	60
%	28.33	25	6.66	16.66	100

Table 11: The significance of pronunciation as a difficult aspect in learning English.

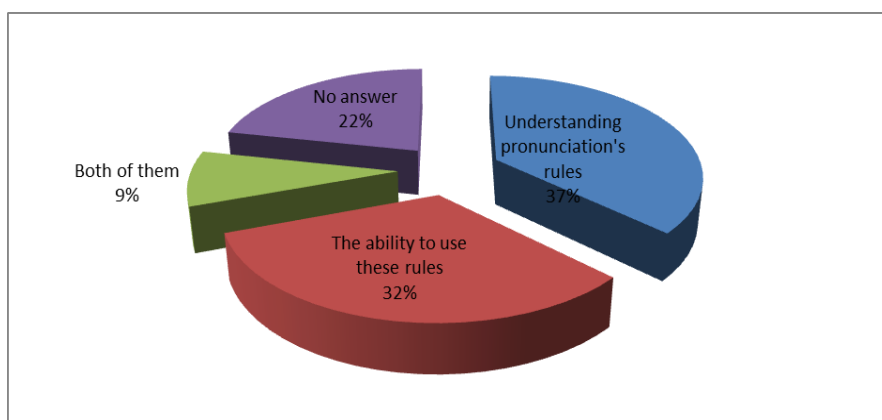


Fig. 12: The significance of pronunciation as a difficult aspect in learning English.

The findings presented in the table above reveal: The first reason (28.33%) believed that the difficulty of pronunciation is the students' inability to understand the English pronunciation rules; whereas, the second reason (25%) is their ability to practice what they learn. Four of the respondents (6.66%) referred to both of them. Accordingly, there is a certain problem that can be referred back to the way of teaching pronunciation.

Question 3: How often do you make errors in pronunciation?

Options	Always	Often	Sometimes	Rarely	Total
N	4	12	40	4	60
%	6.66	20	66.66	6.66	100

Table 12: Frequency of error making.

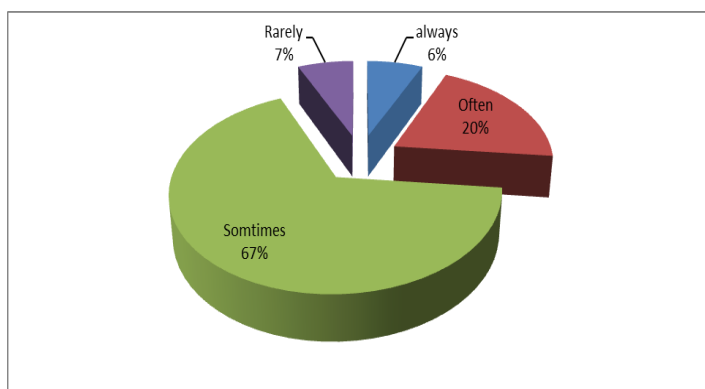


Fig. 13: Frequency of error making.

The answers tabulated above denote that (6.66%) of the respondents admitted that they always commit errors. 20% of them answered 'often'; a high number (66.66%) answered that they just sometimes make errors; in the other side, 6.66% asserted that they rarely commit errors.

As far as the results are concerned, we can notice that students, who answered sometimes (66.66%) and often (20%), which represent the greatest majority of the sample frequently make errors in pronunciation.

Question 4: In your Opinion, the Failure in English Pronunciation is because of:

Options	Lack of theoretical knowledge	Lack of practice	Mother tongue influence	Total
N	7	49	4	60
%	11.66	81.66	6.66	100

Table 13: The causes behind the failure in English pronunciation

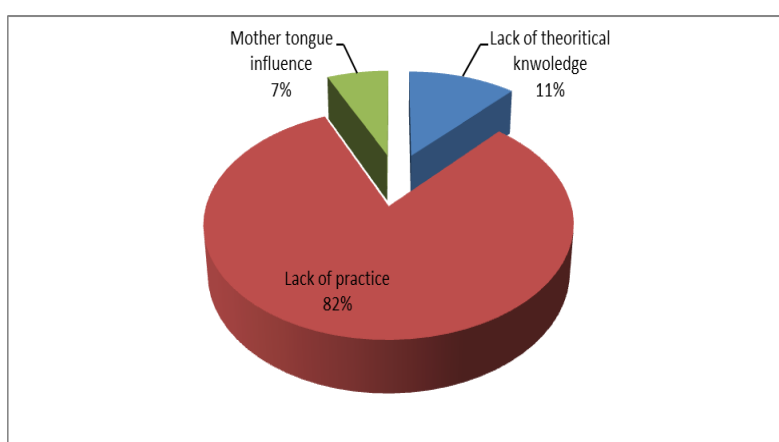


Fig. 14: The causes behind the failure in English pronunciation

The vast majority of the students (81.66%) strongly agree that the failure in English pronunciation is because of the lack of practice; whereas, the lack of theoretical knowledge was the answer of only (11.66%) of the respondents, while very few (6.66%) said that the reason behind this failure is the influence of the mother tongue.

So, it can be concluded that enough pronunciation activities are not provided by the teacher; this is possibly because of the insufficient time (time constraint).

Question 5: The Negative Attitudes towards English pronunciation Learning are because of:

Options	Lack of motivation	Absence of good atmosphere	Negetive attitudes towards the teacher	No answer	Total
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N	23	29	5	8	60
%	38.33	48.33	8.33	5	100

Table 14: The reasons behind negative attitudes towards English pronunciation learning.

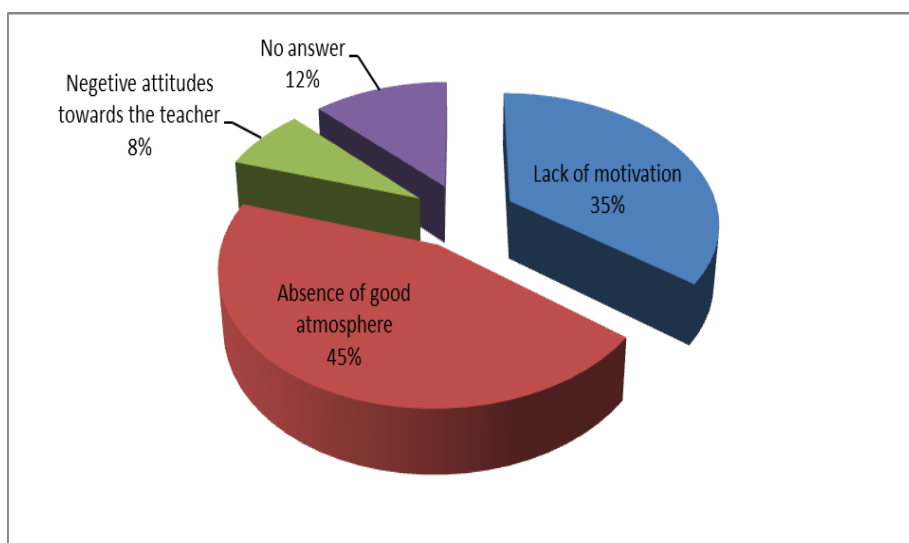


Fig.15: The reasons behind negative attitudes towards English pronunciation learning.

This question is vital as it spots directly the reasons behind the negative attitudes towards English pronunciation learning. It should be mentioned here that the main reason was not the negative attitudes towards the teacher (8.33%) but rather the absence of good atmosphere (48.33%) and the lack of motivation (38.33%). The result that can be drawn from these answers is that the absence of a good atmosphere makes students demotivated which results in negative attitudes towards learning English pronunciation.

Question 6: In your opinion, the most common sources of pronunciation errors:

Options	Ineffective Teaching Methods	Insufficient Students' preparation	Lack of students' concentration	Lack of opportunities to talk	Total
N	9	9	7	35	60
%	15	15	11.66	58.33	100

Table 15: The most common sources of pronunciation.

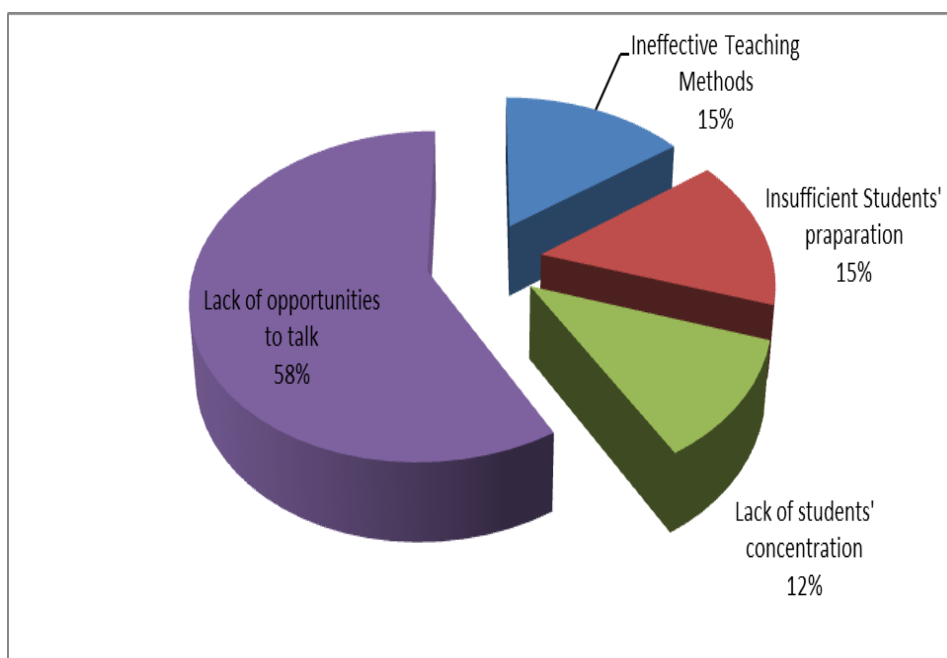


Fig. 16: The most common sources of pronunciation.

The question here is targeted at getting knowledge about the most common sources of pronunciation errors. Admittedly, more than half of the students (58.33%) selected the lack of opportunities to talk as the most common source. At the same time, Ineffective teaching methods and insufficient students' preparation are selected by (15%) of the respondents. Finally, only seven chose the lack of students' concentration. Accordingly, it is worth mentioning that these results confirmed the findings obtained from table 10 .

Section 3: Pronunciation instruction:

This section is made of nine questions. The aim of which is to gather data about students perceptions towards pronunciation instruction.

Question 1: In your opinion, how important is phonetics in learning and speaking English?

Options	Very important	important	not important	Total
N	43	15	2	60
%	71.66	25	3.33	100

Table 16: Students' awareness of phonetics importance in learning and speaking English

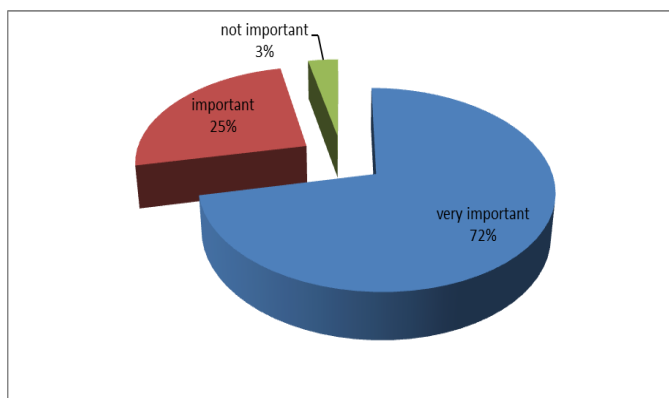


Fig. 17: Students' awareness of phonetics importance in learning and speaking English

Among the sixteen informants, a high percentage of them (71.66%) recognize that phonetics is very important in learning and speaking English; 25% think that it is just important, while only two think that is not important. We can conclude here that almost all of the respondents are aware of its significance.

Question 2: Do you face any difficulties in learning phonetics?

Options	Yes	No	Total
N	47	13	60
%	88.33	11.66	100

Table 17: Students' view about difficulties in learning phonetics.

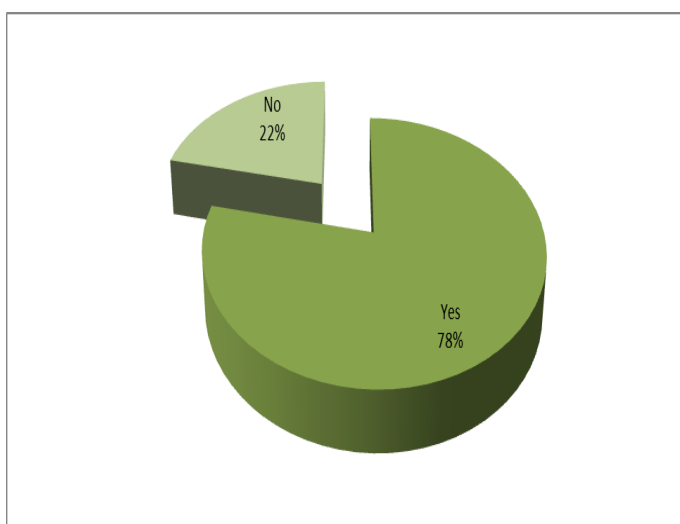


Fig. 18: Students' view about difficulties in learning phonetics.

As it was expected, the majority of the informants (78.33%) have difficulties in learning phonetics, while a minority of them (21.66) said the opposite.

Question 3: Do you think that phonetics syllabi, as used by your teachers, are appropriate for teaching pronunciation to EFL students?

Options	Yes	No	Total
N	41	6	60
%	68.33	21.66	100

Table 18: Students' opinion about the appropriateness of phonetics syllabi.

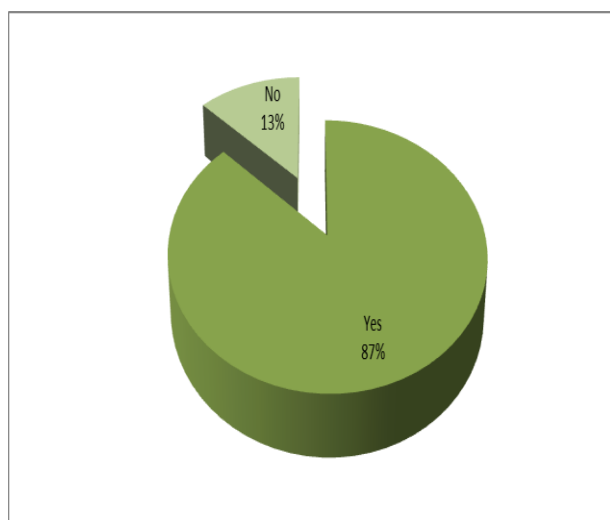


Fig. 19: Students' opinion about the appropriateness of phonetics syllabi.

According to the findings presented in the table above, (68.33%) of the students agreed that phonetics syllabi are appropriate for teaching pronunciation; however, 10% of the students answered “No”, and thirteen of them provided no answer. Unexpectedly, only one of the students provided an explanation for this question, “Honestly speaking, I do not exactly know, but it is easy to learn with this syllabus”. This possibly reveals that the students either did not understand the question or they do not have any idea about their phonetics' syllabi.

Question 4: Do you practice the new pronunciation features?

Options	Yes	No	Total
N	18	42	60
%	30	70	100

Table 19: Students' practice of the new pronunciation features.

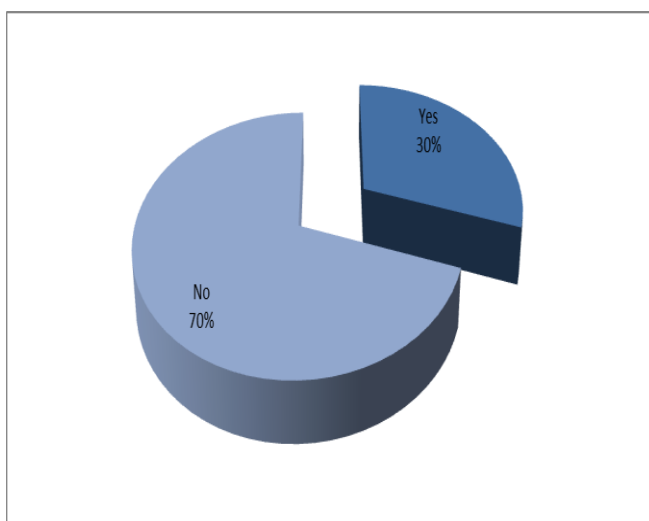


Fig. 20: Students' practice of the new pronunciation features.

The table above shows that (70%) of the informants do not practice the newly introduced pronunciation features; whereas, the rest stated that they do. Importantly, the results denote that practice is not generalized to all the learning population.

Question 5: How do you practice these features?

Options	Through written exercises	Through oral practice	Other activities	Total
N	37	17	6	60
%	61.66	28.33	10	100

Table 20: Students' way of practicing pronunciation features.

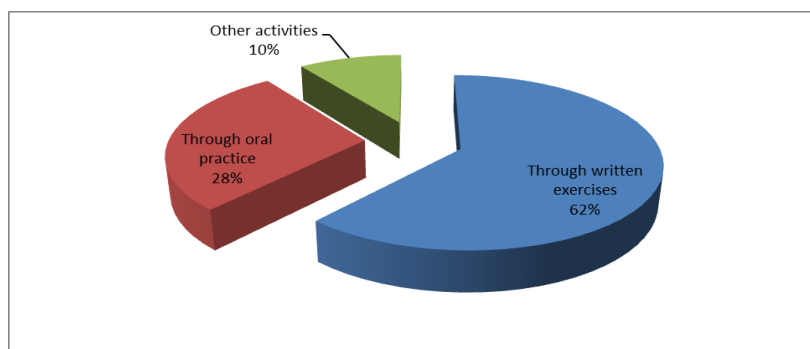


Fig. 21: Students' way of practicing pronunciation features.

As it is shown in the table, a high number of learners selected “through written exercises” as an answer, while (28.33%) said that they practice them orally, and (10%) of them stated they practice through other activities. This indicates to what extent the oral practice of pronunciation is neglected.

Question 6: What techniques do your teachers use in teaching pronunciation?

Options	practicing dialogues	drilling	using gestures	Role-plays	Total
N	6	30	24	0	60
%	10	50	40	0	100

Table 21: Teachers' techniques in teaching pronunciation

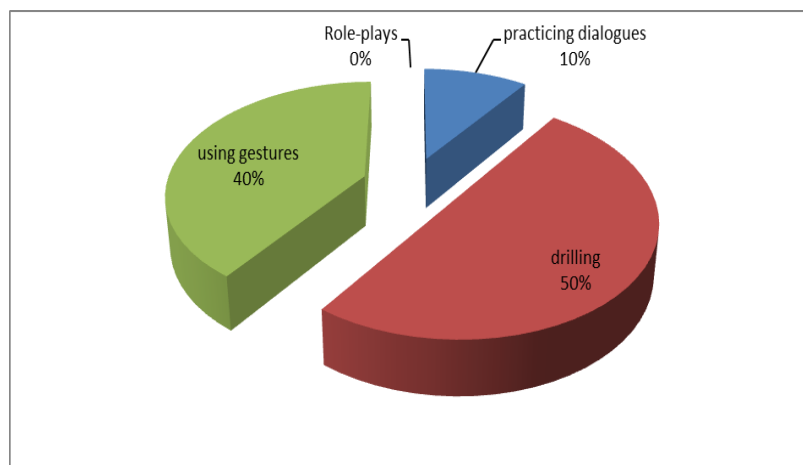


Fig. 22: Teachers' techniques in teaching pronunciation

Concerning the techniques that teachers use to teach pronunciation, students answers were varied: 5% of the students answered that their teachers use drilling, 40% said that they use gestures ,whereas 10% stated that their teachers takes the form of practicing dialogues, and none of them selected role-plays.

Question 7: According to you, the best technique to use in teaching English pronunciation:

Options	Memorization	Dialogues	Role-plays	Drills	Total
N	3	29	22	6	60
%	5	48.33	36.66	10	100

Table 22: Students' opinion about the best technique for teaching English pronunciation.

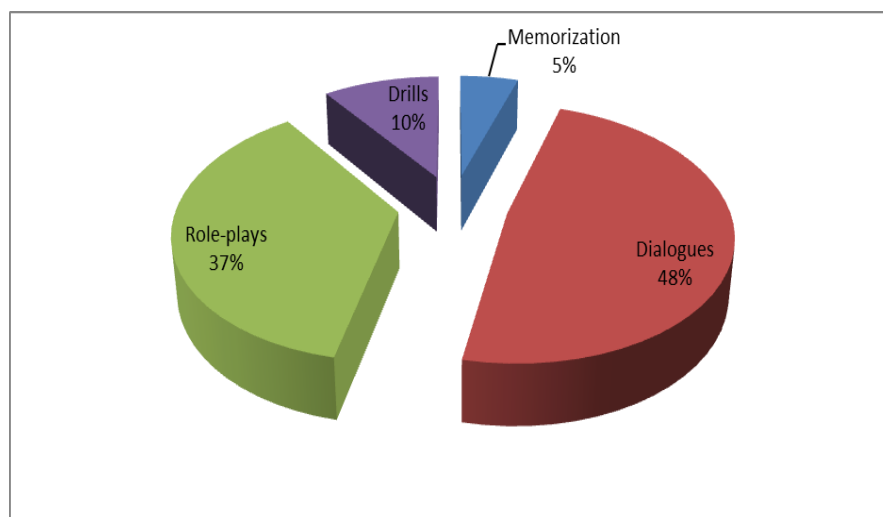


Fig. 23: Students' opinion about the best technique for teaching English pronunciation.

This question aims to unveil students' opinion about the best technique for teaching English pronunciation. A number of suggestions were given to the students to select the best according to them. This table collects these results: The majority of the respondents' answers varied between dialogues (48.33%) and role-plays (36.66%).

However, only three of the students selected memorization, and six of them chose drills. This indicates that teachers need to make their classes more

interesting and motivating using varied activities such as dialogues and role-plays.

Question 8: What can you suggest so that your pronunciation will be improved?

Options	listening	practicing through speaking	both of them	No answer
N	15	21	17	7
%	25	35	28.33	11.66

Table 23: Students' suggestion for better pronunciation.

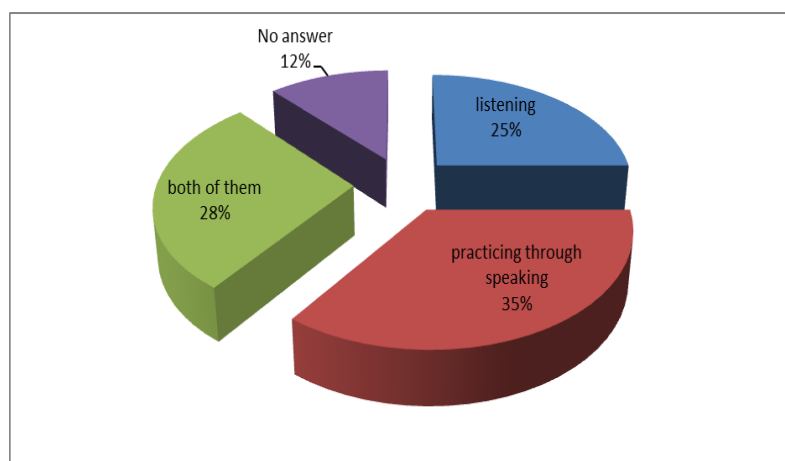


Fig. 24: Students' suggestion for better pronunciation.

The findings in the above table present some suggestions proposed by students so that their pronunciation will be improved. First, 35% of the students strongly believe that the development of their pronunciation largely depends on practicing pronunciation through speaking. Second, 25% of the informants indicate the importance of listening to achieve better pronunciation.

Third, 28, 33% of them claim that both listening and practicing through speaking are needed for improving their pronunciation. Accordingly, one can realize the importance of an additional session for teaching pronunciation which should be

devoted to listening (native language) and speaking activities using the internet and language laboratories.

2. Description of classroom observation:

Classroom observation is another method used to gather information and analyze the research questions in the present dissertation. Usually, it takes place inside classrooms or other learning environment. Loftland (1971) described classroom observation as “the most penetrating of strategies, the closest and telling method of gathering information” (p. 32). In short, classroom observation is considered as one of the vital research tools to collect authentic data about a certain situation.

Moreover, such type of information allowed the researcher to get direct and truthful insights in the teaching and learning practices. Besides, when there is a direct contact between the researcher and the class, data observed would be more valid and reliable.

Accordingly, in an attempt to have useful insight about how phonetic lectures are delivered to second year EFL students in English classes at Mohammed Seddik Ben Yahia University, in Jijel, and collect data about day-to- day phonetic courses in real teaching and learning conditions, we used classroom observation as an additional research tool. The classroom observation lasted for 21 days. i. e. we conducted 6 sessions of classroom observation.

2.1. Aims of classroom observation:

This classroom observation aims essentially to:

- ✚ Determine the type of pronunciation activities used in EFL classes at Mohammed Sadik Ben Yahia University, in Jijel;
- ✚ Identify, approximately, students' level of pronunciation;
- ✚ Discover the difficulties EFL teachers, as well as students, encounter while teaching and learning pronunciation;
- ✚ Find the reasons behind students' pronunciation errors;
- ✚ Highlight the reasons behind students' demotivation in learning pronunciation.

2.2. Collecting data:

In the present research, both the teacher and the learners were observed. During our classroom observation sessions, we examined the steps followed or implemented by the teacher during the session in addition to investigating the way the learners reacted on teacher's teaching method. The observation was based on taking notes and recording techniques.

After taking the teacher's permission, the observation was undertaken with second year phonetics' classes. Data were collected at the end of the first semester at EFL classes at Mohammad Seddik Ben Yehia University. Through observation sessions, the focus was on the teacher's teaching methods he used to teach pronunciation and the learners' reaction. The table below highlights the major points involved in our classroom observation:

Features observed	Comments
Activity Type	-Drills, written activities as pointing stress on a list of words and transcription of words or sentences
Participant organization	-Students work individually -There is no pair or group of works

Contents	<ul style="list-style-type: none"> -Teacher is the sole responsible for selecting phonetic courses. -Courses: stress, strong and weak formals and aspects of connected speech
Student's modality	<ul style="list-style-type: none"> -Students are only involved in reading and writing some activities. -Speaking is not really taken into account (sometimes read a list of words or answer teacher's questions). -There is no involvement in listening skills (they are completely neglected)
Materiels Use of the target language	<p>Only handouts</p> <ul style="list-style-type: none"> -Teacher is using only English with well pronunciation. -Students' are using English just when they provide answers or speak with the teacher. However, they use the mother tongue all the time when talking to each other during the course. -The teacher is always the one who start the lesson by asking some questions. -Teacher failed to motivate students during the lesson. -Teacher cannot control the whole class because a large number of students within a group. -Insufficient time for finishing the lessons and providing activities for students.
Discourse initiation	
Difficulties encountered the teacher	<ul style="list-style-type: none"> -Students who lack motivation are always absent. -Students are not fluent at all, and they have an awful pronunciation. -Students who are not motivated often talk to each other ignoring teacher's presence.
Difficulties encountered the students	

Table 2: The main data derived from observation of phonetics' classrooms.

2.3. Data analysis:

The present section is concerned with the analysis of data gathered during classroom observation in order to provide an overview of how phonetic lectures, particularly pronunciation, are conducted in EFL classes.

As a matter of fact, classroom observation is an aid to find out various aspects that have directly or indirectly affected the teaching and learning of pronunciation in general. Generally, the aspects or factors that have been proven to affect negatively or positively both EFL teachers and learners in Phonetics' classes are summarized below as follow:

Activity types:

During each observation session, the teacher provided the same type of activities: drills, written activities as pointing stress on a list of words, and transcription of words or sentences which made students feel bored and started to lose their interest and motivation. As a result, the students were attracted by other things; such as, talking with each other, playing with their phones, and sometimes sleeping in class.

This indicates that the teacher needed to adopt new interesting and motivating methods for teaching through the use of varied activities; such as, games, songs, and role plays for better motivated learners.

Participants' organization:

During the classroom observation period, the teacher of Phonetics tried to work with the whole group; however, there was a little interaction from the part students who were sitting in the front, while those who were setting in the back were unmotivated.

Furthermore, there was no pair or group works. i. e. Students were working individually in order to maintain silence in the class. Unfortunately, the results were the opposite. So, the teacher tried avoid as much as possible pair and group works for sake of countering the classroom.

Contents:

During our classroom observation, we have noticed that the main focus of the teacher was on delivering the lectures giving less importance to activities. This

latter were most of the time written activities or drills. The teacher's lectures that we have observed are stressed syllables and words; weak and strong forms; sentence stress and rhythm, and aspects of connected speech.

Additionally, the teacher is the sole responsible for selecting phonetic courses. The students were not taken into consideration and they were also considered as knowledge receiver instead of partners. This reveals that no appropriate atmosphere is provided by the teacher in class. As a result, the students do not make efforts to solve their pronunciation problems.

Students' modality:

With much emphasis on written exercises, the teacher did not provide the students with real life contexts for practicing and improving their pronunciation skills. Besides, the use of authentic materials or ICT tools was totally neglected. Thus, there was no involvement in listening, particularly, listening to native speakers of the target language. In addition, speaking is not taken into account. As a result, students' pronunciation proficiency was low since the oral skills were neglected during the phonetic lectures.

Materials:

Throughout the period of classroom observation, second year EFL students were provided with the same type of teaching materials by the phonetic teacher. These materials were handouts, including some activities. The findings showed that there was no use of real life and motivating activities; such as, role- playing, ESL/ EFL games, or songs for practicing pronunciation skills.

This, in fact, explains the fact that the teacher of Phonetics at the English department neglected the practicing activities in teaching pronunciation: He only focused on what was theoretical.

The use of the target language:

As the observation task gradually took place, we have noticed that in all the Phonetics classes only the target language (English) was used by the teacher with well pronunciation. However, the students were using English merely when they provided answers or spoke to the teacher, while they use the mother tongue all the time when talking to each other during the course. Accordingly, we deduced that the fact of neglecting the oral practice for pronunciation rests not only on teacher, but also on the students themselves.

Discourse initiation:

During classroom observation sessions, we have noticed that the teacher was always the one who started the lessons by asking some questions or by introducing the new topic beside to the fact that the teacher of Phonetics talked more than students did.

Teacher's difficulties:

Many obstacles were encountered by the teachers of Phonetics during the course's presentation. These problems can be summarized as follow:

- The teacher found difficulties to control and deal with the whole class because of the large number of EFL students within a group (thirty students per each group);
- The teacher failed to motivate the students during the lesson;

- Insufficient time for finalizing the lessons and providing enough activities for students (time constraint);

In addition to the sixth classroom observation sessions undertaken with second year phonetic classes, two additional sessions were conducted with oral expression classes in order to find out the efficacy of the teacher method in teaching pronunciation to eliminate students' pronunciation errors. The findings revealed that second year EFL students at Mohammed Seddik Ben Yahia University still have considerable pronunciation problems and their errors are frequent. Thus, other pronunciation teaching methods should be adopted.

Conclusion:

To put in a nutshell, the major concern of this chapter was to analyze, present and discuss the results of the data gathered through two research instruments, a students' questionnaire and classroom observation, used to describe the actual status of phonetics particularly pronunciation teaching at Mohammad Seddik Ben Yahia university, Jijel and also to find out better strategies for motivating the acquisition of pronunciation and improving its instrument in EFL classes.

In the same line of thought, based on the main findings of this chapter it is worth saying that phonetic teachers at Jijel University should change their way of teaching this subject by integrating new and motivating pronunciation activities in order to get an effective teaching, solve students' pronunciation errors and raise learners' motivation.

Pedagogic recommendations:

Based on the findings that stemmed from this study, the following recommendations can be made:

- ✚ Teaching pronunciation should be a priority because language is primarily a means of communication, and effective communication can be achieved through proper pronunciation;
- ✚ Teaching pronunciation should be based on both theory and practice, taking into consideration that practical sessions should be added to the program of phonetics using language laboratories;
- ✚ Since phonetics is such a difficult subject in EFL teaching, EFL teachers of phonetics should conduct, or be exposed to more workshop sessions in order to improve their pedagogic methods in teaching phonetics;
- ✚ Teachers should benefit from using ICT tools in class because they save time and help improve pronunciation teaching and learning, as well as a source of motivation;
- ✚ Phonetics is supposed to be taught in small class size (no more than 20 students per group) so that each student can have the opportunity to practice;
- ✚ Students should be exposed to listening exercises, especially the ones in forms of dialogues and conversation. This can lead to a great extent that help students to be exposed to the native language speaking environment;

- ✚ The integration of more interesting, enjoying and motivating activities; such as, role- plays, games and songs is of a crucial importance in improving pronunciation instruction.

Limitations of the study:

Although the present research has been successful in confirming the research hypotheses, it lacks the following shortcomings:

- ✚ The lack of primary resources about phonetics' instruction, which made it hard to elaborate writing about and giving a thorough understanding of phonetics in Algeria teaching context;
- ✚ The non- collaboration of second year EFL students at the English department who did not totally answer the questionnaire.

General conclusion

Although the teaching methods of pronunciation have witnessed a great development throughout the years, the English department at Mohammed Soddik Ben Yahia University in Jijel still has many shortcomings with regard to pronunciation teaching method. Since pronunciation is a key component in intelligibility and in the efficiency of communication; thus, it should be owed a special care and attention, so that it can be meaningfully and adequately practiced which in turn would have desirable outcomes in pronunciation learning.

This study has been conducted with EFL second year students of English at the University of Jijel. The aim is to find out better strategies for solving students' pronunciation errors, motivating the acquisition of pronunciation and improving its instruction in EFL classes. In the light of the present research, it was hypothesized that if second year English students were well exposed to varied, interesting and motivating pronunciation activities. The level of EFL learners would be developed as well as their interest and motivation.

In addition, this dissertation is composed of three major chapters; through the first chapter, a description of the main aspects of the English pronunciation is provided; it presents some definitions of pronunciation in addition to its features, then the negative impacts of poor pronunciation as well as the importance of pronunciation for EFL learners; ending up with some factors affecting the acquisition of English pronunciation.

The second chapter has shed light on the significance of pronunciation in EFL teaching and learning, its impacts on the four skills of learners, and its teaching approaches. In addition, it represents the principles for pronunciation teaching. Moreover, it includes the causes of pronunciation errors among EFL learners and the status of pronunciation teaching in the Algerian context in addition to the role of EFL/ESL games to improve learners' pronunciation skills.

The last chapter represents the analysis of the findings provided from the questionnaire of second year English LMD students and the classroom observation as the main research tools to carry out this research. Firstly, the results that are drawn from the analysis revealed that the students have a sense of awareness about the significant role that phonetics plays in learning and speaking English, in particular, improving students' pronunciation skills.

However, teachers of phonetics are not able to provide their students with enough and adequate practice. In other side, students expressed their opinions for better strategies to teach pronunciation so that their level will be improved. Secondly, the results obtained from classroom observation reveals that insufficient and inappropriate classroom pronunciation activities are provided, the practical part in teaching English pronunciation is neglected and the absence of good atmosphere makes students unmotivated which in turn affect the acquisition of pronunciation.

Throughout the analysis of the research tools, the questionnaire and classroom observation, the findings revealed that the method used in phonetics courses of the university are not adequate for solving learners' pronunciation

errors. Thus, new and better strategies for motivating the acquisition of pronunciation and improving its instruction in EFL classes are needed such as ESL games and activities, role- plays, and songs.

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Appendices

Appendix I

Students' Questionnaire

Dear Students,

We, openly, appreciate your participation in this Questionnaire as it will help us collect data that are necessary to bring our Master's dissertation to an end. It is, as its main objective, an investigation on the integration of pronunciation activities in EFL classrooms that are helpful to solve pronunciation errors of 1st year students in Jijel University.

It is important to bear in mind that your answers will be treated anonymously and used just for the purpose of research.

Thank you in advance for your cooperation.

Section One: Personal Information

1) Gender:

a) Male

b) Female

2) Age:

a) 18-20

b) 21-23

c) 24-26

d) 27and up

3) How long have you been studying English?

- a) nine years
- b) ten years
- c) eleven years

4) Why did you choose to study English?

- a) Interest in learning English
- b) Parental decision
- d) Future career
- e) No other choice

5) How do you rate your level in English?

- a) Good
- b) Average
- c) weak
- d) I do not know

Section two: The Causes of Pronunciation Errors

6) Speaking is important in learning English:

- a) Yes
- b) No

Please, explain.....
.....
.....

7) Is pronunciation a difficult aspect in English language learning?

- a) Yes
- b) No

Please, explain.....
.....

8) How often do you make errors in pronunciation?

- a) Always
- b) Often
- c) Sometimes
- d) Rarely

9) In your opinion, the failure in English pronunciation is because of:

- a) The lack of theoretical knowledge
- b) The lack of practice
- c) The influence of the mother tongue

10) The negative attitudes towards English pronunciation learning are because of:

- a) The lack of motivation
- b) The absence of a good atmosphere
- c) The negative attitudes towards the teacher
- d) No answer

11) In your opinion, the most common sources of pronunciation errors are:

- a) Ineffective teaching methods
- b) Insufficient student's preparation
- c) Lack of student's concentration
- d) Lack of opportunities to talk

Section Three: Pronunciation Instruction

12) In your opinion, how important is Phonetics in learning and speaking English?

- a) Very important
-

- b) Important
- c) Not important

13) Do you face any difficulties in learning Phonetics?

- a) Yes
- b) No

14) Do you think that Phonetics' Syllabi, as used by your teachers, are appropriate for teaching pronunciation to EFL students?

- a) Yes
- b) No

15) Do you practice the new pronunciation features?

- a) Yes
- b) No

16) How do you practice these features?

- a) Through written exercises
- b) Through oral Practice
- c) Other activities

17) What techniques do your teachers use in teaching pronunciation?

- a) Practicing dialog
- b) Drilling
- c) Using gestures
- d) Role-plays

18) According to you, the best technique to use in teaching English pronunciation:

- a) Memorization

b) Dialogues

c) Role-plays

d) Drills

19) What can you suggest so that your pronunciation will be improved?

.....
.....
.....
.....

Thank you for your collaboration.

Appendix I

Classroom Observation Checklist:

Name of the teacher :

Name of the observer :

Subject:

Length of the lesson:

Topic:

	Yes	No	Comment
<p>Organization:</p> <ul style="list-style-type: none"> -teacher presented an overview of the previous lesson. -teacher gives an overview of the day's course content. -well planned lesson 			
<p>Presentation:</p> <ul style="list-style-type: none"> -Teacher explained major/minor points clearly. - Using good examples to clarify points. -well pronunciation of the sounds from the teacher. -Giving students sufficient time to answer questions. -writing the transcription of new words on the board. 			

<p>Interaction:</p> <ul style="list-style-type: none"> -Teacher asks questions to monitor students' understanding. -Listening carefully to students' questions. -Teacher responded appropriately to students' questions. -Learners give acceptable answers to the teacher's questions. -Learners apply learned lessons in their speaking. -Teacher finishes his/her lesson with varied activities according to the aim of the lesson in order to practise what they have learned. -Pronunciation activities fit the students' level. -sufficient time for activities. 			
<p>Content knowledge:</p> <ul style="list-style-type: none"> -Presenting materials at an appropriate level for students. -Are the teaching resources helpful and well organized? 			

Résumé:

La présente étude étudie l'importance d'intégrer les activités de prononciation pour résoudre les erreurs de prononciation dans les classes d'anglais. Elle prend en considération le problème de la prononciation, son enseignement et de son statut chez les apprenants et les enseignants de la phonétique. Il se concentre principalement sur l'étude de meilleures stratégies pour motiver l'acquisition de la prononciation et l'amélioration de ses enseignements dans les classes d'anglais. Dans cette étude, les chercheurs ont démontré le rôle des enseignants d'anglais de la phonétique pour aider les apprenants à surmonter leurs problèmes de prononciation dans les classes EFL.

Deux outils de recherche ont été utilisés pour recueillir des données qui sont le questionnaire et l'observation en classe. Le questionnaire a pour objectif recueillir des informations sur les meilleures stratégies pour améliorer le niveau de prononciation des étudiants. L'observation en classe, en revanche, a été menée pour examiner les enseignants et les étudiants dans un environnement contextuel et étudier leurs comportements et leurs réactions en plus des stratégies des enseignants afin d'améliorer le niveau de prononciation des élèves dans les classes EFL.

L'analyse des résultats a révélé que des méthodes d'enseignement inappropriées de prononciation sont utilisées par les enseignants de la phonétique dans les classes d'anglais. Ainsi, il est préconisé de prendre en considération les recommandations pédagogiques présentées à la fin pour les futures recherches.

المخلص

الدراسة الحالية تبحث في أهمية دمج تمارين النطق داخل أقسام طلبة اللغة الانجليزية لمحاولة تصحيح أخطائهم المتعلقة بالنطق. وقد تعرضت هذه الدراسة لقضية تعليم النطق و مكانتها بين طلبة وأساتذة مقياس علم الأصوات. والتي تركز بالأساس على البحث عن استراتيجيات أفضل لتحفيز اكتساب النطق السليم للغة الانجليزية و تحسين تدريسها داخل الأقسام. من خلال هذه الدراسة أكد الباحث دور أساندة مقياس علم الأصوات في مساعدة الطلبة في التغلب على مشاكلهم الخاصة بالنطق .

لقد تم الاستعانة باستمارات خاصة بالطلبة ومراقبة الفصول الدراسية كوسيلتي بحث. الهدف من الاستمارات هو تحصيل معلومات عن استراتيجيات أفضل لتعزيز مستوى النطق للطلبة. تم إجراء مراقبة الفصول الدراسية من جهة أخرى بهدف فحص الأساتذة و لطلبة في البيئة الطبيعية و دراسة سلوكياتهم و ردود أفعالهم بالإضافة إلى متابعة استراتيجيات المعلمين لتحسين مستوى النطق لدى الطلبة في صفوف اللغة الانجليزية كلغة أجنبية.

و كشف تحليل النتائج أن أساليب غير ملائمة لتدريس النطق تستخدم من قبل معلمي مقياس علم الأصوات. و بالتالي, يوصى بشدة أن تؤخذ التوصيات التربوية المقترحة في نهاية هذه الدراسة بعين الاعتبار.

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