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## **Evaluation of Phonetics Instruction of EFL Learners**

The Case of Third Year Students in the Department of English at  
Mohammed Seddik Ben Yahia University - Jijel

**Dissertation Submitted in Partial Fulfilment of the Requirements for the  
Master Degree in Didactics of English**

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## **Declaration**

We hereby declare that the dissertation entitled “Evaluation of Phonetics Instruction for EFL learners” is our own work and all the sources we have used have been acknowledged by means of references. We also certify that we have not copied or plagiarized the work of other students or researches partially or fully. In case any material is not documented, we shall be responsible for the consequences.

Housseem Ladjeroud

Sami Boumimiz

***Dedication 1***

*In the name of **ALLAH** the Most Gracious, the Most merciful, all the praise is due*

*to **ALLAH** alone the sustainer of all the world.*

*I dedicate this humble work to all those who helped and supported us to complete this work:*

*to my beloved **mother***

*to my dear **father***

*to my **sister***

*to our **brothers***

*to all our **friends***

*to our **colleagues***

**“Sami”**

## ***Dedication 2***

*In the name of Allah the most Gracious, most Merciful, all the praise*

*is due to Allah alone, the sustainer of all the world.*

*This humble work is dedicated to:*

*my dear and wonderful **parents***

*my dear **sisters***

*our **friends and colleagues***

*without exception for their encouragement*

***“Housseem”***

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## Abstract

The present study aimed at evaluating phonetics instruction for English Foreign Language (EFL) learners. It sought to find whether phonetics instruction for EFL learners was successful in terms of coverage and practice. This study was based on the hypothesis that EFL first and second year phonetics sessions were insufficient and students might not get enough practice to develop their pronunciation during the lessons to achieve the aforementioned aim. In this study, two research tools were used. The first was a questionnaire administered to a random sampling consisting of sixty four third-year EFL students, and the second one was an interview that was conducted with five teachers of phonetics in the Department of English at Mohammed Seddik Ben Yahia University, Jijel. Both tools aimed to collect data about students' and teachers' perspectives about phonetics instruction. After quantitative and qualitative analyses of the collected data, the findings showed that the instruction was not successful, and students still have difficulties in pronunciation. This was due to a lack of practice on the one hand. On the other hand, some important aspects of phonetics were not well covered in the courses, namely aspects of connected speech like assimilation, elision and linking. Thus, the results demonstrated that teaching phonetics requires more sessions for better coverage of content and more practice as well. In addition, it should be taught in laboratories instead of simple classrooms.

**Key words:** phonetics instruction, EFL learners, pronunciation, aspects of phonetics

## **List of Abbreviations and Symbols**

**EFL:** English as a Foreign Language

**FLA:** Foreign Language Acquisition

**N:** Number

**Q:** Question

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## General Introduction

### 1. Background of the Study

English has increased in importance recently and is now widely used in a number of domains, including teaching, administration and sciences. Although mastering English requires good pronunciation, EFL teaching and learning processes always place a high value on this skill because human speech sounds are so complex.

There were many previous studies in phonetics by different researchers. For instance, Lintunen (2004) studied Finnish learners to test their pronunciation. In his study, he investigated the development of pronunciation and transcription skills among 34 university freshmen. The results showed that most participants consistently mispronounced at least one phoneme. Thus, Lintunen (2004) concluded that insufficient attention is paid to pronunciation in school teaching. This conclusion was supported by the fact that in his questionnaire half of the participants stated they had not been taught phonemic symbols at all.

Tregujeff (2013) also conducted a study to explore what English pronunciation is like in the Finnish school context, and she used a mixed methods research design. Her study comprises a textbook analysis, a survey for teachers, a classroom observation study and a learner interview. The results showed that the recent recommendations for pronunciation teaching are not fully applied in practice in English pronunciation as rhythm and intonation; the teaching mainly concentrates on individual sounds.

In addition, Rajadurai (2001) investigated the pronunciation training component of a TESL program; she used questionnaires as a tool for collecting data from 74 students after they had undergone between one and four semesters of pronunciation training in the matriculation

program. The questionnaire contained both open-ended and closed-ended questions. The results showed that improvements in pronunciation had taken place for the majority of students. So, the training helped students correct their pronunciation of English and to speak with more confidence.

Moreover, Sahatsathatsana (2017) investigated the students' opinions on problems in phonetics learning and to find out factors causing the problems in phonetics learning of students. The research instruments used in this study were a questionnaire and a semi structured interview form. Sahatsathatsana chose a sample of 12 undergraduate English for International Communication students studying an English Phonetics course, of which 6 of them were purposively selected for an interview. The results from the students' opinions reflected that some sounds, especially [θ], [ð], and [dʒ], caused students serious problems with phonetics learning at the segmental level. Linking was also reported that cause serious problems in phonetics learning at the supra-segmental level. Besides, the phonetic ability was reported as the factor that mostly caused problems in phonetics learning. In the previous studies there was no focus on phonetics and instruction together; there were only few works that focused on evaluating the content itself. However, the present study relates the variable of phonetics with evaluation.

## **2. Statement of the Problem**

Students face different problems when speaking; most problems are related to pronunciation. Those problems may be related to phonetics instruction. It is possible that there was something wrong with the instruction. The main goal of teaching phonetics is to enable students to learn pronunciation. The reason for this investigation is to seek to know whether the instruction of phonetics was successful or not.

### **3. The Aim of Study**

The main aim of this study is to evaluate the instruction of phonetics. The study intends to investigate the extent to which phonetics instruction was successful. It seeks to find its shortcomings, the causes of those shortcomings, and, at last, to find solutions for a better instruction.

### **4. Research Questions**

This piece of research is based on three main questions; they are:

- Was the instruction of phonetics successful?
- What are the shortcomings of phonetics instruction?
- What are the solutions that can be suggested for a more effective instruction of phonetics?

### **5. Research Hypothesis**

Since the present study seeks to evaluate phonetics instruction, the following hypothesis is advanced attempting to predict the results and answer the aforementioned research questions:

- In their phonetics instruction, EFL students did not get enough sessions, neither to reach a successful coverage of the planned content, nor to practice well what they learnt, and thus they failed to develop their pronunciation.

### **6. Research Methodology**

In order to test the hypothesis of the present study, the researchers relied on a descriptive approach. The selected population for this study were third year LMD students and teachers of phonetics in the Department of English at Jijel University during the academic year 2022/

2023. Sixty four students were chosen randomly from the whole population and five teachers of phonetics. This study relies on one questionnaire and an interview. A questionnaire is handed to third-year LMD students in the Department of English at Mohammed Seddik Ben Yahia University of Jijel. In addition, there is an interview that was conducted with phonetics teachers. They were the most adequate tools for this piece of research, especially with the issue of time restriction.

## **7. Structure of the Dissertation**

The current dissertation is divided into three main chapters. The first two chapters are devoted to the theoretical part, while the third one represents the practical part of this piece of this research work.

Chapter one is entitled “Teaching and Learning Phonetics”. It provides insights into the processes of teaching and learning phonetics. It starts with a definition of phonetics and phonology with their features. It deals with the concept of teaching and learning and their requirements besides the importance of teaching and learning phonetics in EFL classes with pronunciation teaching strategies used by teachers in the classroom.

Chapter two entitled “Evaluation”, overviews the evaluation concept. It provides a better understanding of this concept, its definition, types and evaluation importance. It highlights the difference between evaluation, testing and assessment. Also, it includes means of evaluation (questionnaire, interview and checklist).

Chapter three is the practical part of this piece of study. It specifies the methodology of this research work, including population, sample, tools, data analysis, interpretation and discussion of the questionnaire and interview results.

## **Chapter One: Teaching and Learning Phonetics and Phonology**

### **Introduction**

This chapter covers phonetics and phonology as two disciplines needed in teaching and learning English pronunciation. They are both significant sciences that are required in the language speech process. The chapter highlights the key concepts that underlie phonetics and phonology. It starts with phonetics and phonology, their definitions, branches and sub-branches. The chapter also tackles teachers' and learners' roles in the learning process. In addition, it discusses the importance of teaching and learning phonetics and phonology.

### **1.1. Phonetics Vs Phonology**

Phonetics and phonology are two different sub-fields in linguistics. They both study the pronunciation of the language, but the way each one of them studies the pronunciation is entirely different from one another. First, according to Feller (2007), phonetics on the one hand is the study of sounds. It examines physical knowledge and presents it in a way that enables a person to understand the sound they are producing. On the other hand, phonology investigates how speech sounds organize into systems and patterns. It examines mental understanding and characterizes it, enabling native speakers of a language to produce meaningful sounds or to identify a foreign language (as cited in Alduais, 2015, p.160).

Second, Anderson (n.d.) (as cited in Alduais, 2015, p.160) pointed out that phonetics is a branch of linguistics that studies the characteristics of sounds, and it is the concrete study of sounds. In contrast, phonology refers to the study of how individual languages' morphemes, words, phrases, and utterances make sounds. It studies sound structure and variation invariant, and it is the abstract study of sounds.

Third, in the words of Islomov (2021) “It is well known that phonetics deals with elements that have a specific material, while phonology controls the performance of these elements in a language as a general, separate, and unique function” (p,575).

Fourth, Hussain (n.d.) stressed that phonetics examines the physical aspects of speech as well as talks about things like perception, acoustics, and articulation. Whereas, phonology is the study of how sounds interact in different languages. It covers issues like segmental phenomena and segmental phenomena (as cited in Alduais, 2015, p.161).

## **1.2. Phonetics**

### **1.2.1. Definition**

Phonetics is a subfield and branch of linguistics. Roach (2001) stated, “we should not forget that the whole science of phonetics is an essential part of the subject of linguistics” (p.17). Crystal (2003) also mentioned, “phonetics is the study of the way humans make, transmit, and receive speech sounds. It is divided into three main branches, corresponding to these three distinctions: articulatory phonetics, acoustic phonetics and auditory phonetics” (p.236). In other words, the variety of sounds that people use in their languages can be described and analysed objectively thanks to phonetics. This means that, phonetics is the study of how individuals make, transmit, and receive sounds. It is divided into three branches which are articulatory phonetics, acoustic phonetics and auditory phonetics.

In the words of Dwi Nurhayati (2019) “Phonetics provides objective ways of describing and analyzing the range of sounds humans use in their languages” (p. 1). This means that phonetics deals with the description and the analysis of sounds in the language. In the same vein, Huber and Mukherjee (2009) stressed that “phonetics deals with the production, properties and perception of the speech sounds of human languages” (p.7).

## **1.2.2. Branches of Phonetics**

There are three major branches in the study of phonetics, namely: acoustic phonetics, articulatory phonetics, and auditory phonetics.

### **1.2.2.1. Acoustic Phonetics**

“Acoustic phonetics studies the physical properties of speech sounds, i.e. the way in which the air vibrates as sounds pass from speaker to listener” (Skandera & Burleigh, 2005, p.3). That is to say, the concern of acoustic phonetics is the physical nature of speech sounds. Dwi Nurhayati (2019) stated that, “This deals with the transmission of speech sounds through the air (sound waves). Different instruments are used to measure the characteristics of these sound waves” (p.2). This means that, acoustic phonetics addresses how speech sounds are transmitted during the communication process. Acoustic phonetics deals with the speech sounds that occur in process of communication between a speaker's mouth and a listener's ear (Huber & Mukherjee, 2009, p.6).

### **1.2.2.2. Articulatory Phonetics**

Articulatory phonetics is the study of the production of speech sounds. Its focus is on both the location of articulation, which refers to the speech organs used to produce the sound (bilabial, alveolar, and palatal), and the manner of articulation, which refers to the way the airflow from the lungs is blocked in the production of the sound (stops, fricatives, affricates, etc.), are used to classify sounds. Accordingly, Dwi Nurhayati (2019) mentioned that:

Articulatory phonetics is the study of how speech sounds are produced. Sounds are classified according to the place of articulation in terms of the organs of speech used in their production (bilabial, alveolar, palatal), and according to manner of articulation in terms of the how airflow from the lungs is obstructed in their production e.g. stops, fricatives, affricates etc (p.2).

Skandera and Burleigh (2005) also stated that “Articulatory phonetics describes in detail how the speech organs, also called vocal organs or articulators [*Sprechwerkzeuge*], in the vocal tract [*Mundraum*] are used in order to produce, or articulate, speech sounds” (p.3). This means that articulatory phonetics deals with the organs of speech and their articulations. In addition, some scholars like Huber & Mukherjee (2009) claimed that “Articulatory phonetics analyses which organs and muscles are used by speakers to produce speech” (p.6). In other words, the emphasis of articulatory phonetics is on the organs and muscles that are responsible of producing speech.

### **1.2.2.3. Auditory Phonetics**

According to Dwi Nurhayati (2019), “Auditory phonetics studies how the human hearing organ perceives sound” (p.2). This means that auditory phonetics is concerned on how the organs recognize sounds. Huber and Mukerjee (2009) also stated, “Auditory phonetics focuses on the effect those sounds have when they reach the listener's ear and brain” (p.6). That is to say, this branch of phonetics deals with how sounds come to listener’s ear and brain. Besides, Skandera and Berleigh (2005) mentioned, “Auditory phonetics investigates the perception of speech sounds by the listener, i.e. how the sounds are transmitted from the ear to the brain, and how they are processed” (p.3). In other words, auditory phonetics is concerned with how sounds are controlled by the brain after moving from the ear to it.



### **1.3. Phonology**

#### **1.3.1. Definition**

In general, phonology is the study of a language's sound system and the rules that govern it. It examines language characteristics that apply to multiple segments. Crystal (2003, p.236) stated “By contrast with phonetics, which studies all possible sounds that the human vocal apparatus can make, phonology studies only those contrasts in sound (the phonemes) which make differences of meaning within language”. This means, phonology is a discipline which focuses on analysing the system sounds of the language, unlike phonetics which is concerned with human vocal sounds.

Skandera and Burleigh (2005) pointed out “Phonology deals with the speakers' knowledge of the sound system of a language. It is therefore is exclusively concerned with langue or competence” (p.5). That is to say, phonology is the study of how sounds are selected and arranged within a single language. Indeed, “The study of the selection and patterns of sounds in a single language is called phonology” (Collins & Mees, 2013, p.9). In addition, Huber and Mukhrejee (2009) viewed that “In another tradition in phonology, the focus is put on the mental representation or knowledge of sounds and sound patterns by speakers” (p.7). They wanted to say that phonology deals with speaker’s mental representation.

#### **1.3.2. Branches of Phonology**

Phonology can be divided into two main branches: segmental phonology and supra-segmental phonology. In the same line, the English language sound system combines three

categories of pronunciation features: segmental features supra-segmental features and connected speech features.

### 1.3.2.1. Segmental Phonology

Segmental phonology is concerned with individual sounds of vowels and consonants. According to Kelly (2000), “segments are units of sounds which can be analysed. They are also known as phonemes” ( p.3). Crystal (2008) defined phonemes “The minimal unit in the sound system of a language” (p.361). Skandera and Burleigh (2005) stressed, “Unlike phonetics, however, segmental phonology is not interested in the production, the physical properties, or the perception of these sounds, but in the function and possible combinations of sounds within the sound system” (p.7). In other words, segmental phonology focuses on sounds combination in the sound system in the language. In the same path Huber and Mukrejee (2009) stressed, “Segmental phonology deals with speech sounds” (p.7).

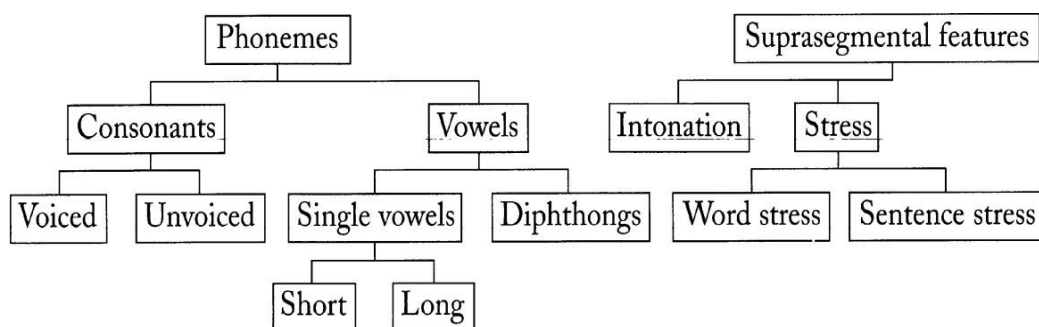


Figure 1. *Features of Pronunciation (adapted from Kelly, 2000, p.1)*

#### 1.3.2.1.1. Phonemes

Dwi Nurhayati (2019) stated “Phoneme is the single abstract unit of sound type which is represented by a single symbol” (p.20). In other words, phoneme is the smallest unit that

represents the sound by symbols. In the same path Crystal (2008) pointed out, “The notion of the phoneme allowed linguists to group together sets of phonetically similar phones as variants, or ‘members’, of the same underlying unit” (p.361). This means, the phoneme is helpful in classifying phonetic sounds in the unit. Richards and Schmidt (2010) claimed that:

The smallest unit of sound in a language which can distinguish two words, For example: *a* in English, the words *pan* and *ban* differ only in their initial sound: *pan* begins with /p/ and *ban* with /b/. *ban* and *bin* differ only in their vowels: /æ/ and /i/. Therefore, /p/, /b/, /æ/, and /i/ are phonemes of English. The number of phonemes varies from one language to another. English is often considered to have 44 phonemes: 24 consonants and 20 vowels. (p.432)

In the light of the previous quote, consonants and vowels are the two fundamental categories of phonemes.

#### **1.3.2.2.2. Consonants Sounds**

Crystal (2008) argued “Phonetically, they are sounds made by a closure or narrowing in the vocal tract so that the airflow is either completely blocked, or so restricted that audible friction is produced” (p.103). Richards and Schmidt (2010) stated that:

A speech sound where the airstream from the lungs is either completely blocked (stop), partially blocked (lateral) or where the opening is so narrow that the air escapes with audible friction (fricative). With some consonants (nasals) the airstream is blocked in the mouth but allowed to escape through the nose. (p.120)

English language consists of more consonants in contrast with vowels. Kelly (2000) asserted that “When speaking English we typically use 20 different vowel sounds (including 12 diphthongs), and 24 constant sounds” (p.7). This means, consonants are very necessary to produce speech. They are: b, d, g, v, ð, z, ʒ, h, p, t, k, f, θ, s, ʃ, tʃ, dʒ, m, n, ŋ, l, r, j and w.

### **1.3.2.2.1. Classification of Consonants**

Generally, consonants block the vocal tract to move, but some of them do not vibrate the vocal tract. The large numbers of consonant sounds are plosives, because they make a obstruction by blocking the airstream. However, nasal consonants are less obstructive than plosives, due to the air can pass through the nose. Fricatives do not completely close the airflow. It is only obstructed a bit by laterals. Approximante consonants decrease the airflow, but not close the airflow (Roach, 2002, p.16).

The classification of consonants is made along three main dimensions: the place of articulation, manner of articulation, and voicing.

### **1.3.2.2.2. The Place of Articulation**

The following table provides a summary of the English consonants, marking their place of articulation:

Table 1

*The Place of Articulation (Kelly 2000, p.6)*

Place of articulation	
Bilabial	using closing movement of both lips, e.g. /p/ and /m/
Labio-dental	using the lower lip and the upper teeth, e.g. /f/ and /v/
Dental	the tongue tip is used either between the teeth or close to the upper teeth, e.g. /θ/ and /ð/
Alveolar	the blade of the tongue is used close to the alveolar ridge, e.g. /t/ and /s/
Palate alveolar	the blade (or tip) of the tongue is used just behind the alveolar ridge, e.g. /tʃ/ and /dʒ/
Palatal	the front of the tongue is raised close to the palate, e.g. /j/
Velar	the back of the tongue is used against the soft palate, e.g. /k/ and /ŋ/
Glottal	the gap between the vocal cords is used to make audible friction, e.g. /h/

### 1.3.2.2.2.3. The Manner of Articulation

The following table provides a summary of the English consonants, marking their manner of articulation:

Table 2

*The Manner of Articulation (Kelly, 2000, p.6)*

<b>Manner of Articulation</b>	
<b>Plosive</b>	a complete closure is made somewhere in the vocal tract, and the soft palate is also raised. Air pressure increases behind the closure, and is then released 'explosively', e.g. /p/ and /b/
<b>Affricate</b>	a complete closure is made somewhere in the mouth, and the soft palate is raised. Air pressure increases behind the closure, and is then released more slowly than in plosives, e.g. /tʃ/ and /dʒ/
<b>Fricative</b>	when two vocal organs come close enough together for the movement of air between them to be heard, e.g. /f/ and /v/
<b>Nasal</b>	a closure is made by the lips, or by the tongue against the palate, the soft palate is lowered, and air escapes through the nose, e.g. /m/ and /n/

<b>Lateral</b>	a partial closure is made by the blade of the tongue against the alveolar ridge. Air is able to flow around the sides of the tongue, e.g. /l/
<b>Approximant</b>	vocal organs come near to each other, but not so close as to cause audible friction, e.g. /r/ and /w/

#### 1.3.2.2.2.4. Voicing

Consonants can be voiced or unvoiced. This is according to the position of vocal folds that will enable them to vibrate or not (Crystal 2008, p.515). Richards and Schmidt (2010) stressed “Speech sounds which are produced with the vocal cords vibrating are called voiced. Such vibration can be felt when touching the neck in the region of the larynx” (p.630). In the same path, Dwi Nurhayati (2019, p.74) pointed out “A major division among speech sounds which is relevant for all languages is the dichotomy of voiced and voiceless”. The English consonants are listed in the table below, along with information about whether they are voiced or voiceless.

Vowels		Diphthongs		Consonants			
i:	bead	eɪ	cake	p	pin	s	sue
ɪ	hit	ɔɪ	toy	b	bin	z	zoo
ʊ	book	aɪ	high	t	to	ʃ	she
u:	food	ɪə	beer	d	do	ʒ	measure
e	left	ʊə	fewer	k	cot	h	hello
ə	about	eə	where	g	got	m	more
ɜ:	shirt	əʊ	go	tʃ	church	n	no
ɔ:	call	aʊ	house	dʒ	judge	ŋ	sing
æ	hat			f	fan	l	live
ʌ	run			v	van	r	red
ɑ:	far			θ	think	j	yes
ɒ	dog			ð	the	w	wood

Figure 2. English phonemes (adapted from Kelly, 2000, p. 2)

### 1.3.2.2.2.4.1. Vowels Sounds

Vowels are totally different from consonants in the way of how they are produced. Kelly (2000) found that “Vowels are produced when the airstream is voiced through the vibration of the vocal cords in the larynx, and then shaped using the tongue and the lips to modify the overall shape of the mouth” (p.5).

#### 1.3.2.2.2.4.1.1. Short Vowels

Roach (2000, p.24/25) There are seven short vowels in English language. They are: \ ɪ \ as in “list”, \ e \ as in “pen”, \ æ \ as in “hat”, \ ʌ \ as in “cut”, \ ɒ \ as in “not”, \ ə \ as in “again”, \ ʊ \ as in “put”.

#### 1.3.2.2.2.4.1.1.2 Long Vowels

Roach (2000, p.28) There are seven long vowels in English language. They are: \ i: \ as in “peace”, \ a: \ as in “start”, \ ɜ: \ as in “bird”, \ ɔ: \ as in “door”, \ u: \ as in “food”.

#### 1.3.2.2.2.4.1.1.3. Diphtongs

Roach (2000) stressed that:

The most important thing to remember about all the diphtongs is that the first part is much longer and stronger than the second part; for example, most of the diphtong aɪ (as in the words 'eye', 'I') consists of the /a/ vowel, and only in about the last quarter of the diphtong does the glide to I become noticeable. As the glide to ɪ happens, the loudness of the sound decreases. As a result, the ɪ part is shorter and quieter. Foreign learners should, therefore, always remember that the last part of English diphtongs must not be made too strongly. (p.28)



In other words, diphthongs have different features from ordinary vowels. The first part in diphthongs is longer than the second part. Crystal (2003, p.237) stated “here are eight diphthongs in the English language which are: /eɪ/, /aɪ/, /ɔɪ/, /aʊ/, /ɪ ə/, /eə/, /ʊə/”.

#### **1.3.2.2.2.4.1.1.4. Triphthongs**

Triphthongs are the most complex English sounds. Roach (2009) stated, “a triphthong is a glide from one vowel to another and then to a third, all produced rapidly and without interruption” (p. 18/19). Kelly (2000) pointed out that “triphthongs are the combination of three sounds ” (p. 2). There are five triphthongs in the English language, which are the combination of the following diphthongs plus /ə/ at the end:

- /eɪ/+/ə/→/eɪə/: as in prayer.
- aɪ/+/ə/→/aɪə/: as in lair.
- /ɔɪ/+/ə/→/ɔɪə/: as in loyal.
- /əʊ/+/ə/→/əʊə/: as in lower.
- /aʊ/+/ə/→/aʊə/: as in hour.

#### **1.3.2.2. Supra-segmental phonology**

“Supra-segmental phonology, also called prosody, is concerned with those features of pronunciation that cannot be segmented because they extend over more than one segment, or sound. Such features include stress, rhythm, and intonation (also called pitch contour or pitch movement)” (Skandera & Burleigh, 2005, p.5). In other words, supra-segmental features are features of speech which are generally applied to groups of segments or phonemes. This means, supra-segmental phonology is the study of those aspects of pronunciation that cannot be segmented because they cover various sound segments.

Huber and Mukherjee (2009) stressed that “supra-segmental phonology is concerned with larger units such as syllables, words and intonation phrases” (p.7). The most important supra-segmental features include intonation, stress and rhythm.

### **1.3.2.2.1. Intonation**

When speaking a language, intonation is extremely important because it gives the speech a musical quality. Harmer (2001) pointed out that “the music of speech, that is the intonation we use, is a crucial factor in speaking” (p.28). So, intonation refers to the rise and fall of the voice in speaking. It deals with how we say things, rather than what we say, the way the voice rises and falls when speaking.

According to Kelly (2000, p. 86) “The term intonation refers to the way the voice goes up and down in pitch when we are speaking. It is a fundamental part of the way we express our own thought and it enables us to understand those of others”. Kreidler (2004) believed that intonation is part of the language system, and it changes when producing speech. (p.163). There are four main patterns of intonation, namely: falling intonation, rising intonation, rise-fall intonation and fall-rise intonation.

#### **1.3.2.2.1.1. Falling Intonation**

Falling intonation describes how the voice falls on the final stressed syllable of a phrase or a group of words. Low stated “falling tone: normally used to indicate completion of a speaking turn/utterance” (p.118). Falling intonation is commonly found in statements, commands, wh-questions (information questions), confirmatory question tags and exclamations.

- **Statements:** E.g. She does not live here anymore. ↘
- **Commands:** E.g. Write your name here. ↘
- **Wh-questions:** E.g. Where is the nearest post office? ↘

- **Question tags:** E.g. He thinks he's so clever, doesn't he? ↘
- **Exclamations:** E.g. What a beautiful voice! ↘

### 1.3.2.2.1.2. Rising Intonation

Rising intonation describes how the voice rises at the end of a sentence. Rising intonation determines that the speaker still talking. It is normally used with yes/no questions, and question tags that are real questions.

- **Yes/no questions:** E.g. Are you thirsty? ↗
- **Question tag:** E.g. You are a new student aren't you? ↗

### 1.3.2.2.1.3. Rise-Fall Intonation

Rise- fall intonation refers to the process of the pitch. It starts relatively low, moves upwards and then downwards again. This type of intonation is using for choices, lists, and conditional sentences.

- **Choices:** E.g. Does he speak ↗German or ↘French?
- **Lists:** E.g. I like ↗football, basketball and ↘volleyball.
- **Conditional sentences:** E.g. If he ↗calls, ask him to leave a ↘message.

### 1.3.2.2.1.4. Fall-Rise Intonation

Fall-rise intonation describes how the voice falls and then rises. The main function of fall-rise intonation is to show that the speaker is not certain of the answer they are giving to a question, or is reluctant to reply. It is also used in suggestions and polite requests.

- **Hesitation/reluctance:** E.g. You would be willing to confirm that? **B:** Well, ↘ I suppose so↗

- **Politeness-Doubt-Uncertainty:** E.g. Should we ↘ copy the list? ↗
- **Questions (more polite):** E.g. Is this your ↘ camera? ↗

#### 1.3.2.2.2. Stress

Dale and Poms (2005) pointed out “Stress refers to the amount of volume that a speaker gives to a particular sound, syllable, or word while saying it” (p.84). Stress is an impression with strong or weak voice in speech as defined by Rogers (2000) “Stress is a complex auditory impression which the listener perceives as making one syllable more prominent than its neighbours” (p.94). Stress is very significant in words, phrases and sentences (Harmer, 2001, p.191).

In the same path and according to Kelly (2000, p. 66) “each stressed syllable in a word in isolation, also has a change in the pitch, or the level of the speaker’s voice, and the vowel sound in that syllable is lengthened”. This means, stress refers to the degree of force with which a speaker pronounces a syllable or a word. So, “native speakers of English are intuitively aware that certain syllables in each word and one syllable in particular, will be more phonetically prominent than others. In father, the first syllable seems stronger than the second” (Mc Mahon, 2002, p.118). There are two main types of stress, namely: word stress and

##### 1.3.2.2.2.1. Word Stress

According to Underhill (2005, p.51) “Word stress is the term used to describe the accent or emphasis given to a particular syllable of a word, and it is a more or less invariable attribute of that word when spoken in isolation”. In other words, word stress refers to the degree of emphasis given to certain syllable in a word. Swan (2005) stated that “In speech, we can give words extra stress - make them sound ‘stronger’ - by pronouncing them louder and with a higher intonation”

(p.165). Word stress can fall on the first, middle or last syllables of words, as in the examples below:

- **On the first syllable:** Eg. TECHnical - GREAtly
- **On the second syllable:** Eg. phoNetic - baNAna
- **On the third syllable:** Eg. kangaroo – understand

#### 1.3.2.2.2.2. Sentence Stress

Baker and Goldstein (n.d.) concluded that “the words that are stressed are words that are important for the meaning of the sentence usually words such as nouns, verbs, adjectives, adverbs and Wh-words ” (p. 18). These content words includes: nouns, verbs, adjectives, adverbs, articles, auxiliary verbs, conjunctions and pronouns. Dale and Poms (2005) stated that “in English, specific words within a sentence are emphasized or spoken louder to make them stands out ” (p. 90). To sum up, stress in words does not usually change, sentence stress can change with the speaker’s meaning.

Example:

“**Steve’s** my cousin” (not Sam).

“Steve’s my **cousin**” (not my brother).

#### 1.3.2.2.3. Rhythm

As defined by Skandera and Burleigh (2005), “The rhythm of a language is the recurrence of prominent elements of speech at what are perceived to be regular intervals of time. Depending on the particular language the prominent elements are usually either stresses or syllables” (p.87). In other words, rhythm is very concerned with the syllables in words that indicate stressed or unstressed, weak or strong syllables or words.

Kenworthy (1987) claimed that “English speech resembles music in that it has a beat. There are groups of syllables, just like bars of music, and within each group there are strong and weaker beats” (p.10). This means that in English language, rhythm is a fundamental aspect of English pronunciation, which is represented by strong consistently repeated sounds. “Rhythm refers to the perception of some kind of underlying regularity of occurrence of prominences and word stresses” (Underhill, 2005, p.176).

#### **1.3.2.2.4. Connected Speech Features**

Crystal (2003) found “In English, specific words within a sentence are emphasized or spoken louder to make them stand out.” (p.247). In other words, connected speech features mean that when people speak a language, words have some effect on each other. Many words affect each other when speaker put them into phrases and sentences by connecting or joining words.

According to Underhill (2005), “Continuous connected speech consists of a flow of sounds, which are modified by a system of simplifications through which phonemes are connected, grouped and modified” (p.58). This means, a speaker uses one breath to adapt with a continuous series of sounds, which is known as connected speech. Assimilation, elision and linking are the key aspects of connected speech.

##### **1.3.2.2.4.1. Assimilation**

Assimilation refers to the process of making sounds more similar to each other. Richards and Schmidt (2010, p.36) pointed out “A phonological process in which a speech sound changes and becomes more like or identical to another sound that precedes or follows it”. This means, the process of assimilation occurs when two sounds become in shape of one sound. In the same path, Crystal (2003) stated “Adjacent sounds often influence each other so that they become more

alike, or assimilate. These effects are more common in rapid speech, but some degree of assimilation will be found in all spoken styles” (p.247).

“A general term in phonetics which refers to the influence exercised by one sound segment upon the articulation of another, so that the sounds become more alike, or identical” (Crystal, 2008, p.39). The term of assimilation describes the phenomenon where a sound can occasionally sound more like a sound that comes before or after it. For example, in the word ‘handbag’ native speakers rarely pronounce each letter clearly as this does not flow well and is more difficult to pronounce in fast speech. Instead, they would probably pronounce it as /hæmbæg/ (hambag).

#### 1.3.2.2.4.2. Elision

Elision is the omission of sounds in connected speech where both consonants and vowels may be affected. Kelly (2000) defined elision as follows: “The term elision describes the disappearance of a sound. For example, in the utterance “he leaves next week”, speakers would generally elide (leave out) the /t/ in next saying /n e k s w i: k/” (p. 110). In other words, elision is the act of eliminating one or more sounds from a word or phrase during speech to make the word or phrase easier for the speaker to pronounce.

Examples:

Table 3

#### *Examples of Elision*

The most common elisions in English are /t/ and /d/, when they appear with in a consonant cluster.	E.g. next day (/ t / omitted between / ks / and / d /, so it will be: / neksdeI /
Sounds are often omitted in words.	E.g. temperature becomes / tæmpətʃə / or

	/ təmprətʃə /.
Complex consonant clusters are simplified.	E.g. acts (/ æ k t s / can be simplified to / æ k s /).
/ə/ can disappear in unstressed syllables.	E.g. tonight (/ə/ can disappear to /tənight/

### 1.3.2.2.4.3. Linking

The term "linking" describes how easily sounds are connected. The last sound of one word is connected or linked to the first sound of the following word. These words frequently blend into one another. Low (2015) stated that "Linking commonly occurs when one word ends with a consonant and the other begins with a vowel" (p.81).

Linking can be considered as one of fundamental aspect of connected speech, because of its importance in speech. So, the using of linking enables speakers to speak more easy and naturally. In English, the common linking consonants are linking /w/, linking /j/ and linking /r/.

Table 4

#### *Examples of linking*

Linking /w/ Before a vowel, a linking /w/ is found after sounds ending in /r/.	E.g. /u:/: who is that /hu:wIzðæt/ /ʊ/: to act /tɔwækt/ /oʊ/: so old /soʊwɔʊld/
Linking /j/ Before a vowel, linking /j/ is found after sounds ending in /Ō/.	E.g. /i:/: key answer /ki:janəʊ/ /I/: happy end /hæpIjend/ /eI/: they all /ðeIjə:l/
Linking /r/ This tends to occur when spelling	E.g. Her aunt /hərə:nt/



includes an 'r' at the end of the first word and the next word begins with a vowel.	There are /ðeərə:/
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## 1.4. Teaching and Learning Phonetics and Phonology

### 1.4.1. Teaching Phonetics and Phonology

One of the tools of education is teaching, and one of its unique purposes is to transmit knowledge. Making learning effective is teaching's primary goal. In the words of Freeman and Anderson (2011), "The work of teaching is simultaneously mental and social. It is also physical, emotional, practical, behavioral, political, experiential, historical, cultural, spiritual, and personal. In short, teaching is very complex" (To the Teacher Educator section, para 1). According to Sequeira (2012) found that "Teaching is a set of events, outside the learners which are designed to support internal process of learning. Teaching (Instruction) is outside the learners" (p.3). This means, teaching is a series of events, tasks and activities that take place away from the students to support the learning process.

In the same path, Edmund Amidon (1967) defined teaching as "An interactive process, primarily involving classroom talk which takes place between teacher and pupil and occurs during certain definable activities" (as cited in Rajagopalan,2019, p.6). In other words, teaching is a procedure that mainly consists of classroom discourse between teachers and students that in a specific place.

### 1.4.2. Learning Phonetics and Phonology

The field of foreign language acquisition (FLA) studies focuses on both learning and learners. The learning of language requires specific requirements, tools and strategies during the learning process. In general, Learning is the process of acquiring skills and information via experiences. Schunk (2012) argued that “learning is an enduring change in behaviour, or in capacity to behave in a given fashion, which results from practice or other forms of experience” (p.3). This means that learning is a change in behaviour as a result of practice or experience.

According to Roger (1983), “Learning is not memorizing of information, facts and ideas. Its sole purpose is not producing the stored information in the examination. No doubt, it is one of the elements that contribute for the success of the learning process but not a whole” (as cited in Behlol and Dad, 2010, p.233). This means that leaning can be considered as one of the important element to success. Ellis (1989, p75-76) argued that learning is not the operation of adding grammar rules and new knowledge, but it is a process that consists of the reinforcement of the existing knowledge as in a new manner in the system. So, the process of learning helps learners to change and enhance the information, experience and attitude.

#### **1.4.2.1. Teacher’s Role**

In the process of teaching and learning pronunciation, teachers play a crucial role. Teachers, especially those who teach phonetics, have a variety of responsibilities when teaching English as a foreign language such as: facilitate, help, support, and evaluate learners. For example, some English sounds do not exist in other languages, so the teacher must be able to assist his or her students in producing the new sounds if they encounter any difficulties. Hence, the teacher should apply different techniques and strategies in order to facilitate lessons.

#### **1.4.2.2. Learner’s Role**

The learner is an essential element in the process of teaching and learning. In order to get the gist in classroom learner should contain some criteria that help them in his or her studying. The role of the student in learning pronunciation is to pay close attention to their teacher and then respond to what they said. In the same path, Kenworthy (1987) stated, “we could say very simply that all learners need to do is respond” (p.2). This showed how it is important for students to participate in their learning and follow instructions from teachers.

Learners have to be active inside the classroom, because active learning helps students to develop their individual skills in different aspect in classroom. Harmer (1998) stated the following characteristics of good learners: a willingness to listen, a willingness to experiment, a willingness to ask questions, a willingness to think about how to learn and willingness to accept correction (p.10).

### **1.4.3. Importance of Teaching and Learning Phonetics**

Many researchers like Shunck (2012) and Brown (2007) pointed out the significance of teaching and learning pronunciation, because it is a part of oral communication and a key to understand others and their speech production. Fraser stressed (2001), “This means that learners who have better pronunciation will have more opportunities to communicate naturally with native speakers and this in itself is one of the surest paths to improvement in all aspects of language” (p.5).

The importance of pronunciation is the two-dimensional production of meaningful sounds. As a part of a language's code, sound is important in the first place. The production and reception of speech sounds can be referred to in this sense as pronunciation. The use of sound to convey meaning in various contexts makes it important in the second place. Here, the code

combines with other elements to create communication that refers to the act of speaking (Dalton and Seidlhofer, 1994, p.3)

Effective communication requires proper pronunciation. For the simple reason that English learners with good pronunciation will have positive interaction and their speech will be comprehensible and understandable, in other word learning pronunciation is crucial. However; learners who pronounce incorrectly are viewed as incapable and may occasionally cause misunderstandings during communication process. In this regard, Gulbert (2005) asserted that:

There are two fundamental reasons to teach pronunciation. First of all students need to understand, and, secondly, they need to be understood.

If they are not able to understand spoken English well, or if they cannot be understood easily, they are cut off from the language except in its written form. (p,viii)

## **Conclusion**

Students must put a lot of effort into all phonological aspects of pronunciation in order to generate fluent English pronunciation, including vowels, consonants, stress, intonation, and all other aspects of connected speech covered in this chapter. Students would benefit greatly from being knowledgeable in all aspects of phonetics. This knowledge will help them to pronounce English well in all situations. They need to pay more attention to these aspects and this will help them to improve in a salient way their pronunciation of English. Therefore, it is very important for teachers to teach all aspects of phonetics correctly in order to improve students' pronunciation of English.

## **Chapter Two: Evaluation**

### **Introduction**

Evaluation is the primary focus of this chapter. The chapter starts by providing different definitions for Evaluation. Then, it explains the difference between evaluation, testing and assessment. This chapter also introduces the different types of evaluation: formative evaluation, summative evaluation, and illuminative evaluation. In addition, it covers the importance of evaluation and it ends by presenting the participants in the evaluation. As well as the means that can be used for evaluation which are: questionnaires, interviews and checklists.

### **2.1. Evaluation Vs Testing Vs Assessment**

Lynch (1996) argued that “evaluation can make use of assessment instruments (including tests), but it is not limited to such forms of information gathering. It may include, For example, the use of unstructured interviews. Likewise, assessment instruments (including Tests) can be used for purposes other than evaluation, such as to measure individual language Ability to test a research hypothesis concerning language acquisition” (p.2). This means that Evaluation can include assessment tools, but it is not restricted to this type of information collecting. It might entail, for example, the utilization of unstructured interviews. Similarly, assessment instruments (including Tests) can be used for measuring individual language Ability to test a research hypothesis about language acquisition.

It is common to think that evaluation is synonymous with testing and that assessment occurs when a student is being tested; however, testing is only one component of the evaluation process (Rea Dickins & Germaine, 1992, p.1). Tufail and Embi (2018) stated that “Linked to the broad scope of evaluation, which covers the many elements of a language program, is the

similarly wide-ranging nature of its purposes. This is in contrast with assessment, where its purposes are much narrower and are mainly focused on individual learner achievement.

The purposes of evaluation encompass a much more comprehensive scope, of which assessment is likely to be one of them. The scope of evaluation is vast as it encompasses various aspects of a language program, which results in having diverse objectives. However, assessment mainly aims at measuring individual student achievements; thus, it has narrower goals. Despite this difference, assessment remains an essential component of evaluation, reflecting its comprehensive nature that covers beyond assessing students' progress but also includes the entire language curriculum.

## **2.2. Definition of Evaluation**

Scriven (1991) explained that “Evaluation refers to the process of determining the merit, worth, or value of something, or the product of that process. Terms used to refer to this process or parts of it include: appraise, analyse, assess, critique, examine, grade, inspect, judge, rate, rank review, study, and test” (p.139). In other words, Evaluating is a methodical approach used to assess the quality and importance of anything. The technique uses varied words such as analyse, assess, critique, examine, judge, rate and test. Evaluation generally entails recognizing suitable standards for deciding worthiness or, in other words taking various factors into account when measuring value.

Another different view is that by Lynch (1996), who explained that “Evaluation is defined here as the systematic attempt to gather information to make judgments or decisions. As such, evaluation information can be both qualitative and quantitative in form and can be gathered through different methods” (p.2). This means that evaluation is a systematic method to collect

information in order to make judgments or reach decisions. And the assessment of data can be both qualitative and quantitative. Besides, Dickins and Germaine (1992) explained that “Evaluation is an intrinsic part of teaching and learning. It is important for the teacher because it can provide a wealth of information to use for the future direction of classroom practice, for the planning of courses” (p.3). From these words, it is clear that evaluation is a fundamental component of learning and teaching. The diversity in defining the concept of evaluation depends mostly on the aims, requirements, or attempts to improve a given piece of content.

### **2.3. Types of Evaluation**

There are three major types of evaluation. They are: formative evaluation, summative evaluation and illuminative evaluation.

#### **2.3.1. Formative Evaluation**

Formative evaluation is a type that seeks to examine what is successful in the course in order to enhance the needs of students, and it also tries to give students a voice in the learning process by providing necessary information for the course (Graves, 2000, p.215). Along the same lines of thought Graves (1996, p. 200) stated “formative evaluation is the process of evaluating any aspect of a course as it is being developed and implemented to improve it”. That is to say that formative evaluation concerns with the improvement of different aspects of the course, and this process takes place as the course takes place, and it can be done at any level or component of a course.

According to Long (1984), “Formative Evaluation typically looks at such factors as teachers ‘and students’ attitudes toward curriculum innovations, or at the usability of new instructional materials. Formative evaluations assess the strengths and limitations of a new

program as it is developed and implemented” (p.417). In other words, formative evaluation confirms that a program or program activity is viable, suitable, and acceptable before it is officially implemented. Formative evaluation is often carried out when a new program or activity is being created, or when an existing one is being adapted or updated. According to Richards (2001, p288), formative evaluation addresses the following questions:

- Has enough time been spent on particular objectives?
- How well is the textbook being received?
- Is the methodology teachers are using appropriate?
- Are teachers or students having difficulties with any aspect of the course?
- Are the students enjoying the program, if not, what can be done to improve their motivation?
- Are students getting sufficient practice work?
- Is the pacing of the material adequate?

Overall, formative evaluation aims to examine and develop teaching tools to achieve improved educational results.

### **2.3.2. Summative Evaluation**

Richards (2001, p.292) determined that “Summative Evaluation is the type of evaluation with which most teachers and program administrations are familiar and which seeks to make decisions about the worth or value of different aspects of the curriculum”. In other words, summative evaluation is a type that educators and program instructors employ to evaluate different components of their curriculum. This type tries to pass judgment on the value or significance of curriculum elements. It occurs after a program has been carried out. In addition,



according to Long (1984), Summative evaluation is typically used to decide Whether or not a program should be continued. That is to say; summative evaluation is any technique of evaluating a student's comprehension at the end of a unit that allows a teacher to compare it against established criteria. Richards (2001, pp. 291-292) maintained that the following questions are posed in this form of evaluation:

- How effective was the course? Did it achieve its aims?
- What did the students learn?
- Did the materials work well?
- Were the objectives adequate or do they need to be revised?
- Was the amount of time spent on each unit sufficient?
- How appropriate were the teaching methods?

### **2.3.3. Illuminative Evaluation**

Richards (2001, p.289) pointed out that illuminative evaluation “refers to evaluation that seeks to find out how different aspects of the program work are being implemented. It seeks to provide a deeper understanding of the processes of teaching and learning that occur in the program, without necessarily seeking to change the course in any way”. In other words, the illuminative evaluation approach aims to comprehend the implementation of distinct program work aspects. Its main objective is to attain a better comprehension of the teaching and learning procedures incorporated in the program without seeking to change it.

According to Mathison (2005), “Overall, illuminative evaluation concentrates on the information gathering rather than the decision-making component of evaluation” (p.193).in other words, the illuminative evaluation focuses on information collecting rather than decision-making

in evaluation. Richards (2001, p. 289-290) stated that an illuminative evaluation covers the following questions:

- How do students carry out group work tasks? Do all students participate equally in them?
- What kind of decisions do teachers take while teaching?
- How do teachers use lesson plans when teaching?
- What type of teacher/student infraction patterns typically occur in classes?

#### **2.4. Importance of Evaluation**

Rea Dickins and Germaine (1992, p.3) argued that “Evaluation is an intrinsic part of teaching and learning”. In other words, Evaluation is an essential part of the process of teaching and learning. Evaluation studies can shed light on the syllabus's points of strength and weakness to improve what is good while dealing with areas that may need to be improved (Sawin ,1990, p.258). The operation of evaluation involves the intervention in the instructions in English. This process makes the program more suitable for the abilities of all students by excluding unnecessary elements and components in the program in order to enhance and develop the content (Sawin, 1990, pp. 258- 259).

Evaluation studies highlight the syllabus's benefits and drawbacks to develop it further. Moreover, Rossi, Lipsey, and Freeman (2004, p.1) summed up the importance of evaluation in their words “evaluations are conducted for a variety of reasons: to aid in decisions concerning whether programs should be continued, improved, expanded, or curtailed; to assess the utility of new programs and initiatives; to increase the effectiveness of program management and administration”. These words show that evaluation is important because it helps in making judgements about whether programs have an essential role during the process of teaching and

learning. It helps in assessing the evaluation of new programs in order to develop the effectiveness of the program.

## **2.5. Participants in the Evaluation**

There are two types of participants involved in evaluation they are insiders and outsiders.

Firstly, insiders refer to teachers, students, and anyone interested in improving and applying to a program. This means that insider participants are those who are part of the teaching /learning context. On the first side, teachers frequently perform formative evaluation to analyze the growth of courses, the issues that may be faced during the teaching process, and the extent to which the materials are successful. On the other side, Summative evaluation is primarily concerned with students who will provide feedback on the course and what they need to achieve language proficiency (Richards, 2001, p.296).

Secondly, outsiders are those who are not part of the course. In other words, those who are not concerned directly with the teaching /learning context, such as consultants, inspectors, and administrators whose job is to enhance the teacher's perception of what happened in the course with independent observation and opinion (Richards, 2001, p.296).

## **2.6. Means of Evaluation**

There are three major tools that are often used to evaluate courses, syllabi or curricula in general. They are: the questionnaire, the interview and the checklist.

### **2.6.1. The Questionnaire**

The Questionnaire is one of the most often used methods for gathering data. Babbie (2001, p.248) defined a questionnaire as "A document containing questions and other types of

items designed to solicit information appropriate for analysis. Questionnaires are used primarily in survey research but also in experiments, field research, and other modes of observation”. This means that a questionnaire is a piece of writing that aims to gather suitable information for analysis. A questionnaire is considered as one of the important tools in collecting data by researchers. In the same path, Mathers, Fox and Hunn (2007) pointed out that “Questionnaires are a very convenient way of collecting useful comparable data from a large number of individuals. However, questionnaires can only produce valid and meaningful results if the questions are clear and precise and if they are asked consistently across all respondents”.

Questionnaires are mostly used in survey research and other forms of observation. When asking questions, researchers have two main choices; they may ask open-ended questions where the respondent is asked to give his own responses. And closed-ended questions where the respondent is required to choose an answer from a list that the researcher has provided. Babbie (2001, p,248). In explaining types of questionnaires, Babbie (2001, p,249) stated, “open-ended questions for which the respondent is asked to provide his or her own answers. In-depth, qualitative interviewing relies almost exclusively on open-ended questions. Closed-ended questions survey questions in which the respondent is asked to select an answer from among a list”.

### **2.6.2. The Interview**

In general, an interview in research is a round of questions and answers where one person asks questions and the other responds. According to Babbie (2001, p,267), “The interview is an alternative method of collecting survey data. Rather than asking respondents to read questionnaires and enter their own answers, researchers send interviewers to ask the questions orally and to record respondents’ answers”. In other words; interviews are technique for

combining data used by researchers through asking oral questions and recording the responses. Fox (2006) pointed out that “The interview is an important data-gathering technique involving verbal communication between the researcher and the participant. Interviews are commonly used in survey designs and in exploratory and descriptive studies” (p.4). That is to say an interview is one of the essential research tools used by researchers in their descriptive studies.

Researchers acknowledge three different types of interview which are; structured, semi structured and unstructured. First type which is structured interview which take place when it comes to carrying out extensive quantitative surveys, this type of interview involves a questionnaire featuring explicit wording for each inquiry and a set order of questioning. These questionnaires frequently supply predetermined answer options, which restrict the freedoms of respondents when answering them. Second type is semi-structured interview this type contains questionnaire where predetermined responses mix with open-ended ones, fostering more candid expression. This gives respondents sample freedom to express their thoughts without limitations. Third type is unstructured-interview where researchers usually use a checklist of questions rather than a standardized questionnaire, the interviewee have the chance to answer in different ways and it is common to record these interviews (Hague, p.13-14).

### **2.6.3. The Checklist**

Hales, Terblanch, Fowler, and Sibbald defined it as “A checklist is a list of action items, tasks or behaviours arranged in a consistent manner, which allows the evaluator to record the presence or absence of the individual items listed” (p.24). In other words, the checklist is a list of actions that enables researchers to note the presence or absence of each item on the list. Stufflebeam (2000) defined a checklist as a “valuable evaluation device when carefully

developed, evaluated, and applied” (p.1). According to the previous words, a checklist is an important and beneficial tool for evaluation.

McGrath (2013) stated that checklists are methods for making evaluation criteria explicit, creating a “common framework for decision-making”, and ensuring that all elements are chosen to be considered essential, and Information is captured in an economical way and in a format that is practical for comparative purposes. (p. 55)

## **Conclusion**

The process of evaluation plays an important role in the teaching and learning of English. It is considered as a beneficial process used by researchers and teachers for making decisions about programs to increase their effectiveness. To put it differently, evaluation is regarded as a crucial process because it provides educators with an overview of a given program. The latter, hence, could be effectively modified and adjusted. Additionally, evaluation along with its types and means offers teachers with an array of choices of how and when to evaluate a given program. Therefore, a teacher who has knowledge about evaluation along with its aspects and means, which are discussed above, can be said to possess a crucial skill which enables them to assess a program effectively and meaningfully.

## **Chapter Three: Field Study**

### **Introduction**

The practical part of the research is covered in the current chapter. This chapter is mainly divided into two parts. The first part includes general information about research design and methodology, setting, population, sampling and research tools. The second part includes students' questionnaire and its analysis, as well as teachers' interview and its analysis, in addition to a general discussion of results and findings, pedagogical recommendations and limitations of the study.

### **3.1. Research Design and Methodology**

The current study aims at evaluating phonetics instructions, so it is deemed necessary to resort to both quantitative and qualitative methodology for gathering and examining data. For that, two research tools were used. The first tool is a questionnaire that was submitted to third-year LMD students in the Department of English. The second tool is an interview handed to teachers of phonetics.

#### **3.1.1. Setting**

The current study was conducted in the Department of English at Mohammed Seddik Ben Yahia University of Jijel. This study took place there since its concern is the evaluation of the phonetics instruction for EFL learners.

#### **3.1.2 Population and Sampling**

The population selected for the present piece of research work is the students of third year in the Department of English at the University of Jijel. They were not selected randomly, but their selection was on the fact that they had completed the phonetics instruction. Thus they

can help the researchers in its evaluation. The population comprises 230 students; however, 64 students answered the questionnaire. They represent the sample. Moreover, a sample of 5 phonetics teachers who currently teach or had previously taught the module to first and second year were interviewed.

### **3.1.3 Research Tools**

For this study, two tools were used to collect reliable data and achieve the goals of this research. A questionnaire was used to evaluate phonetics instruction of first and second years. In addition, to determine the extent to which students are dealing with all aspect of the phonetics module and their ability to apply what they have learned in communication, an interview with phonetics teachers was conducted with the aim of evaluate current phonetics instruction for EFL learners.

## **3.2 Students Questionnaire**

### **3.2.1 Description of the Students Questionnaire**

A student questionnaire is the first tool chosen to gather data because it is the most appropriate tool for this study. The first purpose of the student questionnaire is to evaluate phonetics instruction of first and second years. The second purpose is to determine the extent to which students deal with all aspects of the phonetics module and their ability to apply what they have learned in communication (pronunciation).

The questionnaire was handed to students. It consists of 26 questions. It is divided into three sections. The first section is entitled “Learning English Pronunciation”; it deals with the degree of importance of phonetics to EFL students and contains 7 questions. The second section “Phonetics Instruction” is about the content of phonetics and consists of 19 questions. Finally,



the third section is about “Further Suggestions”. It is added in case students have additional opinions and suggestions about phonetics instruction in the first and second years.

The questionnaire aims to gather data about students’ attitudes towards English phonetics instruction in general and their English pronunciation learning in particular. The administration of the questionnaire took three days.

### 3.2.2 Analysis of the Students Questionnaire

#### Section One: Learning English Pronunciation

**Q.1.** As an EFL student, is it necessary for you to have good English pronunciation?

Table 1

*Students’ Attitudes towards English Pronunciation*

<b>Options</b>	<b>Subjects</b>	<b>Percentages%</b>
a/Yes	59	92,18%
b/No	5	7,82%
<b>Total</b>	64	100%

The results show that the majority of third year students (92.18%) were with the idea of having a good pronunciation, while a minority of them (7.82%) thought that there is no problem if they do not have a good English pronunciation.

This means that good English pronunciation is something very necessary according to the majority of the participants. They are aware that they become teachers in the future. So, they need to have a good English pronunciation.

**Q.2.** Do you think that learning pronunciation for EFL students is?

Table 2

*Importance of Learning Pronunciation for EFL Learners*

<b>Options</b>	<b>Subjects</b>	<b>Percentages%</b>
a/Not important	1	1,5%
b/Less important	2	3,2%
c/Important	61	95,3%
d/Very important	0	0%
<b>Total</b>	<b>64</b>	<b>100%</b>

It is clear from the table that the majority of the participants (95.3%) considered learning pronunciation as an important aspect that all EFL learners should learn. However, only one participant (1.5%) viewed pronunciation as not important for EFL students. Also, only two third year students (3.2%) thought that learning pronunciation is less important for EFL learners and no one (0%) considered pronunciation to be very important for EFL learners.

From the results of the table, it is concluded that third year students considered learning pronunciation as one of the basic elements for EFL students. Moreover, the participants were showing more interest to learn pronunciation, because an EFL student should have good pronunciation and they also confirmed that the rules of phonetics are very important to pronounce the words, utterances or sentences correctly.

### Q.3. Is learning English pronunciation?

Table 3

#### *Perceived Difficulty of Learning English Pronunciation*

<b>Options</b>	<b>Subjects</b>	<b>Percentages%</b>
a/Very easy	6	9,3%
b/Quite easy	33	51,7%
c/very difficult	8	12,5%
d/quite difficult	17	26,5%
<b>Total</b>	<b>64</b>	<b>100%</b>

The reason for asking this question is to know the degree of easiness and difficulty in learning English pronunciation. On the one hand, the results show that 33 third year students out of 64 (51.7%) considered learning English pronunciation quite easy. However, only 6 students (9.3%) viewed that English pronunciation is easy to be learned. On the other hand, 8 students (12.5%) saw that learning English pronunciation is very difficult. While there are 17 students (26.5%) who considered that learning English pronunciation is quite difficult.

This means that the majority of third year students saw that learning English pronunciation is between an easy and quite easy discipline. Consequently, it is not a very complex aspect of language that needs accurate numerical and statistical data like in mathematics, physics and science. So, it is easy to learn by hard work. At the same time students who said that learning English pronunciation is between difficult and quite difficult, is either a

result of the existence of some difficulties in some lessons during learning pronunciation or simply because they are not working enough.

**Q.4.** How would you evaluate your pronunciation?

Table 4

*Self-Evaluation of Pronunciation*

<b>Options</b>	<b>Subjects</b>	<b>Percentages%</b>
a/Not really good	4	6,2%
b/Average	29	45,3%
c/Good	25	39,1%
d/Very good	6	9,4%
<b>Total</b>	<b>64</b>	<b>100%</b>

Those results are noticeable. There are only 4 students (6.2%) who thought that they do not have good pronunciation, and only 6 of them (9.4%) who regarded that their pronunciation is very good. Some students still considered that their pronunciation is good (39.1%), while the biggest percentage (45.3%) is for students who thought that they need some help to improve their English pronunciation because they are average.

As shown in the above results, approximately half of the total number of students assured that their level is average. This fact confirms that they are still facing problems of pronunciation.

**Q.5.** Where do you think phonetics should be learnt?

Table 5

*Preferred learning contexts for phonetics instruction*

<b>Options</b>	<b>Subjects</b>	<b>Percentages%</b>
a/In the classroom	46	71,8%
b/Outside by yourself	18	28,2%
<b>Total</b>	<b>64</b>	<b>100%</b>

The reason for asking this question is to know the opinions of students about the place where phonetics should be learned. As the table shows, most students (71.8%) considered phonetics should be taught in a classroom. However, few (28.2%) thought phonetics should be learned outside by themselves.

Most of the students believe that phonetics needs to be learned in the classroom because, according to them, EFL learners require repetition, production and transcription of phonetics rules and all of these activities are done by teachers in the classroom. However, few students thought that phonetics should be learned outside by themselves, owing to finding the learners some free time to practice the targeted and learned rules without any stress and pressure like in the classroom.

If there is another place, please mention it?

Some students mentioned another place where phonetics should be learned, like in language laboratory. They believed that studying how the organs of speech produce the sounds is very important to teach it in the laboratory, not in the classroom or by themselves. Also, EFL

learners should use audiovisual aids by listening to native speakers to enhance their English pronunciation. With more practice, such: as conversations.

**Q.6.** In your opinion, could you manage right English pronunciation without taking phonetic courses?

Table 6

*Perceived Necessity of phonetics courses for achieving English pronunciation competence*

<b>Options</b>	<b>Subjects</b>	<b>Percentages%</b>
a/yes	34	53,1%
b/No	30	46,9%
<b>Total</b>	<b>64</b>	<b>100%</b>

The results show that (53.1%) of students need to take phonetic courses to manage the correct English pronunciation. However, (46.9%) of students can manage their English pronunciation without taking phonetic courses.

This means more than half of the sample need phonetic courses to enhance and increase pronunciation. Since phonetics courses contain the necessary elements that EFL learners need to develop, such as the teacher's assistance in producing and spelling difficult words and their transcriptions. Otherwise, less than half of students thought that they can manage their pronunciation without taking phonetics courses. Because according to them, pronunciation is an aspect of language that anyone can develop competence without taking phonetic courses.

**Q.7.** How important are phonetics courses to learn English pronunciation?

Table7

*Importance of phonetics courses for learning English pronunciation*

<b>Options</b>	<b>Subjects</b>	<b>Percentages%</b>
a/Definitely not important	3	4,7%
b/Not really important	13	20,3%
c/Important	20	31,2%
d/Very important	28	43,8%
<b>Total</b>	<b>64</b>	<b>100%</b>

Many students (43.8%) recognized that phonetics courses are essential for learning English pronunciation, and 31.2% of the students considered that it is crucial. However; (20.3%) thought phonetics courses are unimportant, and 4.7% of the students believed that they are unnecessary.

The results show that the majority of students considered phonetics courses essential in learning pronunciation because these kinds of courses allow EFL learners to understand and decode the sound of language by knowing how organs of speech work together in the production of speech and how this affects both meaning and communication. While a minority did not consider it so. They did not give much importance to phonetics courses in learning pronunciation since they had other resources that might help them to learn and enhance pronunciation with audiovisual aids.

## Section two: Phonetics Instruction

**Q.8.** What are your attitudes towards the course of phonetics?

Table 8

*Attitudes towards phonetics courses*

<b>Options</b>	<b>Subjects</b>	<b>Percentages%</b>
a/Boring	8	12,5%
b/Normal	25	39,1%
c/Interesting	14	21,8%
d/Very interesting	17	26,6%
<b>Total</b>	<b>64</b>	<b>100%</b>

As shown in the above table, 26.6% of students were very interested in the course of phonetics and 21.8% of students were interested. However, 39.1% of students thought that the phonetics course is normal, and a few of them (12.5%) considered it boring.

Most students were motivated to learn phonetics because they found the phonetics courses different from other modules in ways of teaching. Students knew the effectiveness of these courses on their pronunciation. Therefore, they were interested in. Only few students thought that the phonetics courses were boring and this can be explained by the fact that they are not interested in.



**Q.9.** As a foreign phonetic learner, do you think that you studied phonetics and phonology to?

Table 9

*Objectives of phonetics and phonology study for foreign language learners*

<b>Options</b>	<b>Subjects</b>	<b>Percentages%</b>
a/Understand English speech	4	6,3%
b/Speak correctly without errors	18	28,1%
c/Both of them	42	65,6%
<b>Total</b>	<b>64</b>	<b>100%</b>

The reason for asking this question is to know the reasons for studying phonetics and phonology. The results reveal that the first reason (28.1%) behind foreign phonetic learners' reason is to speak correctly without errors, whereas the second is to understand English speech (6.3%). In addition, more than half of the students (65.6%) referred to both.

Most students believed that the reason for learning pronunciation is to understand English speech and speak correctly without errors, so EFL learners need to master these two reasons to get the gist of the language. Students thought that the only purpose for teaching phonetics is to be able to understand speech.

**Q.10.** when you studied a new feature of pronunciation, did you?

Table10

*Application of newly learned pronunciation features*

<b>Options</b>	<b>Subjects</b>	<b>Percentages%</b>
a/Make use of it when you speak English	13	20.3%
b/Use it just when you are tested	51	79.7%
<b>Total</b>	<b>64</b>	<b>100%</b>

Most students (79.7%) claimed that when they studied a new feature in pronunciation, they regularly practiced it when they were tested. So, they did not practice it unless their teachers instructed them. However, a minority of students (20.3%) used it outside the classroom.

From the results above, EFL learners did not practice the new feature of pronunciation unless they are asked to. They rarely speak English outside the classroom and thus they did not practice the new features of pronunciation. This is the reason that hinders learners to develop their phonetics knowledge effectively.

**Q.11.** In the classroom, when you spoke English were you practicing the rules that you learnt?

Table 11

*Application of learned rules*

<b>Options</b>	<b>Subjects</b>	<b>Percentages%</b>
a/Yes	50	78,1%
b/No	14	21,9%
<b>Total</b>	<b>64</b>	<b>100%</b>

Most students (78.1%) stated that they speak English when practicing the rules which they learned in the classroom. However, a few of them (21.9%) stated they did not. There are students motivated to practice the previously acquired rules of phonetics in the classroom, owing to evaluate themselves if they acquired the rules that they have learned or not, and to estimate their current level of phonetics in a real conversation with classmates. Alternatively, there are few students who did not practice the rules that they learned in the classroom.

**Q.12.** Do you still remember the rules of phonetics you studied during the instruction?

Table 12

*Recall of phonetics rules from instruction*

<b>Options</b>	<b>Subjects</b>	<b>Percentages%</b>
a/Yes	43	67,1%
b/No	21	32,9%
<b>Total</b>	<b>64</b>	<b>100%</b>

The results in table 12 showed that 67.1% of third-year students still remember phonetics rules. While 32.9% of others stated that they do not remember the rules of phonetics they studied. This ratio reflects to what extent it is important studying phonetics and phonology as a course, because it is beneficial to improve learners' pronunciation.

**Q.13** Are you applying them when using English?

Table 13

*Application of phonetics rules in English language usage*

<b>Options</b>	<b>Subjects</b>	<b>Percentages%</b>
a/Yes	38	59,3%
b/No	26	40,7%
<b>Total</b>	<b>64</b>	<b>100%</b>

The results showed that more than half of students (59.3%) were applying what they studied concerning phonetics rules when using English. However, less than half of students did not apply what they studied during their instruction concerning phonetics and phonology.

Some students practiced what they learned during the instruction because phonetics is a discipline that needs practice; studying theory is not sufficient. In this case, students who apply the rules have more privilege and advantage, whereas those who did not practice and apply their phonetics knowledge faced serious problems.

**Q.14.** Do you feel yourself satisfied with the way you were taught phonetics?

Table 14

*Satisfaction with phonetics instruction*

<b>Options</b>	<b>Subjects</b>	<b>Percentages%</b>
a/Yes	17	26,5%
b/No	19	29,6%
c/To some extent	28	43,8%
<b>Total</b>	<b>64</b>	<b>100%</b>

The reason for asking this question is to check whether students were motivated and satisfied with the way of teaching phonetics. The results show that 26.5% of students were satisfied, but 29.6% of them were unsatisfied. However, the highest percentage (43.8%) refers to those who answered they were to some extent satisfied.

This means that the majority of students were not totally satisfied with the phonetics and phonology instruction. Hence students were aware of the effectiveness of phonetics in mastering pronunciation. This reason makes them give more interest to the way of teaching phonetics. Thus, the results confirmed that the phonetics and phonology instruction was not fully effective, and it may face or suffer from some shortcomings noticing that some students were not satisfied. If no, state why?

Some students were unsatisfied because of different reasons. Some believed that phonetics is a module that needs more practice and audiovisual aids by listening to native speakers to develop their pronunciation. Other students thought that phonetics should be taught

in laboratories, not in the classrooms, because some lessons in phonetics need real practice with audiovisual aids and sophisticated materials.

**Q.15.** Did you cover all aspects of phonetics and phonology that enable you to use English accurately and fluently?

Table 15

*Coverage of phonetics and phonology in achieving accurate and fluent English usage*

<b>Options</b>	<b>Subjects</b>	<b>Percentages%</b>
a/Yes	21	33,4%
b/No	42	66,6%
<b>Total</b>	64	100%

The results show that 33.4% of students covered all aspects of phonetics and phonology that enable them to use English accurately and fluently. However; 66.6% of students mentioned that they did not cover all aspects of phonetics and phonology.

From the results, it is noticed that most students were aware that they did not cover all the aspects that enable them to use English fluently. Therefore, this can be explained by the limited time and sessions that prevented teachers from covering with their students all aspects of phonetics and phonology.

**Q.16.** Which aspect of phonetics and phonology among the following was well covered?

Table 16

*Evaluation of coverage in phonetics and phonology aspects*

<b>Options</b>	<b>Subjects</b>	<b>Percentages%</b>
a/Segmental	48	39,7%
b/Supra-segmental	32	26,44%
c/Aspect of connected speech	14	11,5%
a+b/	16	13,23%
a+c/	6	5%
a+b+c/	5	4,13%
<b>Total</b>	<b>121</b>	<b>100%</b>

The above table shows that 39.7% of students had a good deal with the segmental aspect of phonetics and phonology, which contains consonant sounds and vowels. On the other hand, 26.44% of students were adequately exposed to the supra-segmental aspects (intonation, stress and rhythm), and a minority of them (11.5%) were adequately exposed to the aspect of connected speech.

The results show that many students were adequately exposed to segmental because it is not a complex aspect of phonetics and phonology and is easy to study and understand, i.e., students did not have problems with this aspect. There were 26.44% of students were adequately exposed to the supra-segmentals. This percentage of students may face some difficulties in this

aspect of phonetics and phonology because it requires a lot of listening practice, especially with stress, intonation, stress and rhythm lessons.

**Q.17.** Which aspect of phonetics and phonology among the following was not well covered?

Table 17

*Evaluation of non-covered aspects in phonetics and phonology*

<b>Options</b>	<b>Subjects</b>	<b>Percentages%</b>
a/Segmental	11	14,1%
b/Supra-segmental	24	30,8%
c/Aspect of connected speech	33	42,3%
a+b/	5	6,41%
b+c/	2	2,56%
a+c/	2	2,56%
a+b+c/	1	1,27%
<b>Total</b>	<b>78</b>	<b>100%</b>

The highest percentage (42.3%) shows that the students did not cover aspects of connected speech well. However; (14.1%) and (30.8%) of students did not cover segmentals and supra-segmentals.

Most students did not cover the aspects of connected speech due to the degree of the lesson's difficulties. Assimilation, elision and linking are components of this aspect of phonetics and phonology, and they need more sessions compared to the current program and sessions.



Also, the aspects of connected speech demands more practice and listening to videos of native speakers to speak the English language fluently, so these aspects require more additional sessions.

**Q.18.** Do you think that phonetics courses helped you to improve your pronunciation?

Table 18

*The impact of phonetics courses on pronunciation improvement*

<b>Options</b>	<b>Subjects</b>	<b>Percentages%</b>
a/Yes	31	48,4%
b/No	9	14,1%
c/To some extent	24	37,5%
<b>Total</b>	<b>64</b>	<b>100%</b>

The above table indicates that (48.4%) of students saw that phonetic courses very helpful in improving students' pronunciation, whereas a minority of students (14.1%) considered phonetic courses not helpful, and (37.5%) of students considered phonetic courses as to some extent helpful in enhancing the pronunciation of students.

If yes, state how?

The majority of students knew that phonetic courses were very necessary because it is one the essential elements to improve pronunciation. It contains all aspects of the English language that EFL learners need in their studying and in real conversations with native or non-native speakers. The phonetic courses deal with how the sounds are produced by the organs of speech and teach students the gist of pronunciation, such as intonation, stress, rhythm,

assimilation, elision and linking with the basis of pronunciation like in consonants and vowels. In other words, it helps students to enhance and improve their pronunciation. However, a minority of students thought that phonetic courses did not help them to improve pronunciation. They generally did not know how important are phonetic courses, or perhaps they found difficulties in the instruction, thus they did not give much interest.

**Q.19.** Was the number of sessions for phonetics course sufficient?

Table 19

*Evaluation of adequacy of phonetics course duration*

<b>Options</b>	<b>Subjects</b>	<b>Percentages%</b>
a/Yes	26	40,6%
b/No	38	59,4%
<b>Total</b>	<b>64</b>	<b>100%</b>

The results reveal that most students (59.4%) thought that the number of phonetics courses is insufficient. In comparison, a minority (40.6%) think that it is enough.

It is noticeable that most students suggested that they need more extra sessions and courses because phonetics is a course that needs practice. The theoretical aspect of the classroom was not sufficient. It would be better to add more sessions and courses for practice to balance the two to improve students' pronunciation.

**Q.20. Did you get enough practice?****Table 20***Practice sufficiency in phonetics courses*

<b>Options</b>	<b>Subjects</b>	<b>Percentages%</b>
a/Yes	15	23,5%
b/No	49	76,5%
<b>Total</b>	<b>64</b>	<b>100%</b>

As shown in the above table, a high percentage of students (76.5%) did not get enough practice during phonetic courses. However; 23.5% of students stated that they had enough practice.

The majority of students had a lack of practice; therefore, the time and the number of phonetics sessions were not sufficient. The Phonetic course requires more focus on the practical aspect. So, enough practice means enough time.

**Q.21. Are you still facing problems of English pronunciation?****Table 21***English pronunciation challenges*

<b>Options</b>	<b>Subjects</b>	<b>Percentages%</b>
a/Yes	35	54,68%
b/No	29	45,32%
<b>Total</b>	<b>64</b>	<b>100%</b>

More than half of students (54.68%) still faced problems with their English pronunciation. However; 45.32% of them thought that they did not face any difficulties.

**Q.22.** If yes it is due to

Several students mentioned some reasons why they still faced problems with their English pronunciation. First, students had difficulties in understanding phonetics courses because some courses need more focus and practice. Second, students' dissatisfaction with where and how they are taught phonetics was another reason. Third, the lack of practice made students confused about their pronunciation, especially when talking.

**Q.23.** Again if yes, are the problems related to?

Table 22

<b>Options</b>	<b>Subjects</b>	<b>Percentages</b>
a/ Segmentales	12	20,3%
b/ Supra-segmentales	19	32,2%
c/ Aspects of connected speech	20	33,9%
a+b	1	1,7%
b+c	5	8,5%
a+c	2	3,4%
<b>Total</b>	<b>59</b>	<b>100%</b>

On the one hand, the results obtained in the above table indicated that 20.3% of students' problems with English pronunciation were related to segmentals. On the other hand, 33.9% of students believed that supra-segmentals caused their problems; however, 32.2% of students stated that their problems with English pronunciation are related to aspects of connected speech.

The majority of students considered that their problems with pronunciation were related to supra-segmentals (intonation, stress and rhythm) and aspects of connected speech (assimilation, elision and linking) because they were more difficult to study than segmentals and need too much practice to understand them well.

**Q.24.** How you find listening to English native speakers?

Table23

*Perception of native English speaker listening experience*

<b>Options</b>	<b>Subjects</b>	<b>Percentages%</b>
a/Easy	11	17,2%
b/Quite easy	22	34,4%
c/Very difficult	3	4,6%
d/Quite difficult	28	43,8%
<b>Total</b>	<b>64</b>	<b>100%</b>

It is noticeable that 17.2% of students found listening to native English speakers easy, and 34.4% of them considered it quite easy. While a minority of students (4.6%) found it difficult and most of them (43.8%) found it quite difficult.

From the results, the highest percentage of students found listening to English speakers very difficult because native speakers in their speech do not follow the grammatical rules, they use the idiomatic forms of the language, and they do not speak formal English (dialects and accents). All of these reasons affect the process of students' listening ability.

**Q.25.** Are you able to identify features of connected speech when listening to English native speakers?

Table 24

*Recognition of connected speech features in native English speaker listening*

<b>Options</b>	<b>Subjects</b>	<b>Percentages</b>
a/Yes	16	25%
b/No	48	75%
<b>Total</b>	<b>64</b>	<b>100%</b>

The reason for stating this question is to see if students could identify features of connected speech when listening to native English speakers. The majority of students (75%) could not identify these features. However, the minority (25%) stated that they could identify connected speech features.

Students did not deal with real conversations with native speakers during their phonetics courses. So, this kind of treatment and practice enable students to identify features of connected speech when listening to native English speakers.

**Q.26.** Which kind of media did phonetics teachers use to support the course?

Table25

*Media utilized for phonetics instruction support in the course*

<b>Options</b>	<b>Subjects</b>	<b>Percentages</b>
a/Audio tapes	11	14%
b/Video tapes	13	16,5%
c/Classroom speech	48	61,5%
a+b/	4	5 %
b+c	1	1 %
a+c/	1	1 %
a+b+c	1	1 %
<b>Total</b>	<b>78</b>	<b>100%</b>

The table shows that 14% of students said that their teachers used audio tape media to support the course, and 16.5% of the population said their teachers used videotape in the classroom. While the highest percentage of students (61.5%) mentioned that their teachers used classroom speech in the course.

According to the majority of students, phonetic teachers used classroom speech, because there was a lack of materials in teaching phonetics. This means they depended on classroom speech often, without using and focusing on video-audio tapes. Students need very good materials to help them for developing their English pronunciation.

### **3.2.3. Summary of finding from questionnaire for students**

Through the analysis of the questionnaire, the following findings are concluded:

- Most of the students are motivated to have good English pronunciation.
- Students give more interest in phonetic courses because they know the importance of learning pronunciation at their current level.
- Most of the students know that they do not have good pronunciation. That is a reason for adding more extra time and sessions for the phonetic module.
- Students are unsatisfied with the way phonetics should be taught.
- Some students still have difficulties understanding phonetics courses.
- Most of the students believe that they cannot improve right English pronunciation without phonetic courses.
- Because of the lack of video-audio tapes materials students cannot distinguish Aspects of connected speech and segmentals in native speaker's conversations.
- Students require more sessions for practice, owing to studying only the theoretical part of phonetic rules is insufficient.

## **3.3. Interview with Teachers**

### **3.3.1 Description of the Interview**

The interview with teachers of phonetics aims at evaluating the current phonetics instruction for EFL learners. This interview was conducted to collect information about the teachers' opinions about teaching and learning phonetics and phonology for EFL learners. In other words, the aim of the interview is to evaluate the extent to which the instruction was successful and if not and it tries to identify its shortcomings. The interview consists of 12



questions about teaching English phonetics and phonology in the current program. The administration of teachers' interviews took two days. It was conducted with five teachers.

### **3.3.2 Analysis of the Interview**

**Question 01:** In your opinion, is it necessary for EFL students to study Phonetics and Phonology as a course to master English pronunciation?

All five teachers agreed on the necessity to study phonetics and phonology as a course in this specialty of English for an academic purpose. They affirmed the effectiveness of this subject in developing and enhancing students' pronunciation. This subject enables students to have accurate speech; owing to the phonological awareness allows students to master pronunciation patterns in the language.

**Question 02:** To what extent does teaching phonetics contribute in developing students' pronunciation?

The results show that teachers contributed to a great extent in developing students' pronunciation, because in the courses of phonetics and phonology, they learnt how to pronounce words correctly through knowing sounds, stress and aspects of connected speech. Teaching phonetics and phonology provides students with all the necessary tools to master the pronunciation of English words and utterances through develop their awareness of differences between sounds of native language. This helps them to identify and correct pronunciation errors.

**Question 03:** Do phonetic courses cover everything in phonetics and phonology?

The five teachers believed that phonetic courses do not cover everything, in other words, only a few aspects of the course are taught. The timetable of this module is not enough to do everything in the classroom, since phonetics has a difficult content to cover over two years. However; one teacher believed that much of the work has to be done by students themselves.

**Question 04:** Is it possible to teach all aspects of phonetics and phonology?

One teacher stated that it is possible to teach all aspects of phonetics and phonology. While, according to four teachers with the current time allocation, it is not sufficient. If another study year is added, it may be possible. They affirmed that phonetics and phonology are complex fields of study that cover a wide range of topics and lessons related to the sounds of language. It is possible to teach a comprehensive course on phonetics and phonology or phonology, but it is difficult to teach all aspects of these two fields by studying only two years.

**Question 05:** Which aspect(s) of the English language phonetics and phonology is/ are the most important to be taught?

The responses of teachers showed different views of which aspect(s) is/are the most necessary and important to be taught. On one hand, three teachers stated that all aspects of phonetics and phonology are important, to develop a comprehensive understanding of the English language. On the other hand, one teacher argued that vowels, consonants, stress and aspects of connected speech are the most important to include in the program of phonetics and phonology. There was another teacher who proclaimed that segmental phonology and aspects of connected speech are the most important courses to be taught.

**Question 06:** In your opinion, which of the following aspect(s) is/ are well covered by undergraduate students?

The results revealed all teachers answered in different ways. There were two teachers who stated that segmental aspects with aspects of connected speech were well covered by undergraduate students. However; two teachers affirmed that segmental and supra-segmental

aspects were well covered by learners and there was one teacher stated that segmental, supra-segmental aspects and aspects of connected speech were well covered by undergraduate students. This means that due to time restriction, each teacher focuses on the aspects he/she considers more significant.

**Question 07:** In your opinion, which of the following aspect(s) is/ are not well covered by undergraduate students?

There were two teachers who thought that the supra-segmental aspects were not well covered by undergraduate students. However; three teachers stated that aspects of connected speech were the only part that was not well covered by undergraduate students.

**Question 08:** In your opinion, which of the following aspect(s) is/ are the most difficult to be learnt?

The results showed that supra-segmental phonology and connected speech were the most difficult to be taught. This referred to the difficulties that faced learners in studying because these two aspects need more practice and watching to videos of native speakers to acquire the rules and distinguish between them.

**Question 09:** Is the time provided for this course sufficient for an effective learning of English pronunciation?

All teachers agreed that the provided time was not sufficient for effective learning of English pronunciation, since phonetics is a science of sounds that are difficult to govern. The current time allocated is not enough for teachers to manage between teaching phonetics rules and practicing them.

**Question 10:** Are students practicing enough in this course?

The responses of teachers affirmed the idea that all students did not practice enough in the course of phonetics. This means that learners have to practice outside the classroom to improve and enhance their pronunciation because the time of the session is not sufficient for teachers to present the course and check all learners if they practice or not.

**Question 11:** Do you suggest any changes in the curriculum concerning the courses of Phonetics and Phonology?

All teachers did not suggest any changes in the curriculum concerning the current content of the courses. This means they are all satisfied with it.

**Question 12:** Do you have any further suggestions for teaching phonetics?

All teachers provided some suggestions for teaching phonetics and phonology. They mostly agreed on the following ones:

- To teach phonetics and phonology in the third year. Thus, it becomes to be taught for six (06) semesters instead of four (04).
- To teach phonetics and phonology three (03) hours per week.
- To adapt audio-visual sessions.
- To adapt practical sessions.
- To teach phonetics and phonology in laboratories.

### **3.3.3. Summary of Findings from Teachers Interview**

The examination of information obtained from teachers' responses has revealed some important results; to start with it is clear that teachers recognize how indispensable courses on phonetics and phonology are for EFL learners' success in the improvement of their pronunciation abilities. Teachers also agree that phonetic courses cannot cover everything due to

insufficient time, lack of practice and absence of audio-video materials. Most teachers have the same point of view that there is no need to change the syllabuses of phonetics and phonology or the curriculum as a whole. The results reveal also that some teachers find difficulties in teaching some aspects of phonetics like supra-segmental phonology and aspects of connected speech because of the lack of materials. In addition to this, according to teachers, some students face problems in understanding phonetic courses because there is no time for practice. The course is devoted mostly to theory.

### **3.4. General Discussion of Results and Findings**

The analysis of both students and teacher questionnaires and teachers reveals that EFL learners and their teachers are unsatisfied with the current syllabuses for teaching phonetics. Students had lacks concerning practice in the courses of phonetics, and teachers know the effectiveness of changing the methodology of this module. In other words, this research work confirms the aforementioned hypothesis, which states that EFL first and second year students may not find enough practice to develop their pronunciation during the lessons.

Students were aware of the importance of phonetics, so they were positively interested in practicing the rules by designing special time allocated for practice. They stated that practical phonetics sessions can help them develop their pronunciation. The responses of students showed that the place of teaching phonetics (language laboratory) may play a remarkable role in enhancing their pronunciation because lessons like organs of speech should be taught in a suitable place with authentic materials that lead them to pronounce sounds correctly and fluently.

Teachers also confirmed that the time scheduled for teaching phonetics sessions is insufficient for first and second-year students, and they request extra time or sessions for

teaching this subject or simply including this course in the third year. The results obtained from the analysis of the teacher questionnaire reveal that all teachers of phonetics share the same view concerning materials. They agreed on the point that teaching phonetics should be in laboratories that should be well-equipped instead of being in simple classrooms. This is, of course, for a good application of rules during the theoretical sessions.

### **3.5. Pedagogical Recommendations**

Based on the findings obtained from the present research, it is significant to state some pedagogical recommendations for teaching phonetics and phonology.

- Phonetics is a course that requires more than two (02) hours per week; thus, the number of sessions should be increased.
- Phonetics is a course that requires more focus on practice besides theory.
- Phonetics needs a special setting for results; a language laboratory is an adequate place where the course should be taught.
- Using audio-visual materials is helpful teaching phonetics and phonology.
- Students should be more interested in phonetics because it helps them enhance their pronunciation.
- Students should foster their practice by using the English language in daily communication to develop their pronunciation.
- Students should deal with connected speech by themselves by listening to native speakers' conversations to get used of them.
- Teachers can increase the learners' interest in the importance of phonetics and phonology courses on his/her pronunciation.

- Teachers should use the available materials in the department in teaching phonetics. For instance, they can use the data-show as a medium to expose students to conversations with native speakers to enable them to imitate their speech.
- Teachers must encourage learners to practice the English language outside the classroom to enhance their pronunciation.
- Teachers should select the most appropriate activities for practice during the sessions.
- Teachers should give tasks to their students to be done outside the class for more practice.

### **3.6. Limitations of the Study**

The imitations of the present research are as follows:

- Some of the third year students did not like to collaborate with the researchers. They did not accept to answer the questionnaire since they knew the content was about phonetics which is not their field of interest.
- Most of the students did not give suggestions, especially in the third section of the questionnaire.
- Time was limited and the researchers could not use other tools like tests.

### **Conclusion**

In this chapter, data obtained from the students' questionnaires and teachers' interviews were analyzed to evaluate the effectiveness of phonetics instruction. The interpretation of the results showed that both teachers and students claimed that phonetics and phonology instruction was not fully successful. As EFL learners, they still have difficulties in English pronunciation, and according to teachers, this was linked to a lack of practice. On the one hand, they believe that they require more sessions for practice. On the other hand, they asserted that some important

aspects of phonetics and phonology are not well covered in the instruction. Moreover, the results demonstrated that phonetics should be taught in laboratories with extra sessions.



## **General conclusion**

Pronunciation plays a significant role in learning and teaching English as a foreign language. It is considered as a very important element in phonetics courses. This means that learners should have a sufficient amount of phonological knowledge as they should practice the rules of phonetics in appropriate contexts.

This study aims to evaluate phonetics instruction for EEL learners at a university level, specifically in the Department of English at Mohammed Seddik Ben Yahia University. The basic view adopted in this research is that phonetics instructions have shortcomings and some missing necessary contents. This dissertation contains two parts. The first part concerns the theoretical part, which is divided into two chapters. The first chapter focuses on the definition of phonetics and phonology, the branches of phonetics and phonology, their differences, teaching and learning phonetics, and its importance. The second chapter deals with the definitions of evaluation, types of evaluation, the differences between evaluation, testing and assessment, participants in the evaluation, means of evaluation and its significance. The second part contains the practical part of the study.

This study is limited to EFL third-year students of English at the University of Jijel and to teachers of phonetics. The sample belongs to the academic year 2022-2023; it represents 64 students and five teachers. The researchers administered a questionnaire to gather data and to evaluate phonetics instruction in the first and second years, in addition to determine the extent to which students are dealing with all aspect of the phonetics module and their ability to apply what they have learned in communication. In addition to that, an interview was conducted with teachers of phonetics in order to collect information about teachers' opinions about teaching phonetics and the lack of content in phonetics programs.

The analysis of data showed very important results. First, the instruction was not fully successful. Students still had pronunciation difficulties. They faced serious problems. Students admitted that they require more sessions for practice. Data analysis also showed that some important aspects of phonetics were not well covered in the courses. They are aspects of connected speech like assimilation, elision and linking. Moreover, teachers confirmed students require more sessions for practice because some important aspects of phonetics and phonology are not well covered in the instruction due to time restriction. In addition, the results obtained demonstrated that phonetics should be taught in laboratories instead of simple classrooms.

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## Appendix 1

### Student Questionnaire

Dear students,

This questionnaire is part of a piece of research work entitled “Evaluation of Phonetics Instruction for EFL Learners”. That aims at evaluating phonetics instruction in the department of English at Mohammed Seddik Ben Yahia University, Jijel. Your collaboration through this questionnaire will be of great value. You are kindly invited to answer the given questions bellow and to tick in the right box. Thank you so much in advance for your precious time, help and collaboration.

#### **Section One: Learning English Pronunciation**

1. As an EFL student, is it necessary for you to have good English pronunciation?

a/ Yes

b/ No

2. Do you think that learning pronunciation for EFL students is?

a/ Not important

b/ Less important

c/ Important

d/ Not important

3. Is learning English pronunciation?

a/ Very easy

b/ quite easy

c/ very difficult

d/ quite difficult

**4. How would you evaluate your pronunciation?**

a/ not really good

b/ Average

c/ Good

d/ Very good

**5. Where do you think phonetics should be learnt?**

a/ In the classroom

b/ Outside by yourself

If there is another place, please mention it.....

**6. In your opinion, could you manage right English pronunciation without taking phonetic courses?**

a/ Yes

b/ No

**7. How important are phonetics courses to learn English pronunciation?**

a/ Definitely not important

b/ Not really important

c/ Important

d/ Very important

**Section Two: Phonetics Instruction**

**8.** What was your attitude towards the course of phonetics?

- a/ Boring
- b/ Normal
- c/ Interesting
- d/ Very interesting

**9.** As a foreign phonetic learner, do you think that you studied phonetics and phonology to?

- a/ Understand English speech
- b/ Speak correctly and without errors
- c/ Both of them

**10.** When you studied a new feature of pronunciation, did you?

- a/ Make use of it when you speak English
- b/ Use it just when you are tested

**11.** In the classroom, when you spoke English were you practicing the rules that you learnt?

- a/ Yes
- b/ No

**12.** Do you still remember the rules of phonetics you studied during the instruction?

a/ Yes

b/ No

**13.** Are you applying them when using English?

a/ Yes

b/ No

**14.** Do you feel yourself satisfied with the way you were taught phonetics?

a/ Yes

b/ No

c/ To some extent

If no, state why?

.....

**15.** Did you cover all aspects of phonetics and phonology that enable you to use English fluently?

a/ Yes

b/ No

**16.** Which aspect of phonetics and phonology among the following was well covered?

(you can select more than one answer)

a/ Segmentals (consonants sounds and vowels)

b/ Supra-segmentals (intonation, stress and rhythm)

c/ Aspects of Connected Speech (assimilation, elision and linking)

**17.** Which aspect of phonetics and phonology among the following was not well

covered? (you can select more than one answer)

a/ Segmentals

b/ Supra-segmentals

c/ Aspect of Connected Speech

**18.** Do you think that phonetics courses helped you to improve your pronunciation?

a/ Yes

b/ No

c/ To some extent

If yes, state how?.....

.....

**19.** Was the number of sessions for phonetics course sufficient?

a/ Yes

b/ No

**20.** Did you get enough practice?

a/ Yes

b/ No

**21.** Are you still facing problems of English pronunciation?

a/ Yes

b/ No

**22.** If yes, is it due to:

a/

b/

c/

Others:.....  
.....  
.....

**23.** Again if yes, are the problems related to?

a/ Segmentals (consonants and vowels)

b/ Supra-segmentals (intonation, stress and rhythm)

c/ Aspects of connected Speech (assimilation, elision and linking)

24. How do you find listening to English native speakers?

Easy

Quite easy

Very difficult

Quite Difficult

25. Are you able to identify features of connected speech when listening to English native speakers?

Yes

No

26. What kind of media did phonetic teachers use to support the course?

a/ Audio tapes

b/ Video tapes

c/ Classroom speech

**Section three: Further Suggestions**

If you have any further remark or suggestion about any part in the questionnaire, it is most welcome.

.....

.....

.....

## Appendix 2

### Teacher Interview

**Dear teachers,**

This interview is part of a piece of research work entitled “Evaluation of Phonetics Instruction for EFL Learners”. That aims at evaluating phonetics instruction in the department of English at Mohammed Seddik Ben Yahia University, Jijel. Your collaboration through this interview will be of great value. You are kindly invited to answer the given questions bellow. Thank you so much in advance for your precious time, help and collaboration.

1. Is it necessary for EFL students to study Phonetics and Phonology as a course to master English pronunciation?

.....  
.....

2. To what extent does teaching phonetics contribute in developing students’ pronunciation?

.....  
.....

3. Do phonetic courses cover everything in phonetics and phonology?

.....  
.....

4. Is it possible to teach all aspects of phonetics and phonology?

.....  
.....



5. Which aspect(s) of the English language phonetics and phonology is/ are the most important to be taught?

.....  
.....

6. In your opinion, which of the following aspect(s) is/ are well covered by undergraduate students?

- a/ Segmental Aspect
- b/ Supra-segmental Aspect
- c/ Aspect of Connected Speech

7. In your opinion, which of the following aspect(s) is/ are not well covered undergraduate students?

- a/ Segmental Aspect
- b/ Supra-segmental Aspect
- c/ Aspect of Connected Speech

8. In your opinion, which of the following aspect(s) is/are the most difficult to be learnt?

- a/ Segmental Features
- b/ Supra-segmental Features
- c/ Aspect of Connected Speech

**9.** Is the time provided for this course sufficient for an effective learning of English pronunciation?

a/ Yes

b/ No

**10.** Are students practicing enough in this course?

a/ Yes

b/ No

**11.** Do you suggest any changes in the curriculum concerning the courses of Phonetics and Phonology?

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**12.** Do you have any further suggestions for teaching phonetics?

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## المخلص

تهدف الدراسة الحالية إلى تقييم مدى نجاعة التوجيهات التعليمية المقدمة في مقياس الصوتيات لدى طلاب اللغة الإنجليزية - كلغة أجنبية- ، كما تسعى إلى معرفة مدى نجاح الدورات الصوتية التي يتلقاها الطلبة ، إضافة لمدى تغطيتها للمحتوي الذي يتطلبه هذا المقياس ، إلى جانب الكشف عن نقاط الضعف والنقاط الضرورية الواجب الإحاطة بها. وقد تأسست هذه الدراسة استنادا لفرضية أن الجلسات التعليمية والحجم الساعي المخصص للجانب التطبيقي غير كافيان لتطوير قدرات طلاب السنة الأولى و الثانية المتعلقة بالنطق خلال الدروس التعليمية . ولتحقيق هذه الغايات البحثية، قام الباحثان باستخدام أداتين بحثيتين، وقد تمثلت الأداة الرئيسية في استبيان موجه لعينة بحثية عشوائية قصدية تتكون من 64 طالبًا في السنة الثالثة، بينما كانت المقابلة كأداة مساعدة من خلال عينة بحثية متكونة من خمسة أساتذة لمقياس الصوتيات في قسم اللغة الإنجليزية. بعد القيام بالتحليل الكمي والنوعي للبيانات أظهرت أن الطلاب لا يزالون يواجهون صعوبات في النطق، وذلك يرجع لنقص الممارسة من جهة، وعدم تغطية الجوانب المهمة في مقياس الصوتيات عبر الدروس المقدمة من جهة ثانية، وتتعلق هذه الجوانب بالكلام المتصل مثل التلازم والحذف والربط. ختاماً، من خلال النتائج سابقة الذكر يتضح جلياً أن تعليم الصوتيات يتطلب مزيداً من الجلسات لتغطية المحتوى الخاص بالمقياس بشكل أفضل، إضافة لزيادة الحجم الساعي المخصص للجانب التطبيقي.

## Résumé

La présente étude vise à évaluer l'enseignement de la phonétique pour les apprenants EFL. Il cherche à déterminer si les cours de phonétique enseignés aux étudiants EFL ont réussi et couvrent tous les contenus importants, ou s'il existe des lacunes ou des aspects nécessaires qui ne sont pas bien couverts. Cette étude est basée sur l'hypothèse qui indique les séances de phonétique de première et deuxième année de l'EFL n'étaient pas suffisantes et les étudiants n'ont peut-être pas eu assez de pratique pour développer leur prononciation pendant les leçons. Afin d'atteindre l'objectif susmentionné, deux outils de recherche ont été utilisés dans cette étude. Le premier était un questionnaire administré à un échantillonnage téléologique aléatoire composé de 64 étudiants de troisième année EFL et le second était un entretien remis à 5 professeurs de phonétique du département d'anglais de l'Université Mohammed Seddik Ben Yahia de Jijel. Les questionnaires et les entretiens visaient à recueillir des données sur les points de vue des élèves et des enseignants sur l'enseignement de la phonétique. Après l'analyse quantitative et qualitative des données collectées, les résultats ont montré que les étudiants ont encore des difficultés à prononcer. Cela est dû à un manque de pratique d'une part. D'autre part, il y a certains aspects importants de la phonétique qui n'ont pas été bien couverts dans les cours, à savoir les aspects de la parole connectée comme l'assimilation, l'élision et la liaison. Ainsi, les résultats démontrent que l'enseignement de la phonétique nécessite plus de séances pour une meilleure couverture du contenu et plus de pratique.