

University Mohamed Seddik Ben Yahia/ Jijel
Faculty of Letters and Languages
Department of English Language and Literature



**Enhancing Learners' Pronunciation of Vowel Sounds
Through Speaking Activities: The Case of First Year Students
at Mohammed Seddik Ben Yahia University, Jijel**

Dissertation Submitted in Partial Fulfilment of the Requirements for Master Degree in
Language Sciences Studies

Submitted by:

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Mr. Slimane BOUKHENTACHE	Examiner	University of Jijel

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Dedication

“Luck is great, but most of life is hard work.”

Iain Duncan Smith

We owe million thanks and a tremendous gratitude to many people who made this Master dissertation possible. We would like to thank our families and friends for giving us unconditional support and encouragement during the course of this research. They are the special people in our lives, to whom we are eternally grateful beyond measure.

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We would like to thank the examination board for kindly accepting to examine our research.

Finally, we owe a huge debt of gratitude to all those who helped us one way or another, be they teachers or friends.

Abstract

Within EFL in Algeria, the study of phonetics is an integral part of university syllabi. The majority of students come to learn about pronunciation theoretically. Students, it seems, do not really practise their pronunciation more often maybe because the time allotted to the phonetics class is limited. Besides, Speaking classes tend to focus much more on enhancing the students' speaking skills and less on improving their pronunciation. The present research assumes that in order for the students to improve their pronunciation, they need to practice in Speaking classes the theoretical knowledge acquired in Phonetics classes. In other words, the Phonetics class does not provide enough space for authentic pronunciation practice, a situation made worse by the quasi-absence of direct pronunciation practice in speaking classes. To overcome this problem, an experimental research was conducted on an experimental group and a control group of first year EFL learners at the University of Mohammed Seddik Ben Yahia, Jijel. Each group consisted of 20 participants, and were both taught the same lessons on the pronunciation of RP vowel sounds. The lessons designed for the control group were purely theoretical, modelled on a classical teacher-centred approach. The experimental group, by contrast, were taught the same vowel sounds, rather implicitly, through speaking activities. Our experimental study went through three phases: an oral pre-test, the treatment period, and an oral post-test. The results of the pre- and post-tests were compared after calculating the means and the *t* test of both groups using SPSS Statistics software. The results obtained from the data analysis confirm the hypothesis stated at the beginning of the study i.e. this study proves that speaking activities are a good tool for learning good pronunciation. Hence, we come to reject the null hypothesis (H0) and confirm the alternative hypothesis (H1): Speaking activities enhance the learners' pronunciation of vowel sounds.

Table of Content

General introduction	1
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Chapter One: Initiation and Background Information

1.1. Section One: Initiation into the Study	2
1.1.1. Background of the Problem	2
1.1.2. Statement of the Problem	5
1.1.3. Research Questions and Hypothesis.....	6
1.1.4. Significance of the Research	7
1.1.5. Purpose of the Study	7
1.1.6. Design of the Study	8
1.1.7. Type of the study;;	8
1.2. Section Two: Generalities About English Pronunciation	10
1.2.1. Phonetics.....	10
1.2.2. Branches of Phonetics.....	11
1.2.3. Phonetic Transcription.....	11
1.2.4. The IPA System.....	12
1.2.4.1. The IPA Chart.....	13
1.2.5. The English Language Sound System.....	14
1.2.5.1. The Production of Sounds.....	14
1.2.5.1.1. Speech Organs	15
1.2.5.1.2. Classification of speech sounds	15
1.2.6. English Consonants and Vowels.....	16
1.2.6.1. Consonants.....	16
1.2.6.1.1. The Production of Consonants.....	16
1.2.6.2. Vowel Sounds.....	18
1.2.6.2.1. The Production of Vowel Sounds.....	19
1.2.6.2.1.1. The English Vowel Diagram.....	20
1.2.6.2.2. Single Vowel Sounds.....	21
1.2.6.2.2.1. Short Vowels	22
1.2.6.2.2.2. Long vowels	22
1.2.6.2.2.3. Diphthongs	23

1.2.6.2.2.4. Triphthongs	25
1.2.7. Variation in English Pronunciation	26
Conclusion.....	29

Chapter Two: Pronunciation and Speaking in ELT

Introduction.....	30
2.1. Section One: Background of the Teaching of Pronunciation.....	30
2.1.1. Teaching English Pronunciation	30
2.1.1.1.The History of Teaching Pronunciation	30
2.1.1.1.1. The Direct Method	33
2.1.1.1.2. The Reform Movement	34
2.1.1.1.3. Audiolinguasm	34
2.1.1.1.4. Communicative Language Teaching (CLT)	35
2.1.1.2. The Role of the Teacher in Pronunciation Teaching.....	36
2.1.2. Pronunciation and the Four Skills	37
2.1.2.1.Pronunciation and Listening	38
2.1.2.2.Pronunciation and Speaking	39
2.1.2.3.Pronunciation and Reading	39
2.1.2.4.Pronunciation and Writing	40
2.1.3. The Teaching of English in Algeria	41
2.1.3.1.CBA in Algeria	42
2.1.3.2.Problems Facing Teaching English Pronunciation in Algeria.....	43
2.1.4. Assessing Pronunciation.....	44
2.2.Section Two: Pronunciation Learning and Speaking.....	45
2.2.1. Learning Pronunciation	45
2.2.1.1.The Importance of Learning Pronunciation	45
2.2.1.2.Factors Affecting Pronunciation Learning	46
2.2.1.2.1. Biological Factors	47
2.2.1.2.2. Personality Factors	48
2.2.1.2.3. Amount of Exposure.....	49
2.2.1.3.Strategies for learning Pronunciation.....	49
2.2.1.3.1. Conversation	50
2.2.1.3.2. Drilling	50

2.2.1.3.3. Expert Guidance	50
2.2.1.3.4. Critical Listening	51
2.2.1.4.The Role of the Learner in Learning Pronunciation	51
2.2.2. Speaking	52
2.2.2.1.Speaking Sub-skills	52
2.2.2.2.Classroom Speaking Performance	53
2.2.2.2.1. Types of Speaking Activities	54
2.2.2.2.1.1. Group Work.....	54
2.2.2.2.1.2. Role Play.....	54
2.2.2.2.1.3. Problem Solving.....	55
2.2.2.2.1.4. Discussion.....	55
2.2.2.2.2. The Role of the Teacher in Speaking Activities.....	56
2.2.2.2.3. The Role of the Learner in Speaking Activities.....	57
Conclusion	58

Chapter Three: Research Study

Introduction	59
3.1. Section One: Description of the Research Methodology	59
3.1.1. Rationale for Methodology.....	59
3.1.2. Setting.....	60
3.1.3. Population and Sample.....	60
3.1.4. Aim of the Experiment.....	61
3.1.5. Data Analysis Procedure.....	62
3.1.5.1.Analysis Software: SPSS.....	62
3.1.5.2. Mean.....	62
3.1.5.3. <i>t</i> test.....	63
3.1.6. Experimental Research Procedure.....	63
3.1.6.1.Pre-test Description.....	63
3.1.6.2.Treatment Period.....	64
3.1.6.3. Post-test Description.....	77
3.2.Section Two: Data Analysis and Interpretation.....	78
3.2.1. General Results.....	78

3.2.2. Calculating and Comparing the Means.....	81
3.2.2.1.The Means of the Control Group.....	81
3.2.2.1.1. Comparing the Means of the Control Group.....	84
3.2.2.2. The Means of the Experimental Group.....	85
3.2.2.2.1. Comparing the Means of the Experimental Group.....	87
3.2.3. Comparing the differences between the Means.....	88
3.2.4. The <i>t</i> test.....	89
3.2.4.1. <i>t</i> -test for the Control Group.....	89
3.2.4.2. <i>t</i> test for the Experimental Group.....	90
3.2.5. Interpretation of the Results.....	91
3.2.6. Limitation of the Study.....	92
Conclusion.....	93
Recommendations.....	94
General Conclusion.....	95
References	98
Appendices	105

List of Abbreviations and Acronyms

CBA	Competency Based Approach
CBLT	Competency Based Language Teaching
CLT	Communicative Language Teaching
ELT	English Language Teaching
ICT's	Internet Communication Technologies
IPA	International Phonetic Alphabet
ESL	English as a Second Language
EFL	English as a Foreign Language
FLL	Foreign Language Learning
Wr Pr	Wrong Pronunciation
Cr Pr	Correct Pronunciation
α	Alpha
sig.	Significance
SPSS	Statistical Package for Social Sciences
H0	Hypothesis 0
H1	Hypothesis 1

List of Tables

N°	Title	Page
1	Classification of Consonant Sounds According to their Place of Articulation	16
2	Classification of Consonant Sounds According to Their Manner of Articulation	17
3	Percentage of Correct and Wrong Pronunciation of Vowel Sounds in the Pre-test	77
4	Percentage of Correct and Wrong Pronunciation of Vowel Pounds in the Post-test	78
5	Pre-test Results of the Control Group	83
6	The Mean of the Control Group in the Pre-test	83
7	Post-test Results of the Control Group	83
8	The mean of the control group in the post-test	84
9	The Means of the control group	84
10	Pre-test Results of the Experimental Group	85
11	The Mean of the Experimental Group in the Pre-test	85
12	Post-test Results of the Experimental Group	86
13	The Mean of the Experimental Group in the Post-test	86
14	The Means of the Experimental Group	87
15	The Differences Between the Means	87
16	Control Group t test Results	88
17	Experimental Group t test Results	89

List of Figures

N°	Title	Page
1	<i>A Diagram Representing Speech Chain</i>	11
2	<i>A Chart Representing Consonants and Vowels in the IPA System</i>	13
3	<i>Speech Organs</i>	15
4	<i>The English Vowels Diagram</i>	21
5	<i>Groups of Diphthongs</i>	23
6	<i>The English Diphthongs Diagrams</i>	25
7	<i>RP Vowels</i>	28
8	<i>GA Vowels</i>	28
9	<i>Pre/Post Test Results of Each Sound in the Control Group</i>	80
10	<i>Pre/Post Test Results of Each Sound in the Experimental Group</i>	80

General Introduction

The importance of English as a global language is increasing day by day as the number of its speakers is equally increasing. As this happens, EFL learners realise the need to sound intelligible when they speak English. In the past, linguists, teachers, and scholars favoured teaching grammar and vocabulary over teaching speaking in general and pronunciation in particular. The latter was given many labels including the “Cinderella” area of foreign language teaching by Kelly (1969, as cited in Celce Murcia, Brinton & Goodwin, 1996, p.2).

It was about time that practitioners in the field recognized the significant role of pronunciation in a language, particularly English. Nonetheless, pronunciation was not treated as it should be for a long time, and not surprisingly, it is still overlooked in many EFL/ESL classes. Many methods and strategies tried to be equitable in this matter, yet the results seem to show no apparent change in the status of pronunciation in ELT.

Moreover, the teaching of pronunciation in many academic institutions is about Phonetics in which learners are introduced to the sounds of language with so many details, yet little practice in sound drills and minimal pairs is needed as much as they are for authentic practice of pronunciation by applying phonetic rules and regularities in real contexts similar to everyday life situations.

In the Algerian context, English pronunciation teaching is conducted in much the same way. For these reasons the current study has been conducted as an attempt to show how speaking activities may have a positive effect on the learners’ pronunciation in EFL classrooms.

Chapter One: Initiation and Background Information

Section One: Initiation into the Study

This section will include some general information about the study to initiate the research work.

1.1.1. Background of the problem

English is by far the first language in the world, and it has come to be known as a lingua-franca since two people with two different native languages would simply choose English to introduce themselves, communicate or share ideas. In that case, failing to pronounce the little common yet important words is going to impede the process of communication which leads to a communication breakdown. Additionally, failing to master the pronunciation of some sounds may lead to serious miscommunication.

Pronunciation is a very important aspect of language to which both teachers and learners must direct their attention through the teaching-learning process. Brown (1991) said that pronunciation has sometimes been referred to as the “the poor relation of the English Language Teaching (ELT) world”. In the same year, Morley pointed out the teaching of English pronunciation in the ESL/EFL classroom. Nevertheless, compared to other language aspects, this important area is still disregarded at many universities and colleges around the world. In this regard, Gilbert (2013) stated that “Pronunciation continues to be the EFL/ESL orphan”. She added that the reason why pronunciation is quite boring to everyone is because they are on a path to nowhere. She also assumed that teachers who find teaching pronunciation boring know nothing about it but minimal pair sound drills.

Many scholars had investigated the issue of pronunciation in ELT with closely similar findings. In 1991, Bradford and Kenworthy tackled the subject of pronunciation in teacher training. After asking 33 British ESL teachers “How well did your EFL teacher training prepare you for teaching pronunciation?” They found that the majority of responses were negative. The dissatisfaction of those teachers was mainly due to emphasis on theory instead of practical application of pronunciation teaching (p 14). In the same area, and after 8 years, Walker (1999) conducted a survey in Spain on 350 English teachers with nearly the same results as he reported that 75% of the survey respondents denied having received any special training in the teaching of pronunciation, despite the fact that 65% of them were eager for their students to pronounce English well.

EFL learners around the world face problems in pronunciation even though they supposedly have pronunciation integrated in their English lessons. In a study conducted by Derwing and Rossiter in 2002, they interviewed 100 adult ESL students in Canada and found that about 50 students see pronunciation as a contributing factor to their communication problems, yet only 8 reported ever having taken a pronunciation course.

Many research works had revealed that students thought they should have more assistance with pronunciation from their EFL teachers. Meanwhile, many teachers considered that they were not given fairly adequate training to teach pronunciation, and that they didn't like teaching it (Gilbert, 2013). Even though many research studies has been conducted on the teaching of pronunciation, very little has dealt with the teaching of phonetic vowel sounds through speaking activities.

Based on the reviewed literature, this research paper will cover these aspects. The Teaching method chosen “teaching pronunciation through speaking activities” is

an authentic practice of what learners had learnt in pronunciation. As concerns teachers, this method may help them teach pronunciation smoothly, and may facilitate providing feedback in the classroom.

1.1.2. Statement of the problem

Good pronunciation is an essential means for successful communication. To build awareness and concern for it, Kenworthy (1987) argued that learners ought to regard pronunciation. Poor and unintelligible speech are the reasons behind frustration and unpleasantness during conversations for both participants (p. 27). In spite of the fact that various studies and investigations have been carried out on pronunciation acquisition and enhancement, foreign language learners still face problems in pronouncing English accurately. Therefore, this research aims at drawing attention to pronunciation as an important aspect of language and an important area in language teaching and learning. It also points out the role of proper pronunciation in speaking English accurately.

The aim of teaching pronunciation in EFL is to enable foreign language learners to communicate intelligibly; moreover, learning the pronunciation of a language goes on two stages; the first stage is receptive¹, while the other one is productive². Although first year university students study phonetics as a separate module, they still face problems in pronunciation, particularly the pronunciation of vowel sounds.

Based on anecdotal observation, the reason why the module of phonetics cannot enhance pronunciation acquisition is the lack of authentic practice. Phonetics sessions teach aspects of pronunciation theoretically, while practice relies on Phonetic transcription, imitation, and drilling words and sounds. The gap of pronunciation practice in Phonetics is said to be covered in speaking classes as two complementary modules. In fact, speaking classes focus on communication and fluency regardless of improving the students' pronunciation. This implies that it is vital that speaking classes

¹In this stage, learners learn to differentiate the significant sounds and patterns by listening to the language.

²In this stage, learners learn to speak, or to produce what they have learnt before.

address the lack of pronunciation practice with which the students are faced in the Phonetics class. In short, the problems of pronunciation teaching in EFL at university level lie in these elements:

- Teaching the pronunciation of vowel sounds through Phonetics without authentic practice seems deficient.
- Authentic practice to teach the pronunciation of vowel sounds in speaking classes without account for phonetics seems defective.

1.1.3. Research Questions and Hypothesis

This study attempts to answer the following question:

- To what extent do speaking activities improve the students' pronunciation of vowel sounds?

It can be then hypothesised that if teachers teach the pronunciation of vowel sounds through speaking activities, the learners' pronunciation will improve. So, the experimental study that will be implemented during the research framework will support one of the following hypotheses and refute the other.

- The Null hypothesis H0: There is no relation between the two variables; speaking activities and the enhancement of learners' pronunciation of vowel sounds.
- The Alternative Hypothesis H1: Speaking activities enhance the learners' pronunciation of vowel sounds.

1.1.4. Significance of the Research

This research will probably sensitise Speaking teachers to the importance of incorporating authentic practice of vowel sounds into their teaching course. This piece of research might show that the teaching of vowel sounds is not limited to the phonetic module. This study might show that the teaching of vowel sounds is effectively fulfilled through contextualised practice rather than through the teaching of discrete phonetic items, articulatory features³, and transcription.

1.1.5. Purpose of the Study

The primary objective of our study is to explore the potential effect of speaking activities on enhancing the pronunciation of vowel sounds among first year students of English at Jijel University.

This study also aims at:

- Showing how the students' pronunciation of vowel sounds might potentially improve after the treatment.

Furthermore, this study calls for making more efforts to improve students' pronunciation through more meaningful practice. Thus, we aim at showing the effect of the independent variable i.e. teaching the pronunciation of vowel sounds through speaking activities, on learners' level of pronunciation i.e. the dependent variable.

³Place of articulation, manner of articulation, and the shape of the lips.

1.1.6. Design of the Study

This research is presented in three chapters; each chapter is divided into two sections. The first and second chapters represent the theoretical framework, and review the literature related to the topic under study, while the third one is devoted for the practical study.

The first section of the first chapter is a general initiation for the whole dissertation. The second section; however, discusses the literature and theories related to pronunciation and phonetics. The second chapter is also divided into two parts. Part one highlights the importance of pronunciation in teaching. Part two sheds light on pronunciation learning and speaking activities. Finally, the third chapter of the dissertation is practical. This latter is divided into two sections as well; the first section demonstrates the methodology followed in gathering data, while the second one analyzes and interprets the data.

Our experiment will be conducted on first year university students. Two random classes will be selected to represent our sample for the study. One will be experimental group, and the other will be the control groups. It is supposed that the overall number of our sample will be sixty (60) participants, thirty (30) in each group.

1.1.7. Type of the Study

The practical part of this dissertation will be an action research. As its name implies, According to Dick and Swepson (2013), action research suits situations where the researcher wants to develop an understanding which informs the change in addition to what is known i.e. it is best followed when the researcher intends to bring about

action in the form of change. This action research will follow experimental design⁴.

Citation

This experimental study will take place at Pole of Tassoust, Jijel University. To collect initial data for this research, participants will have a pre-test. Afterwards, we will teach them a number of experimental sessions applying two different methods of teaching; the control group will be taught the pronunciation of vowel sounds following the steps in the existing method, while the experimental group is supposed to practice the pronunciation of vowel sounds through speaking activities. Then, participants will be post-tested about what they are supposed to be taught during the experimental sessions.

⁴It is a method “introduced as a means of testing hypothesis derived from theory” (Brzezineski, as cited in Bieska, 86).

Section Two: Generalities About English Pronunciation

Introduction

This chapter of two sections is devoted to reviewing the necessary literature related to the topic of the dissertation. It is illustrated on various theories and findings of the most prominent linguists and researchers demonstrating the combination of pronunciation as phonetics and pronunciation as a key element in ELT.

The first section of the chapter is an initiation into the study including details about the procedure of the thesis and some basic information about the topic. The second section; however, sheds light on pronunciation as part of the field of phonetics by summarizing the main findings and basic elements that might clarify the topic. Some important terminology about pronunciation, definitions, and salient elements are outlined.

1.2.1 Phonetics

Phonetics is a branch of linguistics dealing with sounds of speech. The word 'phonetics' comes from the Greek word 'phone', which means sound or voice. More precisely, phonetics deals with speech sounds in terms of their production, perception, description, and representation by written symbols.

Rogers (2000) distinguished acoustics from phonetics in that the former is concerned with the study of sounds in general, while the latter is a branch of linguistics that studies the sounds used in human language. Phonetics is concerned with the production of speech sounds, their transference from the speaker to the hearer, and their perception.

1.2.2. Branches of phonetics

Speech chain refers to the process of producing a sound, how it is transmitted from the speaker, and the way it is perceived by the hearer. Roach (1991) suggested a simple representation for the speech chain in the following diagram.

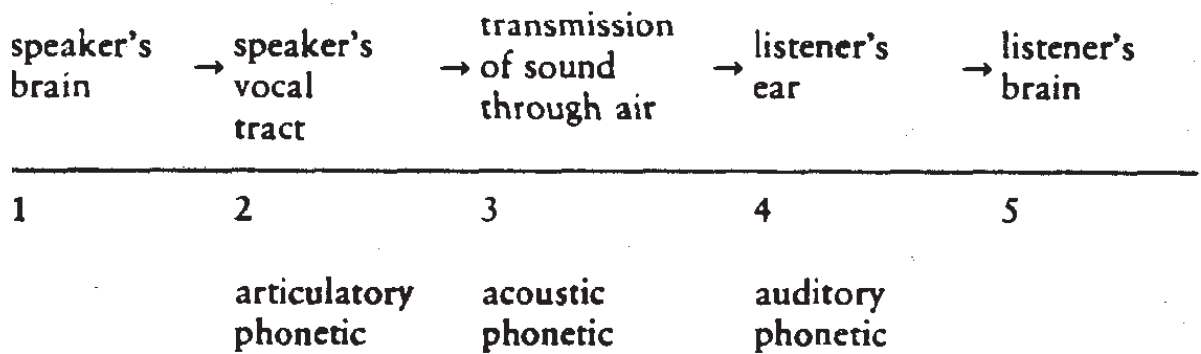


Figure1: A Diagram Representing Speech Chain

Phonetics can be divided into three main branches:

- Articulatory phonetics: it is the branch of phonetics that covers the way speech organs produce the sounds.
- Acoustic phonetics: it studies the transmission of speech sounds through sound waves.
- Auditory phonetics: it is concerned with the perception of speech sounds.

1.2.3. Phonetic Transcription

There is a difference between spelling and phonetic transcription. Phonetic transcription is the representation of sounds in the form of symbols. Because some words are spelt in much the same way, but are pronounced differently, and some other words have totally different spellings, but share the same pronunciation. Phonetic transcription aims at giving the accurate written representation of any sequence of

sounds in order to avoid ambiguity between spelling and pronunciation. In other words, phonetic transcription uses phonetic symbols to write down the way an utterance is pronounced.

1.2.4. The IPA System

The IPA system is one major achievement in the domain of phonetics. It was created to give the corresponding symbol for each distinctive sound of English. Gleason and Ratner (2009) said:

Because sounds and letters match up so poorly, linguists and speech-language scientists refer to spoken words as being composed of speech sounds, phonemes, or segments rather than letters. Instead of the English alphabet, we use a system called the International Phonetic Alphabet (IPA). (p.82)

Additionally, Wikipedia defined the International Phonetic Alphabet—according to the division of the international phonetic association—as a standardized representation of the sounds of spoken language represented in a system of phonetic notation based on the Latin alphabet. Not only linguists and foreign language teachers and students use the IPA, but also speech pathologists and therapists, singers, actors, lexicographers, and translators. (n.d.)

1.2.4.1. The IPA Chart

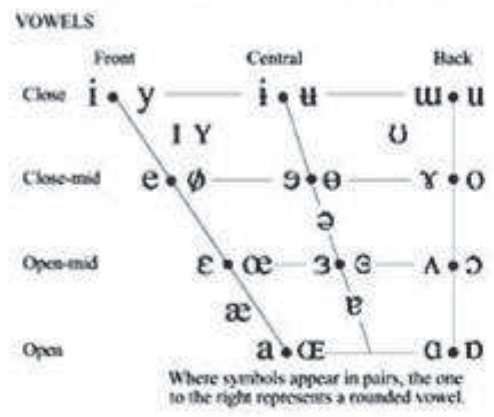
The confusion between the written form and the spoken form of words creates difficulty for learners. In order to facilitate the correct acquisition and production of the English language sounds, the IPA chart represented below was created by Roach.

THE INTERNATIONAL PHONETIC ALPHABET (revised to 1993, updated 1996)

CONSONANTS (PULMONIC)

	Bilabial	Labiodental	Dental	Alveolar	Postalveolar	Retroflex	Palatal	Velar	Uvular	Pharyngeal	Glottal
Plosive	p b			t d		ʈ ɖ	c ɟ	k ɡ	q ɢ		ʔ
Nasal	m	ɱ		n		ɳ	ɲ	ŋ	ɴ		
Trill	ʙ			ʀ					ʀ		
Tap or Flap				ɾ		ɽ					
Fricative	ɸ β	f v	θ ð	s z	ʃ ʒ	ʂ ʐ	ç ʝ	x ɣ	χ ʁ	ħ ʕ	h ɦ
Lateral fricative				ɬ ɮ							
Approximant		ʋ		ɹ		ɻ	j	ɰ			
Lateral approximant				l		ɭ	ʎ	ʟ			

Where symbols appear in pairs, the one to the right represents a voiced consonant. Shaded areas denote articulations judged impossible.



Source: Colombotech.pbworks.com

Figure2: A Chart Representing Consonants and Vowels in the IPA System

1.2.5. The English Language Sound System

There is a difference between the written form and the spoken form of a language. The English alphabet contains 26 letters with 44 distinct sounds, a discrepancy that means that one letter can have more than one sound.

1.2.5.1. The Production of Sounds

In order to speak any language, you have to produce the sounds corresponding to it. The production of all the sounds we make, as stated by Roach (1991), occurs due to the contraction of muscles; the chest muscles used for breathing produce the essential air flow for the production of the majority of speech sounds.

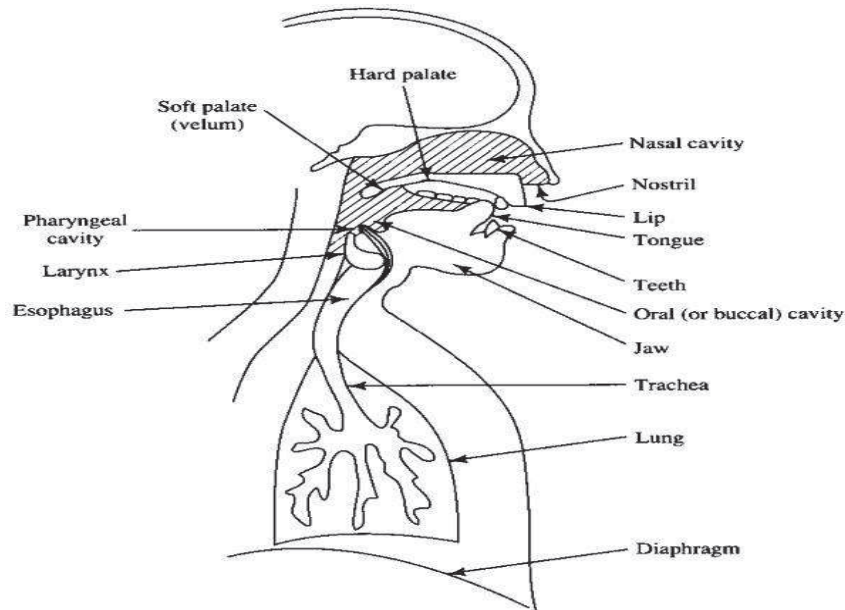
The production of sounds is a complex operation involving the participation of many organs known as the organs of speech. Gleason and Ratner (2009) summarised this process as follows:

Speech sounds are created as air passes through the vocal tract (larynx, pharynx, mouth, and nose). The shape of the vocal tract is varied by moving the lips, tongue, and lower jaw. The sound waves that we hear are set in motion either by the friction of airstream turbulence or by vocal fold vibration.

(p.60)

1.2.5.1.1. Speech Organs

The production of speech sounds takes place through steps where each of the organs of speech has a particular role to play.



Source: hepydianaa.blogspot.com

Figure 3: Speech Organs (Kamis, 2013)

More specifically, the following organs of speech, or some of them, are activated during the production of sounds: lungs, trachea, larynx, vocal folds, epiglottis, pharynx, uvula, velum, hard palate, nasal cavity, tongue, oral cavity, alveolar ridge, nostril, teeth, and lips.

1.2.5.1.2. Classification of Speech Sounds

There exist many classifications of speech sounds. To start with, Rogers (2000) introduced two basic categories of sounds namely segments, which contain both vowels and consonants, and supra-segmentals, which include stress, pitch, intonation, and

length. Moreover, it is argued that vowels and consonants are the most distinguished speech sounds that the organs of speech can produce, and the difference between their pronunciations has to do with the opening of the vocal tracts as the air moves out from the lungs to the mouth. On the other hand, speech sounds are as well classified according to their voicing. Gleason and Ratner (2009) stated, “If the source of a speech sound is partly or entirely vocal fold vibration it is called a voiced sound. Voiced sounds can be hummed or sung, at least for a fraction of second, but unvoiced sounds cannot since vocal fold vibration is what produces a singing tone.” (p.60)

1.2.6. English Consonants and Vowels

Consonants and vowels are the segmental features of English.

1.2.6.1. Consonants

A consonant is a speech sound produced by blocking, or releasing the air stream. There exist 24 consonant sounds in English: /p/, /b/, /t/, /d/, /k/, /g/, /f/, /v/, /θ/, /ð/, /s/, /z/, /ʃ/, /ʒ/, /h/, /tʃ/, /dʒ/, /m/, /n/, /ŋ/, /l/, /r/, /w/, and /j/.

1.2.6.1.1. The Production of Consonants

The production of English consonant sounds differs in terms of place of articulation, manner of articulation, and voicing.

• **Place of Articulation:** The place of articulation refers to the description of where the obstruction occurs in the vocal tract. Underhill (2005) defined it as the place in which the physical restriction of the air flow takes place.

Here is a table representing a summary of the consonant sounds produced according to their place of articulation by Rogers (2000):

Table 1

Classification of Consonant Sounds According to Their Place of Articulation

Names of consonant sounds	Consonant sounds	Examples
Bilabial sounds	/p b m/	<i>pea, bee, and me</i>
Labiodentals sounds	/f v/	<i>feel, and veal</i>
Dental sounds	/θ ð/	They both occur in words containing the letters <i>th</i> , like in <i>thin</i> , and <i>then</i>
Alveolar sounds	/t d s z n l/	<i>top, done, see, zap, any, and loaf</i>
Postalveolar sounds	/ʃ/, /ʒ /, /tʃ/, /dʒ /	<i>shelf, treasure, chin, jam.</i>
Retroflex sounds	/r/	<i>run</i>
Palatal sounds	/j/	<i>yel</i>
Glottal sound	/ʔ/	<i>uh-oh</i>
Labial-velar sounds	/w/	<i>wet</i>

Source: Created by the students

- **Manner of Articulation:** Manner of articulation refers to the nature of the physical restriction of the air flow. According to Underhill (2005), manner of articulation is “How the characteristics of the components of sounds are initiated” (p.30).

Here is a division of consonants in accordance to their manner of articulation.

Table 2***Classification of Consonant Sounds According to Their Manner of Articulation***

Names of consonant sounds	Consonant sounds
Stops	/p, t, k, b, d, g/
Fricatives	/f, v, ʃ, ʒ, θ, ð, s, z/
Approximants	/l, r, w, j/
Affricates	/tʃ, dʒ /
Nasals	/m, n, ŋ/

Source: Created by the students

In addition to the aforementioned division of consonants, other terms like sonorants, obstruent, sibilants, and liquids exist as well.

- **Voicing:** A consonant sound is voiced when the vocal cords vibrate, and it is unvoiced when there is no vibration. According to Roach (1991), “If the vocal folds vibrate we will hear the sound that we call voicing or phonation.” (p.30)

1.2.6.2. Vowel Sounds

A vowel sound is one of the speech sounds produced when the breath channel of the mouth is not very closed, yet sufficiently open so that it is possible for the sound to be heard. It is highly important to understand the difference between a vowel letter and a vowel sound. A vowel letter, on the one hand, can represent different vowel sounds, and the same vowel sound is often represented by many vowel letters on the other hand.

1.2.6.2.1. The Production of Vowel Sounds

The sounds we produce when we speak are all related to one area and caused by much the same actions in many different ways.

According to O'connor (1980), vowels can be produced by voiced airstream through the mouth with diverse shapes. These shapes are the results of various tongue and lip positions. He pointed out the easiness of seeing and feeling the lip differences as well as the difficulty of seeing and feeling the differences of the tongue, which makes the detailed description of the tongue position of a vowel sound insufficient for one to pronounce it correctly. However, what really matters is the distinction between the vowels rather than the way one pronounces each single vowel alone. Roach (1991) attached primary importance to the shape and position of the tongue. In other words, he deemed it important to describe the vertical distance between the palate and the upper part of the tongue, and to identify which the part of the tongue is raised highest, between front and back.

Based on Rogers (2000) the three major articulatory qualities of vowel sounds are the following:

- **Height:** Height mainly refers to the position of the tongue in the mouth when pronouncing a particular vowel. The opening of the mouth and the way the jaw moves play a role in recognising the vowel height as well. It should be pointed out, however, that the tongue and jaw movements are fairly independent of each other. For instance, the words *peat*, *pit*, *pet*, and *pat* help better explain vowel height, as the highest point of the tongue goes from really high in *peat* to lower in *pat*, a change that implies that an English vowel is to be high, mid, or low. Close and open can also be used interchangeably with high and low respectively.

- **Backness:** The quality of backness also refers to the position of the tongue, i.e. which part of the tongue is raised highest. It is usually the front, the centre, or the back of the tongue which is raised higher depending on the vowel. The English vowels then are described as back, central, and front vowels.
- **Rounding:** The third dimension for vowel sounds is rounding. It is more about the shape of the lips during the pronunciation of the vowel. The words *key* and *coo* contain the vowels /i:/ and /u:/ respectively. When pronouncing each word alone, one can notice the rounding of the lips in /u:/, but not in /i:/. Therefore, we speak of English vowels as being rounded or unrounded (either spread or neutral). Height and rounding are somewhat related since in all languages, not only in English, the higher the vowel is, the more rounded the lips are, even though languages differ in the degree of rounding.

1.2.6.2.1.1. The English Vowel Diagram

Forel and Puskas see that using the vowel diagrams is the best way to note the tongue position for each vowel, even if no specific information about the length and the rounding of the vowels is given in these diagrams (2005). The following is the complete diagram of the English vowels:

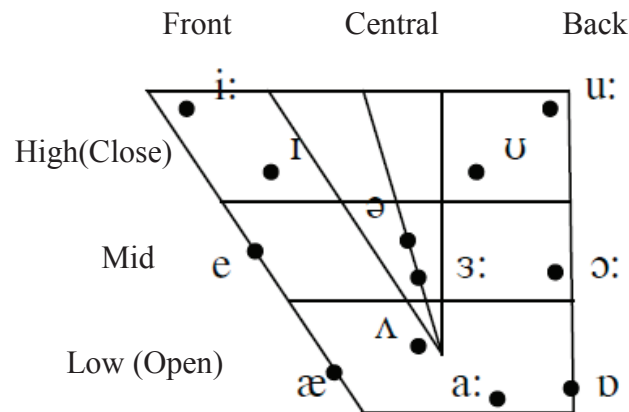


Figure 4: The English Vowels Diagram

According to Jones (2006), the black dot representing the vowel sounds in the diagram does not necessarily represent the specific spot but rather the centre of an area, which the pronunciation of the vowel approximates. This also applies to the case of diphthongs —discussed later herein— as the black dot in that case represents the starting point before the glide.

All vowel sounds are voiced. They can be single, combined of two single vowel sounds (diphthongs), or a long set of 3 single vowels (Triphthongs) (Kelly, 2000). The English vowel sounds make a total of twenty-five; twelve single vowels, eight diphthongs, and five triphthongs.

1.2.6.2.2. Single Vowel sounds

This class of vowels is often referred to as monophthongs or simple nuclei, because they are represented using only one vowel symbol (Rogers, 2000). They can be divided into two parts: short and long vowels.

1.1.6.2.2.1. Short Vowels

There exist seven short vowel sounds as follows: /ɪ ʊ e ə æ ʌ ɒ/.

/ɪ/ high front unrounded monophthong, as in 'sit', 'minute', and 'women'.

/ʊ/ high back rounded monophthong, as in 'look', 'pull', and 'woman'.

/e/ mid front unrounded monophthong, as in 'egg', 'many', and 'bed'.

/ə/ mid central unrounded monophthong, as in 'sofa', 'confess', and 'about'.

/æ/ low front unrounded monophthong, as in 'cat', 'attract', and 'happen'.

/ʌ/ low central unrounded monophthong, as in 'uncle', 'blood', and 'done'.

/ɒ/ low back rounded monophthong, as in 'doll', 'because', and 'wash'.

Roach (1991) stated that the length of vowels may vary from one context to another. Hence, in RP short vowels are not consistently short.

1.2.6.2.2.2. Long Vowels

We can distinguish five long vowel sounds in English. To mark the vowels as long, i.e. tend to be longer than short vowels in similar contexts, the symbols are made of a simple vowel sound plus the colon, so we have: / i: u: ɜ: ɔ: ɑ:/. (Roach, 1991).

/i:/ high front unrounded monophthong, as in 'see', 'dean', and 'people'.

/u:/ high back rounded monophthong, as in 'pool', 'two', and 'glue'.

/ɜ:/ mid central unrounded monophthong, as in 'first', 'her', and 'pearl'.

/ɔ:/ mid back rounded monophthong, as in 'four', 'dawn', and 'pall'.

/ɑ:/ low back unrounded monophthong, as in 'ask', 'calm', and 'car'.

1.2.6.2.2.3. Diphthongs

Diphthongs are commonly defined by the way they are pronounced by speakers in the sense that the speaker makes a movement from the first vowel sound to the second one involving the change in the place and manner of articulation, and the shape of the lips in order to produce a diphthong. Kelly (2000) clarified this by saying that a diphthong is “a combination, involving a movement from one vowel to another” (p.2). Forel and Puskas (2005) described diphthongs as vowels that start in a place and end in a different zone during their pronunciation. Additionally, they considered them as character changers. For Rogers (2000) however, a diphthong is simply a progression of a simple vowel plus a glide.

O’connor (1980) claimed that the whole glide from one vowel sound to another when making a diphthong is similar to a single long vowel sound. Roach (1991) in turn, likened diphthongs to long vowels regarding their length. He emphasised the importance of noticing that the first part in a diphthong is always the longest, then as the slide occurs the next sound becomes shorter and lighter.

Forel and Puskas (2005) added that the British English sound system has eight diphthongs, and the best way to remember them is through the three groups as in the following chart:

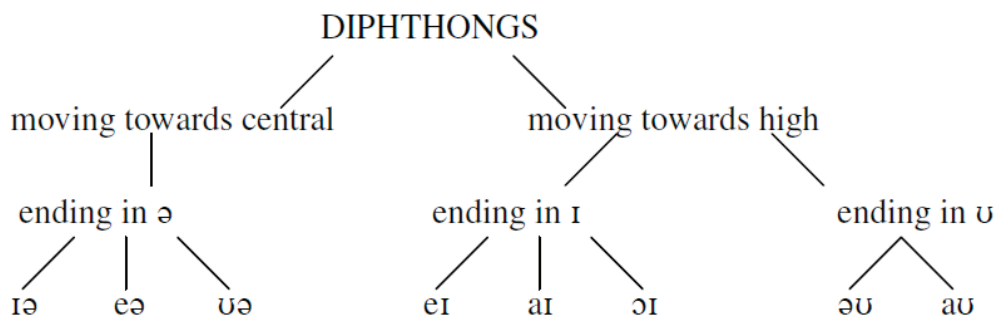


Figure 5: Groups of Diphthongs (p.18)

The groups were analysed by Kelly (2000) as follows:

- **The centring diphthongs**

They end with a glide towards the sound /ə/ which is a centring vowel.

/ɪə/ the glide is from the position of /ɪ/ to the position of /ə/ which necessitates moving down and back. Regarding the lips, they are neutral with a slight movement from spread to open, as in ‘idea’, ‘piece’, and ‘here’.

/ʊə/ the glide is from /ʊ/ to /ə/ so the shape of the lips changes from being loosely rounded to neutrally spread, as in ‘tour’, ‘moor’, and ‘obscure’. This diphthong is somewhat rare and most speakers replace it with /ɔ:/.

/eə/ the glide requires moving from /e/ back to /ə/ while the lips are neutrally open, as in ‘wear’, ‘chair’, and ‘there’.

- **The closing diphthongs:**

They end with a glide towards /ɪ/ or /ʊ/ which are both closing vowels. The glide is then towards a higher position in the mouth.

- Ending in /ɪ/:

/eɪ/ the glide starts from /e/, moving up and slenderly back towards /ɪ/. The lips are spread in the process, as in ‘cake’, ‘pain’, and ‘weigh’.

/ɔɪ/ the glide goes up and forward from the position of /ɔ:/ to the position of /ɪ/. The lips change from being openly rounded to neutral, as in ‘toy’, ‘voice, and ‘enjoy’.

/aɪ/ the glide begins with /a/, moving up and slightly forward to /ɪ/ with the lips changing from neutral, to loosely spread, as in ‘high’, ‘tie’, and ‘eye’.

➤ Ending in /ʊ/:

/əʊ/ the glide moves from the position of /ə/ up and back towards /ʊ/. The lips are neutral then change to loosely rounded, as in ‘go’, ‘snow’, and ‘although’.

/aʊ/ the glide starts in an open position similar to /a:/, and ends in /ʊ/. The lips go from neutral to loosely rounded, as in ‘house’, ‘down’, and ‘loud’.

The eight diphthongs were summarised by Forel and Puskas (2005) in the following diagram.

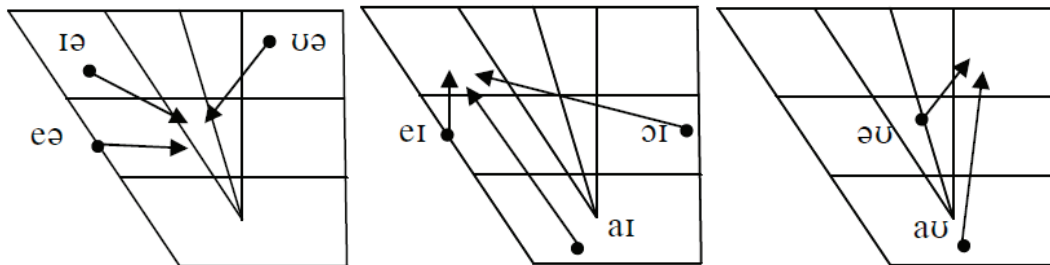


Figure 6: *The English Diphthongs Diagrams (p.18)*

1.2.6.2.2.4. Triphthongs

Based on Jones (2003), a triphthong can be defined as a vowel glide with three distinguishable vowel qualities. Roach (1991) considered the triphthongs as the most complex vowel sounds in the English sound system, as they are the most likely to be difficult to pronounce and even to recognise. He stated that a diphthong is a glide from one vowel sound to a second and then to a last one produced rapidly with no interruptions, and added that triphthongs are made when the closing diphthongs are followed by /ə/.

O’connor (1980) counted them as “vowel sequences”, and claimed that they are not as important as “consonant sequences”⁵. He divided them according to their occurrence frequency in speech, making two types of them; the most common, and the less common sequences.

The most common ones are made by adding the /ə/ sound to the two diphthongs /aɪ/ and /aʊ/ making /aɪə/ and /aʊə/, as the vowels /ɪ/ and /ʊ/ sound weak in the sequences.

/aɪ/ + /ə/ = /aɪə/, as in “fire”, “iron”, and “trial”.

/aʊ/ + /ə/ = /aʊə/, as in “coward”, “ours”, and “powerful”.

The less common sequences, however, are pronounced normally as the diphthongs /eɪ/, /əʊ/, and /ɔɪ/ followed by the /ə/ where there is no need to weaken the /ɪ/ and /ʊ/ sounds in the sequence.

/eɪ/ + /ə/ = /eɪə/, as in “greyer”, “player”, and “betrayal”.

/əʊ/ + /ə/ = /əʊə/, as in “grower”, “followers”, and “thrower”.

/ɔɪ/ + /ə/ = /ɔɪə/, as in “royal”, “lawyers”, and “employer”.

1.2.7. Variation in English Pronunciation

It can be clearly noticed that the English language has a somewhat complex sound system especially that of vowel sounds. In addition to that, there are definitely several varieties of English spoken around the world. According to Roach (2001), being the native language of about 377 million people in the world, English is spoken in different geographical sites and by different societies, giving rise to diverse dialects. In

⁵ When two, three, four, or even more consonants follow one another either at the beginning of words “initial sequences” or at the end “final sequences”. (O’connor, 1980)

terms of pronunciation, two important accents are taught worldwide: the British accent and the North American accent.

Roach (2001) assumed that the accent of the royal court in England was considered as the prestige accent of English. Linguists gave this accent the name of Received Pronunciation (RP) since the word ‘received’ was used then to mean ‘correct’ or ‘proper’⁶. RP then is the official British accent that is recommended to be used by teachers inside the classroom even if they do not use it in their everyday speech. In the United State, however, there is not a single prestige accent as there are several social variations depending on the geographic region. We can distinguish about three major accents in the US: an Eastern accent, used in New England; a Southern accent, used in the south-east; and General American (GA), used in the central and western regions. Like RP, GA is also the authoritative pronunciation used to teach an American accent to foreigners.

Roach (2001) emphasised that it is common to distinguish between the study of dialect and that of accent. The former looks at pronunciation, but also grammar and vocabulary, whereas the latter deals strictly with pronunciation. Brown (1991) mentioned Pronunciation Models claiming that a model is “the accent presented for imitation by the learner”. He added that the two mostly used pronunciation models are RP and GA (p39). These two accents; however, are not the only instances of the big variation in English pronunciation. There also exists a variety of English accents, which are usually compared either to RP or GA as those are the most dominant. Based on Rogers, vowel sounds make the big difference between English accents, while consonants show more similarities (Rogers, 2000).

⁶It should be mentioned that linguists cannot refer to an accent as correct or not; they would rather say it is used by a given speech community. (Roach, 2001)

Comparing RP and GA, Rogers (2000) also stated that the loss of /ɪ/ in RP at the end of syllables is the most apparent difference between the two accents. The word ‘car’ for instance is pronounced /kɑː/ in RP, and /kɑɪ/ in GA. This specific omission of the sound /ɪ/ has actually influenced the vowel system. The RP vowel sound /ɜː/, consequently, commonly refers to the GA sound /ɛɪ/. Moreover, the RP diphthongs endings in /ə/, namely /ɪə eə oə/ correspond to /ɪɪ eɪ oɪ/ in GA; examples include ‘near’, ‘hair’, and ‘cure’. The low back rounded vowel /ɒ/ does not feature in the GA sound system, and even /ɔː/ is higher in RP than in GA.

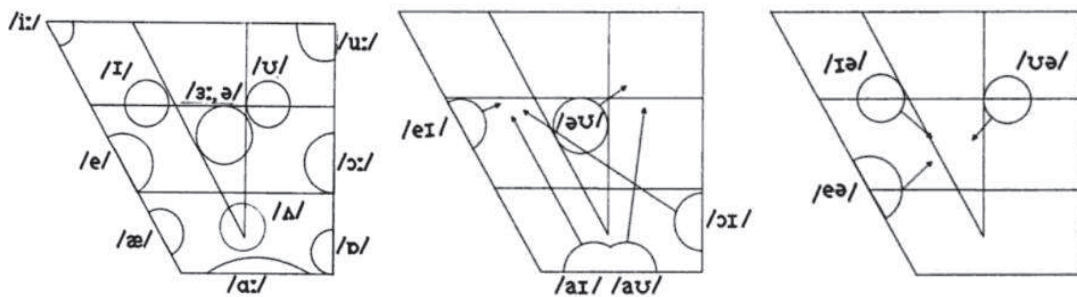


Figure7: RP Vowels (Brown, 1991, p 35)

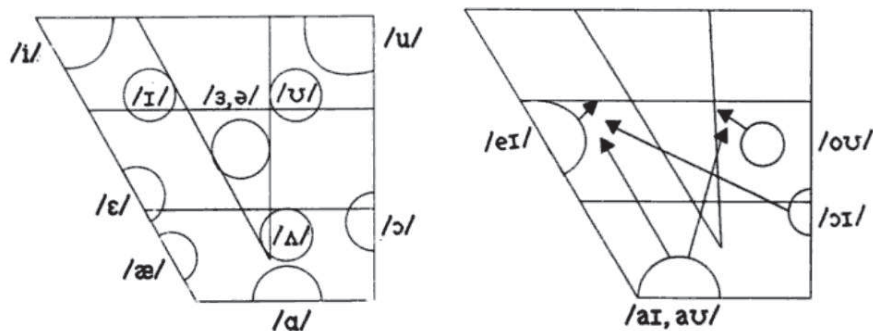


Figure8: GA Vowels (Brown, 1991, p37)

Conclusion

This chapter discussed the major procedure for the research work along with a general initiation about the topic. All the steps followed in the research were mentioned in the first section entitled “Initiation for the Study”. The second section highlighted the basic information about phonetics and pronunciation so as to introduce further details in the coming chapter.

Chapter Two: Pronunciation and Speaking in ELT

Introduction

The status of pronunciation has witnessed diverse changes in language teaching history. The field of EFL today shows crucial importance to pronunciation; however, students at schools and universities still face problems with this aspect of language. Section one discusses the status of pronunciation in the domain of EFL. It enlightens the consideration of pronunciation in teaching. Section two tackles learning pronunciation and its strategies in addition to the importance of speaking activities in promoting the learning of pronunciation

Section One: Background of the Teaching of Pronunciation

2.1.1. Teaching English Pronunciation

Although many writers and EFL teachers pointed out the important role of pronunciation in foreign language teaching, it was neglected by some teachers and learners as grammar and vocabulary received more importance in EFL classes. Throughout time, the field of foreign language teaching has known many changes. Moving from one teaching method to another changed the way how teachers perceive the teaching of pronunciation.

2.1.1.1. The History of Teaching Pronunciation

Many scholars and writers have discussed the history of language teaching in general and that of teaching pronunciation in particular. Pronunciation is an important language component, yet most teachers did not give it due attention. Kelly (1969) for instance, in his comprehensive history of language teaching gave pronunciation the title

of the “Cinderella” area of foreign language teaching because he assumed that western philologists and linguists spent little time studying pronunciation compared to grammar and vocabulary. Pronunciation was then somewhat neglected, the reason why most language teachers could understand grammar and vocabulary better than pronunciation (as cited in Celce Murcia et al, 1996).

Pardo (2004) claimed that Pronunciation is “the poor relation of the English language teaching world.” Five years later, Deng, Holtby, Howden-Weaver, Nessim, Nicholas, Nickle, Pannekoek, Stephan, and Sun (2009) said that it is “the neglected orphan of second language acquisition studies”. Furthermore, Moghaddam, Nasiri, Zarea and Sepehrinia (2012) called it “the lost ring of the chain”. Although pronunciation was not given much attention, these titles and declarations might be considered as misnomers by some practitioners in pronunciation teaching and those involved in pronunciation research as well (as cited in Ketabi and Saeb, 2015).

Throughout time, many methods and approaches to foreign language teaching perceived pronunciation differently. The classical methods like the Grammar Translation Method and the Reading Approach did not emphasize teaching pronunciation or even speaking and communication, which were done using the learners’ First language (L1). Teachers in their EFL/ESL classes were most likely to target grammar and vocabulary at the expense of pronunciation, which is highly important in the process of foreign language teaching. This negligence is probably both the reason and the result of the fact that acquiring pronunciation is said to be so difficult. That is to say, ignoring pronunciation in the language classroom leads to failure in acquiring it. On the other hand, however, both teachers and learners tend to avoid pronunciation practice in the classroom because they see that it is rather a waste of time and would lead to no better performance by learners.

Kelly (as cited in Celce-Murcia et al, 1996) assumed that the field of language teaching has developed two general approaches to the teaching of pronunciation: an intuitive-imitative approach and an analytic-linguistic approach. The intuitive-imitative approach as its name indicates relies on the intuition of the learners and their ability to listen to and imitate the sounds heard from the teacher or the audio materials. It also presumed the convenience of good models for learners to listen to. The analytic linguistic approach, however, is based on the usage of information and tools like the phonetic alphabet, articulatory description and the different aids that supplement listening, imitation and production (Celce-Murcia et al, 1996).

Richards and Rodgers (2014) pointed out that the teaching methods have been changing throughout history which led to recognising changes in what kind of proficiency learners really need, like moving from reading comprehension towards oral proficiency as the goal of language study. This movement ushered in a new era in the teaching and learning of pronunciation. It was until the beginning of the twentieth century that pronunciation started to be valued within the field of FLT. Some methods targeted the teaching and learning of pronunciation, and that is because the importance of pronunciation was unquestionably clear in the acquisition of communicative competence mainly, and linguistic competence on the whole. Among these methods, Celce-Murcia et al. (1996) named The Direct Method, The Reform Movement, Audiolingualism, and Communicative Language Teaching (CLT).

2.1.1.1.1. The Direct Method

This method gained popularity in end of the nineteenth century and the beginning of the twentieth, i.e. in late 1800s and early 1900s. Elizabeth (2004) explained that this method means teaching English directly where English is the medium of teaching and communication in the classroom, a shift that implied the complete absence of the mother tongue. Celce-Murcia et.al (1996) added that the strategy followed in the direct method was inspired by the way a child learns his or her first language or how adults learn their second or foreign language and that is through intuition and repetition. The model to be imitated is either the teacher or a recording. Furthermore, the naturalistic methods, among of which are comprehension methods, are successors to this approach, and they prioritise listening to speaking.

The principles of the method were summarized by Elizabeth (2004) as follows:

- Direct association between thought and words. In this method, the learners think and speak using the same medium.
- Oral practice is the basis of this method.
- Stress is laid on functional grammar⁷ and not on theoretical grammar⁸.
- Inhibition of the mother tongue: this method suggests teaching the foreign language without using mother tongue.
- The unit of the speech is a sentence not a word; emphasis is laid on speaking full sentences.
- This method favours the presentation of limited vocabulary based on needs and experiments of the learners (p.55).

⁷ It is used to describe language in actual use and so focus on texts and their contexts.

⁸ It deals with the study of the essential components of any human language. It is concerned with language in general rather than with an individual language.

2.1.1.1.2. The Reform Movement

Based on Celce-Murcia et.al (1996), in the 1980s the first contribution to the teaching of pronunciation appeared under the name of the Reform Movement, which was influenced by phoneticians who created the International Phonetic Alphabet (IPA). That was after establishing phonetics as a science to describe and analyse the sound systems of languages. The following points illustrate briefly the principles of the Reform Movement.

- The spoken form of a language is primary and should be taught first.
- The findings of phonetics should be applied to language teaching.
- Teachers must have solid training in phonetics.
- Learners should be given phonetic training to establish good speech habits (p.3).

2.1.1.1.3. Audiolingualism

Some historians of language teaching have pointed out the role of the Reform Movement in the development of Audiolingualism in the USA and the Oral Approach in GB. In both approaches pronunciation is taught explicitly and is of high importance. That change is traced back to the end of World War II when the US felt the need to devise a new method to improve the oral proficiency of emigrants and foreign language learners alike. Richards and Rodgers (2014) stated that “Audiolingualism (the term was coined by Professor Nelson Brooks in 1964) claimed to have transformed language teaching from an art to a science, which would enable learners to achieve mastery of a foreign language effectively and efficiently.” According to them, the principles got the Audio-Lingual method are the following:

- Foreign language learning is basically a process of mechanical habit formation, where good habits are formed by giving correct responses rather than by making mistakes.
- The items to be learned should be presented in the spoken form before the written form for an effective learning of language skills.
- Analogy provides a better foundation for language learning than analysis. Hence the approach to the teaching of grammar is essentially inductive rather than deductive.
- Teaching a language involves teaching aspects of the cultural system of the people who speak the language.

2.1.1.1.4. Communicative Language Teaching (CLT)

This Teaching method came in the late 1970s. It was based on the belief that language is not a mere system of rules, but a “dynamic resource” to create meaning. Moreover, CLT sees that it is no more sufficient to know a number of grammatical rules; instead, one should know how to use these rules appropriately in communicating ideas and expressing themselves (Nunan, 1989). In the 1980s CLT was widely used and it emphasized the acquisition of communicative competence. Richards and Rodgers (2014) mentioned three elements that characterise the principles of a CLT classroom:

- The communication principle: Activities that promote real communication promote learning.
- The task principle: Activities in which language is used for carrying out meaningful tasks promote learning.

- The meaningfulness principle: Language that is meaningful to the learner supports the learning process.

2.1.1.2. The Role of the Teacher in Pronunciation Teaching

The process of pronunciation teaching or of teaching in general is mostly a give and take and collaboration between participants in the classroom, be they teachers or learners. The teacher has an essential role in the teaching of pronunciation regardless of what kind of class it is: teacher-centred or learner-centred classroom. In the teacher-centred classroom, the teacher does most of the work, giving information, instructions, and feedback. In a learner-centred class, by contrast, the teacher has less to do since the learner is responsible for learning.

Based on Gilner (2008), the teacher of EFL has some roles to perform in order to make the learners consciously aware of their progress in acquiring the pronunciation of the foreign language. The teacher then must guide, monitor, support, and encourage learners to reach higher standards. Additionally, in his book *Teaching English Pronunciation*, Kenworthy (1987) specified the tasks of the teacher in the learning-teaching partnership of pronunciation. According to him, the teacher should

- Help learners hear; because they tend to hear sounds of English in terms of the sounds of their first language or mother tongue. The teacher then, has to help them to better their perception the sounds of the target language.
- Help learners make sounds; this happens when learners fail to imitate the sounds of English which do not occur in their native language. Here, the teacher is expected to be able to give hints that would make pronouncing the sounds easier.

- Provide feedback. When they are learning the pronunciation of new sounds or words, learners usually cannot determine whether it is correct or not. It is then the role of the teacher to give them information about their performance with regard to how well they did.
- Point out what's going on. Learners often overdo pronunciation in speaking, mostly because they cannot know what to focus on and what to pay attention to. Teachers should make clear the potential of sounds, i.e. how can the mispronunciation of a single sound affect the whole message.
- Devise activities; The teacher must determine what activities and practice would be most beneficial for the learners, especially activities that provide the most practice, experimentation, and exploration of new sounds and words, bearing in mind that some activities might suit the learning styles and strategies of certain learners better than the others.
- Assess progress; this is a way of providing feedback where the teacher gives information to the learners about their progress in general because giving feedback on how well they produce the sounds could be difficult.

2.1.2. Pronunciation and the Four Skills

It is very important to discuss the relation between competency in pronunciation and competency in the four skills. The effect between pronunciation and listening, speaking, reading, and writing is interchangeable. Fraser (2000) argued that good pronunciation makes the speaker intelligible despite other errors, whereas poor pronunciation complicates understanding despite accuracy in other areas. Furthermore, others' judgement about the speakers' language depends mostly on his pronunciation (as cited in Gilakjani, 2012).

2.1.2.1. Pronunciation and Listening

The action of listening is not as easy as it seems to be. This skill may threaten the whole communication if the listener is not as skilful as necessary. DeOrion (2016) argued that failure in hearing a sound creates failure in pronouncing it, and failure in pronouncing a sound creates failure in hearing it. This mutual effect between pronouncing and listening must be highly considered in ELT. Furthermore, the reason why a learner with limited pronunciation abilities cannot recognise spoken forms of words is explained by Oxford University Press (2012) ELT as his tendency to concentrate when listening, which makes his brain overload very quickly.

In addition to that, the listening materials in ELT are fairly slower and easier compared to listening during a daily life communication. These materials are certainly helpful for learning good pronunciation, but when it comes to real world conversations they become problematic. For instance, the famous example of *bruised arms* heard *bruise darms* during a conversation between a doctor and his patient is explained by Hancock as, “The *d* at the end of *bruised* sounds as if is at the beginning of the next word so that *arms* sounds like *darms*.” (p.2). The aforementioned example shows the direct effect between pronunciation and listening. In fact, it is sometimes confusing for the listener to determine the speaker’s word’s boundaries i.e. where the pronunciation of the first word finishes, and where the next one starts. This problem creates misunderstandings between the speaker and the hearer, and complicates conversations.

2.1.2.2. Pronunciation and Speaking

Poor pronunciation is the main reason behind misunderstandings during conversations. Why is English Pronunciation Important? (2015) showed that in case our English is judged by what others hear from us, reading, writing, and knowledge of grammar rules do not matter during conversations as pronunciation does.

In fact, fluency of the speaker is primarily affected by pronunciation. According to Pronunciation for Young Learners (2012), learners' use of avoidance strategy, concerning difficult words and grammatical structures, is misinterpreted by teachers as learners' lack of knowledge or understanding; however, it might refer to their lack of fluency when they feel insecure in their pronunciation.

Moreover, a speaker with good English pronunciation will impress others with his language skills, and they will easily understand his English, as well as he will have more self confidence.

2.1.2.3. Pronunciation and Reading

The mutual effect between pronunciation and reading is conspicuously evident. On the one hand, if the words are easy, the task of reading goes smoothly; however, if the words are at certain difficulty for the reader, he is supposed to make an effort to pronounce them correctly. Rosson (1985) raised the traditional view which proves the relation between pronunciation and reading. He showed that the pronunciation knowledge which readers possess can be either a lexical representation of common words that sound easy to produce, or an independent set of pronunciation rules to enable them pronounce strange words or pseudo-words. On the other hand, the process of reading for someone with good pronunciation would be an easy task; by contrast, pronunciation would create difficulty in reading if it proves to be poor. Oxford

University Press ELT (2012) argued that, “At the end of her talk at the 2008 IATEFL Conference, researcher and OUP author Catherine Walter told the audience that if they wanted their learners to read better, they would have to improve their pronunciation.” (n.d.)

2.1.2.4. Pronunciation and Writing

Poor pronunciation affects writing as well. Students with poor pronunciation abilities might write other words instead of the appropriate ones because of their disability to differentiate between the pronunciation of a word and its written form. This problem was exemplified by Oxford University Press (2012) ELT as follows, “My tourism students used to write *Festival* at the beginning of a series of points in favour of an argument. At first I didn’t understand where this was coming from. Then they told me that I said this lot in class.”. Because of their wrong pronunciation of *first of all* and *festival*, foreign language learners were confused about the appropriate word to write as both pronunciations seem to them the same.

In addition to this, the case of homophones in English creates another problem for speakers. A Guide to Learning English (2011) mentioned:

Poor, paw, pore, and pour. The four words above are examples of homophones, words with the same pronunciation but different spellings and meanings. The English language is full of these and, unfortunately, they are among the most common words in the language. In fact they are a major problem not only for learners of English as a second language but for native speakers too. Even very accomplished users of English can find themselves inadvertently writing their in place of there, or to instead of too. And the problem here is that most

standard computer spell-checks do not pick up these or other homophone mistake (n.d).

To sum up, if the spoken form and the written form of English words were closer, the English pronunciation would be easier. However, in addition to what is mentioned before, we find many other confusing cases related to pronunciation and writing such as silent letters, the different pronunciations of one consonant letter, and the 19 vowel sounds that are spelt with only 5 vowels.

2.1.3. The Teaching of English in Algeria

English is the language of globalisation. It is used in science, technology, business, and commerce. Learning the English language becomes a recommendation for anyone in order to prove oneself in the world.

Robert (2012), in his article entitled *English in Algeria between Reality and Prospects*, was struck by the huge demand for English in Algeria. This demand was the subject of a detailed discussion during the visit of ‘Lord Risby’, the Economic Partnership’s Special Envoy of the British Prime Minister to Algeria. Robert mentioned that The United Kingdom will stick to develop a stronger partnership with Algeria in order to develop the English language.

Algeria pays close attention to foreign languages. English in particular is taught in a specific acquisition planning since first year middle school. Unfortunately, real classroom practices of EFL teaching in Algeria need more accomplishment. Benadla (2012) pointed out that EFL acquisition planning has to reconsider those practices in order to come with better results in the domain of education.

Benadla (2012) added that if problems in this sensitive and important sector are not treated at the right time, they would spread to create deeper issues in other fields and sectors. This was the reason why the Algerian Educational System, since independence, has adopted diverse worldwide efficient teaching methods. First, Algeria has inherited the French colonization syllabus after independence. Then, Grammar Translation Method became the first method applied in the Algerian Educational System. Later on, The Audio-lingual Method was adopted; nevertheless, the stimulus-response principle of this behaviourist approach failed to form effective communicators because learners were responding like machines stimulated by the teacher. Consequently, the Algerian Educational System adopted the Communicative approach in the 1980's in addition to the Teaching with Objectives Method. Although this teaching method knew worldwide success, it was not the case in Algeria due of the lack of preparation in terms of Algerian classrooms' density and teaching tools.

2.1.3.1. CBA in Algeria

The term CBLT stands for Competency Based Language Teaching. It refers to the teaching method adopted for the teaching of a foreign language, like EFL in Algeria. Though, the approach of teaching any subject matter, or the theory of teaching and learning used in the educational curriculum, is called CBA.

In order to modernize and develop education in a way to meet globalisation requirements, Algeria has adopted Competency Based Approach (CBA), and has introduced new globalisation dimensions like the use of ICT's and the teaching of foreign languages.

2.1.3.2. Problems Facing Teaching English Pronunciation in Algeria

Algerian learners of English face almost the same problems of foreign language learners of English around the world. On the one hand, according to Language Transfer theory, Algerian learners of English start by applying their Arabic language concepts subconsciously while they try to speak English. In fact, the concepts of Arabic and English differ widely; consequently, their pronunciation of English would sound awkward, and less proficient.

On the other hand, the case of English in Algeria is quite different from that of French. Historically speaking, The French colonization in Algeria, with the application of the colonization educational policy and the obligatory use of French, made the acquisition of French language concepts by Algerians easier than any other foreign language. Nowadays, French is taught at primary schools in Algeria, whereas English is taught at middle school level. As a result, Algerian learners find difficulties in acquiring good pronunciation of English due to the effect of French pronunciation they learned before; basically the pronunciation of the alphabet letters which are the same in both languages.

Another pronunciation problem in Algeria is the lack of teachers with native-like proficiency. New graduate students who become teachers of Speaking or Phonetics classes lack training and experience to teach such important module at English language departments. The lack of training and conferences about English teaching in general and pronunciation in particular makes the teaching and the learning of English pronunciation dramatic.

2.1.4. Assessing Pronunciation

Assessment in the domain of education includes the diverse methods and tools used by educators in order to evaluate, measure, and document the academic readiness, learning progress, skill acquisition, and educational needs of the students (The Glossary OF Education Reform, 2015).

It is very important to diagnose the learners' difficulties in pronunciation i.e. the areas of weakness of the learner's pronunciation should be the teachers task to diagnose their pronunciation. In assessing the learners' pronunciation, the teacher has to consider many elements of speech including consonants, vowels, syllables, word stress, rhythm, and intonation.

According to Stacia Levy (n.d.), the teacher can assess his ESL students' pronunciation in a variety of ways. He can either tape students individually by getting a taped speech sample of each student in such tasks as reading aloud, or he can listen to students in conversation and take notes. The teacher can also assess his student's pronunciation in interviews by asking formal or informal questions. In addition to that, the use of frequent quizzes during the course is beneficial for the teacher in that it keeps him updated about the daily progress of his students' pronunciation without provoking anxiety. Last but not least, the teacher can use tests to assess his students' pronunciation progress by comparing the present results with those of the previous tests.

Section Two: Pronunciation Learning and Speaking

The current section highlights pronunciation in relation to the process of learning in addition to speaking.

2.2.1. Learning Pronunciation

Teaching is not possible without learning. The two actions complete each other. Teaching and learning have known various methods, strategies and approaches throughout time. Pronunciation is a somewhat critical area in the English language learning. This area is matter of concern for both teachers and learners because learning pronunciation is not as easy as it seems. In fact, it is a very demanding task to acquire the appropriate way of making sounds. According to Gilbert (2008), some people can naturally learn pronunciation as they go along learning English, but others tend to fossilise pronunciation at a certain level. He added that learners of English have a sense of self and community that is bound up in the speech-rhythms of their native language learnt so early and rooted in their minds. Learners then tend to feel uneasy speaking with a different rhythm, and that is a major barrier for intelligibility improvement in the L2.

2.2.1.1. The Importance of Learning Pronunciation

Despite of the difficulty of learning pronunciation, it is very important in the process of any language learning. In the case of English, learning pronunciation is essential because it is mostly needed in communication, and English now is definitely the ‘language of the world’. According to *EnglishCentral* website (2015), there are many reasons why students should focus on pronunciation, three of which are (a) Perceived Competence: Focusing on pronunciation will lead to fluency in speech and

not only correct pronunciation of words. (b) Clarity and Intelligibility: i.e. being understood and this is highly important in communication since the pronunciation mistakes would impede the learner from being understood. The lack of clarity and intelligibility will then break communication either inside or outside the classroom; (c) Acquiring English Faster: if learners of English focus on and master the basics of English pronunciation at an early stage, it will lead to fluency because the earlier you acquire pronunciation, the faster you'll become fluent.

Anderson and Lynch (2012) pointed out that there is bad news and good news about learning pronunciation. The bad news is that adult learners of an L2 will not achieve a native-like accent with very few exceptions. The good news though implies that it is not necessary for learners of ESL, although they should be comfortably understood by others, to sound like native speakers..

2.2.1.2.Factors Affecting Pronunciation Learning

In their process to learn good pronunciation, foreign language learners face various obstacles. Levis and LeVelle (2011) pointed out:

Indeed, the amount of variation in pronunciation attainment among adult learners, from largely unintelligible to native-like, suggests that age cannot be the only influence on attainment. Instead, other causes such as exposure to the target language and social influences may be central to ultimate attainment (p.1).

Linguists and FLL researchers mentioned a variety of factors that may affect the learning of pronunciation. Amongst the most influential ones, here are the following:

2.2.1.2.1. Biological Factors

Age and gender are among the most important biological factors affecting the learning of pronunciation.

- **The Age Factor:** Most researchers have proved the influence of the age factor on the learning of pronunciation. Lenneberg (1967) listed a large number of researchers (like, Flege, 1999; Moyer, 1999; Piske Mackey & Flege, 2001) who have agreed that age is the indispensable topic for pronunciation (As cited in Zhang, 2009). Those researchers support the Critical Period Hypothesis⁹. Accordingly, younger children learn L2 easier and quicker than others especially among immigrant children. Unfortunately, EFL learning around the world takes place in different curricula and programmes disregarding the importance of age in FLL which makes the learning of good pronunciation problematic the older they get.
- **Gender:** Gender is another biological factor that affects pronunciation learning. It is argued that females welcome foreign language pronunciation learning more than males; females' tendency to acquire an FL pronunciation is higher than that of males'. Scientists, psychologists, and linguists believe that women tend to change their attitudes, and indeed their pronunciation, depending on the social situation they find themselves in, while men are less flexible in this respect.

⁹ "The hypothesis claims that there is an ideal time window to acquire language in a linguistically rich environment" (Wikipedia, the free encyclopedia, 2013).

2.2.1.2.2. Personality Factors

Practitioners in SLA argued that fear, shyness, and anxiety are the most influential personality factors in learning pronunciation.

- **Fear:** Some students in ESL classes tend to keep silent although they have correct answers simply because they fear making mistakes in pronunciation. Many theories argue that fear of making mistakes is one of the main factors that hinder students from speaking English inside the classroom, thus their pronunciation would never improve and their pronunciation weaknesses would never be overcome. This fear may be attributed to learners' lack of confidence. This latter makes them insecure while pronouncing words and prefer to keep silent in order not to be laughed at.
- **Shyness:** Shyness is another factor that threatens pronunciation learning. Dingman (2012) defined it as "one of those personal attributes which can be either embraced, detested, or simply accepted that is we can see it as personal plus or minus or both plus and minus" (p.2). This means that shyness in learning can be either positive, or negative. It is a personal feeling that many students suffer from at some time when they are required to speak in ESL classes. Shy students have a hard time dealing with pronunciation because they don't tend to speak, and thus their pronunciation level would not improve.
- **Anxiety:** Pronunciation learning can also be affected by anxiety. It is a common variable among EFL learners and is seen as a big obstacle face to foreign language achievement in general. That ambiguous feeling may be part of an individual's personality. Anxious learners face problems when they speak because they get confused and disturbed when they pronounce words; thus, they make mistakes and

appear to lack proficient pronunciation, which seems to be a real obstacle face to pronunciation learning.

2.2.1.2.3. Amount of Exposure

Language learning theories argue that large comprehensible input is required in order to be able to speak. This requirement is also necessary for adults learning a foreign language, yet it is very difficult to perceive because the opportunities of interaction in the target language are limited only within foreign language classes and internet communication.

The amount of exposure that a learner has to a foreign language may refer either to the current day-to-day life, or to the amount of prior instruction he receives in the target language (Gilakjani, 2012). Accordingly, Shumin (1997) attributed the failure in acquiring native-like level of pronunciation to the minimal exposure to the target language and contact with native speakers (as cited in Gilakjani, 2012).

2.2.1.3. Strategies for learning Pronunciation

The importance of effective pronunciation learning should be clear to every teacher and learner of any L2. Gilakjani and Ahmadi (2011) suggested that teachers should teach pronunciation to learners in a communicative way the same way they teach other aspects of language. Additionally, what learners mostly need are teachers that are confident to assure their students that the communicative methods do meet their needs. Overall, the strategies that learners of English Pronunciation need are the following:

2.2.1.3.1. Conversation

Sufficient authentic conversation practice is what will help learners most in learning pronunciation, and this practice should be enhanced by “expert guidance” on how to understand their mistakes and be able to correct them. However, even though teachers can help their students with strategies for having a proper conversation with native speakers, it is still the job of the students to initiate and maintain the conversation.

2.2.1.3.2. Drilling

Whether they are old-fashioned like sound drills, minimal pairs, etc. or modern with some chants, and tongue twisters, drilling and repetition are so recommended for ESL learners. Yet, they are only useful when they are directly related to the speech that learners will use in real life situations and not otherwise.

2.2.1.3.3. Expert guidance

Most of the time, learners fail to pronounce the sounds of English in an intelligible way because they keep thinking of these sounds in terms of their L1 instead of the L2. It is then that the role of the expert guidance shows best so as to gradually lead them to more appropriate way of thinking about the sounds of English. The best teachers to do this are those who are good at pronunciation and have an ability of hearing sounds in different ways in addition to being able to articulate what the others (learners) say.

2.2.1.3.4. Critical Listening

This one is actually more of a must-do than a need to have. Learners do need a chance to listen to themselves and to their peers and compare that speech to native speakers. However, listening to yourself when speaking is not easy at all, so using recorded voices would be easier to use, especially with the computer technology allowing this to happen.

2.2.1.4. The Role of the Learner in Learning Pronunciation

When learning pronunciation, learners are expected to make efforts in order to acquire the rules and regularities of the English pronunciation. The teacher and the learner have different roles in the classroom, but these roles are complementary which means that they have to coordinate their tasks and activities in the classroom. Kenworthy (1987) stated that the least thing that learners of pronunciation can do is to respond to the teacher's role although it is not easy. One important role for learners is that they should have willingness to take responsibility of their own learning. Moreover, even though the teacher can skilfully notice and point out mispronunciations, it is never enough without the learners taking action. That is to say, the chances to improve their pronunciation would be minimal if the learners do not monitor their own efforts towards better results.

2.2.2. Speaking

In EFL, Speaking is defined as students' ability to express themselves orally, coherently, fluently, and appropriately in a given meaningful context.

According to Burns and Joyce (1997), speaking is an interactive process of constructing meaning. It involves producing, receiving and processing information. The form and meaning of speaking depend on the context in which it occurs, the participants, and the purposes of speaking (As cited in Torkey, 2006).

Speaking is the primary tool used in communication and interaction. Thus, a good speaker must follow some speaking conventions like using correct pronunciation, grammar and vocabulary, as well as adopting the pragmatic and discourse rules of the spoken language.

2.2.2.1. Speaking Sub-skills

Many people believe that informal everyday conversation is random. Generally speaking, EFL course books do not divide speaking into subsequent competencies to teach it appropriately and to facilitate the learning of this important skill for foreign language learners. In order to understand the nature of speaking it is fundamental to analyze it in terms of the competencies or the underlying abilities that characterize the speaking proficiency.

Torky (2006) confirmed that it is required for students, in order to be proficient speakers, to show mastery of the following sub competencies/ skills:

- **Linguistic Competence:**It includes the following skills:
 - Using intelligible pronunciation
 - Following grammatical rules accurately
 - Using relevant, adequate, and appropriate range of vocabulary

- **Discourse Competence:** It includes these skills:
 - Structuring discourse coherently and cohesively
 - Managing conversation and interacting effectively to keep the conversation going
- **Pragmatic Competence:** This includes expressing a range of functions effectively and appropriately according to the context and register.
- **Fluency:** This means speaking fluently demonstrating a reasonable rate of speech.

2.2.2.2. Classroom Speaking Performance

Learners' speaking performance¹⁰ in the EFL classroom takes different shapes depending on the aim usually defined by the teacher. Canabal, Caram, Pereira, and Quinteros (2012) enumerated briefly the possible types of speaking performance as follows:

- **Imitative Performance:** Focuses on some particular element of language form, like connected speech.
- **Intensive Performance:** Designed to practice certain form of language, like reported speech.
- **Responsive Performance:** Short replies, can be meaningful and authentic.
- **Transactional Performance:** For conveying or exchanging information, like dialogues.
- **Interpersonal Performance:** For maintaining social relationships, like Conversations.
- **Extensive Performance:** In the form of monologues, like Oral reports, summaries, short speeches (pp 11-12).

¹⁰The act of speaking a language by the individual i.e. the put into action of his/her speaking competence.

2.2.2.2.1. Types of Speaking Activities

The activities that address and promote speaking are various, yet some of them are more common than others. These activities should be implicated in the language classroom in order to give learners more space to practice the language they already have and to acquire new items during the activity. Among these activities we can find group work, role play, problem solving, and discussion.

2.2.2.2.1.1. Group Work

A group work in the language classroom is a situation where learners are put together to do a task or solve a problem using the target language and allowing more face to face interaction between learners. According to Frey, Fisher, and Everlov (2009), group work was known as “a key to the learning process” because of the work of Lev Vygotsky who emphasised its importance of this speaking activity (pp 13-14). However, in ESL classes it is not easy for the teacher to make sure that learners are communicating through the target language which is English. The learners may switch to their L1 as they could use it all the time for discussions when the purpose is actually to use and practice English through communication.

2.2.2.2.1.2. Role Play

Role play is an activity that learners usually find interesting and enjoy performing. It is basically about having them play some roles. They can role-play themselves in imaginary situations, play a completely different character, or replicate some written script, authentic story, etc. It is very helpful in ESL classrooms because it

gives opportunity to use the language learnt in a real situation that may be similar to real life. It was defined by Revel (1979) as “an individual’s spontaneous behavior reacting to other in a hypothetical situation.” (p.16) Students then pretend they are in different social contexts with various social roles and the teacher can tell them who they are or how they think, etc. (Harmer, 1984 as cited in Kayi, 2006).

2.2.2.2.1.3.Problem Solving

As the label indicates, learners are asked to solve a problem using English as the means of communication. It is somewhat a brainstorming activity where learners need to think of the problem and find solutions. Barker and Gaut (2002) stated that it is a group of people working together on collecting information about a particular problem in order to make decisions based on their findings and solve that problem. Like role playing, the problem tasks vary between imaginary, realistic and authentic, or a mixture of the two worlds (imaginary and realistic). This variety is beneficial for learners to put their language in use to achieve a goal. In this respect, Duff (1986) found that Problem-solving tasks prompted more interaction compared to other debating tasks (as cited in Nunan, 1989).

2.2.2.2.1.4.Discussion

Discussion usually refers to exchanging ideas or opinions between different participants. In this speaking activity the teacher is either a mediator or a participator. He or she can also be outside the activity having the students discuss a given topic amongst themselves. (Hill and Ruptic, 1949; as cited in Byrne, 1976) Discussion

involves suggestion a topic to talk about or discussing many topics where one leads to another. This activity gives opportunity to all students to participate no matter how little they know or they can talk using English or the target language in general.

2.2.2.2.2. The Role of the Teacher in Speaking Activities

The teacher is a very important link in the chain of the teaching-learning process. In any EFL classroom, students can get to talk to each other using English. However, it is nearly impossible to reach the desired level of oral proficiency without the teacher. This latter in fact has many roles to play in speaking activities among them a demonstrator, conductor, director, and commentator.

- **Demonstrator:** The teacher should be aware of their status in the eyes of their students because they consider him or her as their model and task to be imitated. Since students mainly listen to their teacher, so teachers are the demonstrators in oral teaching. They should make sure that their pronunciation is correct and native-like as to make a good appropriate model. They should also work on developing their oral English levels so that they can create a good atmosphere for students especially in speaking activities where it is on students to talk.
- **Conductor:** This was likened by Liu (2013) to a conductor in a music band who can know the band's shortcomings and come with some improvement. Teachers have nearly the same role in the speaking activities and oral teaching. For some speaking activities, teachers need to provide guidance to students on how it is carried out; dialogue between two or more people, group discussion, etc. Furthermore, teachers must know about the oral levels of their students and their interests to facilitate the choice of speaking activities and create an atmosphere of confidence to all students.

- **Director:** Teachers who act into the role of directors are responsible for how to design speaking activities and how to carry them out. As an illustration, Liu (2013) said that the teacher can design an activity of doing a job interview with some students as the interviewers and others as the interviewees. The teacher would be assigning roles, designing situations, and solving problems occurring during the activity, which means he or she is acting as a director who also discovers and develops roles encouraging students to develop their advantages and overcome their shortcomings.
- **Commentator:** The task of commentators is to evaluate all the teaching activities in a summative way. The teacher here has to evaluate the strengths and shortcomings comprehensively during students' oral expression to them students more confident. He or she must also let students understand their shortcomings and provide guidance for them so that the same mistakes can be avoided in next speaking activities. Teachers in that case, could follow one principle to do their role appropriately, and that is by taking part in different speaking activities to discover problems and solve them in time (Liu, 2013). Otherwise, students may fossilise what they think is correct or "okay", especially in pronunciation.

2.2.2.2.3. The Role of the Learner in Speaking Activities

The first role that learners have to do is to participate in speaking activities. The teacher alone is not going to help them improve their oral skills. It is their responsibility then to take part in the speaking practice occurring in the classroom or even outside the classroom. For some students, it is quite easy to do this, while for others it requires courage and confidence. These are not gained easily as well; instead, students should work on their own levels on oral skills and on their self confidence to communicate

fearlessly and confidently. Being surrounded by peers having a discussion, doing a group work, or performing a role play would highly help those who are a bit shy or with low level to prove they are part of a whole and show the teachers and their peers what they can do using the language they know.

Conclusion

EFL history knew a radical change by the acknowledgment of pronunciation as a basic element in the domain of ELT. While the first section restated the diverse views of the most eminent researchers and linguists who have proved the paramount status of pronunciation in ELT and the necessity of emphasising this aspect of language in teaching and learning. The second section of this chapter focused on the important status of pronunciation in the process foreign language learning. Furthermore, it suggested speaking activities as a significant solution and affective means to overcome the lack of pronunciation proficiency within foreign language learners.

Chapter Three: Research Study

Introduction

As mentioned in the general introduction, through this study we intended to test whether speaking activities improve the learners' pronunciation at university level. Thus, this chapter presents the experimental study which has been conducted at Mohamed Seddik Ben Yahia University, Jijel. The procedure of this experimental work went through three main stages: the first step is the pre-test, in which all the participants of both groups are tested through an oral test to evaluate their current level in pronouncing correctly the chosen sounds in the given words. After the pre-test, the researchers taught four lessons to two different groups using two different methods¹¹. The final step was the post-test, in which the researchers tested the participants in much the same way they did in the pre-test, giving them different words to read.

Section One: Description of the Research Methodology

3.1.1. Rationale for Methodology

We have selected vowel sounds for the following reasons: First, we believe they are easy to teach and investigate compared to other aspects like rhythm and connected speech; second, in addition to the short period of time allotted to completing the research, the groups are not free, and the teachers whose classes will be the sample are requested to provide us with only half the time of their sessions.

Furthermore, there is a scarcity of research done on vowel sounds in Algeria although a lot of academic research on vowel sounds has been conducted elsewhere. In fact, many Algerian students of English face problems in pronouncing vowel sounds

¹¹The Control Group was taught the pronunciation of vowel sounds through phonetic lessons, whereas the Experimental Group was taught the same lessons using carefully selected speaking activities.

due to a lack of practice and the need for teachers with native-like proficiency. What makes the situation worse is that teaching pronunciation in Algerian universities is restricted to the module of phonetics. After asking for guidance in selecting the best aspect to teach, in addition to the aforementioned reasons, we decided to conduct our experimental research on vowel sounds.

The research questions posed in our dissertation require verification of the research hypothesis through an experimental investigation. Jahn (1987) and Nunan (1992) stated that the data collected and data analysis in language learning experimental investigation can be qualitative, quantitative, or both (as cited in Bielska & Barker 2011). The data collected in the current study is of a qualitative nature, and so is the data analysis and interpretation.

3.1.2. Setting

The current study was conducted through action research following the experimental design to prove the existence of a relation between the two variables. This study took place at the University of Mohamed Seddik Ben Yahia, Jijel over a period of about four weeks with an average of three to four sessions per week for both control and experimental groups. The period lasted from March 6th until April 4th, 2016. The experimental sessions, then make a total of twelve (12) sessions, four sessions for each group plus the pre and post-tests.

3.1.3. Population and Sample

The subjects of this study were first year EFL students at the University of Mohamed Seddik Ben Yahia, Jijel, enrolled during the academic year 2015/2016. A sample of two groups out of 8 was chosen. The population then was 230 students in

total, from which we randomly selected 1/4 of the students. The groups chosen were groups 4 and 5. According to the administration, both groups normally contain about 30 students, but in the classes the total number of the students who attended the sessions was no more than 22 students for group 5 and about 20 students for group 4. Our sample was reduced due to these reasons to 2/3 of the group i.e. 20 students in each group. Group 4 was the control group containing 2 male learners and 18 female learners. Meanwhile, group 5 was the experimental group with 5 male learners and 15 female learners. The participants belong to the same age group that is from 19 to 20 years old.

3.1.4. Aim of the Experiment

We analysed the differences between the scores of the experimental group and the scores of the control group. The unit of the analysis is the gain score in the incorrect pronounced vowel sounds in different statements and words in the pre-test to post-test. Based on the *IBM SPSS Statistics*, our analysis was divided into two parts: first, we compared the means, and second we will follow *t* test analysis. The *t* test, on the other hand, will confirm if the difference between the means is statistically significant, so one could accept one of the two hypotheses and reject the other.

- The Null hypothesis H0: There is no relation between the two variables; speaking activities and the enhancement of learners' pronunciation of vowel sounds.
- The Alternative Hypothesis H1: Speaking activities enhance the learners' pronunciation of vowel sounds.

3.1.5. Data Analysis Procedure

In order to generate adequate results from the data gathered during the experiment, we chose SPSS statistics software to calculate the means and to operate the *t* test for the differences between the means of both groups.

3.1.5.1. Analysis Software: SPSS

Statistical Package for Social Sciences (SPSS) is a software package used for statistical analysis. The programme is mostly used for statistical analysis in social science. According to IBM (n.d.), SPSS Statistics represents a family of products addressing the entire analytical process. Based on SPSS Statistics one can plan, collect data, analyse, report, and deploy the results. It provides more than a dozen fully integrated modules to choose from, in addition to this, one can find the specialized capabilities needed to increase revenue, outperform competitors, conduct research and make better decisions.

The statistical analysis of this research will be done through SPSS statistics software in order to get exact results to show the influence of the methods used for teaching the two groups on the students' pronunciation of vowel sounds.

2.1.5.2. Mean

In statistics, the mean is one of the most used values of the central tendency required generally when working with a large data set. It is used to represent the entire data set with a single value that describes the "middle" or "average" value of the entire set. To calculate the mean, we add up the values in the data set and then divide it by the number of values that we added.

2.1.5.3. *t* test

The *t* test is the most commonly used statistical test in language studies. In order to compare between the control group and the experimental group in terms of differences in the wrong pronunciation scores in the pre and post tests, the *t* test for independent samples is the most appropriate. The *t* test is a strong test which determines the validity of an experiment based on two entities- comparison. This test will assess whether the means of the two groups involved in the present study are statistically different from each other.

3.1.6. Experimental Research Procedure

3.1.6.1. Pre-test Description

The aim of the experiment was to check the influence of teaching vowel sounds through speaking activities on the learners' level of pronunciation of those sounds. Learners were not informed about the objectives of the experiment, yet they were requested to take part in our Master Dissertation study. They were also reassured that the results obtained from the test would not be used as part of their course grade. In order to measure the participants' current level of pronunciation for the pre-test, researchers selected a range of statements, words, and parts of poems from different resources related to first year modules at university level. (see appendix 1)

The forty participants were pretested via an oral test. The pre-test was administered individually and separately. Researchers started the pre-test by giving general instructions. One researcher held the paper containing the test, while the other was holding a check-list to mark a tick (✓) whenever the learner pronounced a vowel sound correctly, and a cross (X) whenever the pronounced vowel sound was wrong. The

twenty five vowel sounds and their occurrence in the test are the following: /ɜ:/ earth, /e/ anything, /ɪ/ anything, /əʊ/ show, /ɔ:/ more, /eə/ fair, /ʌ/ dull, /ʊ/ would, /u:/ who, /ɑ:/ art, /aɪ/ sight, /ʊə/ pure, /æ/ majesty, /aʊə/ tower, /ɪə/ theatres, /ɔɪə/ royal, /eɪ/ pain, /i:/ cease, /aɪə/ fire, /ə/ agreement, /ɒ/ Scottish, /əʊə/ mowers, /aʊ/ powder, /ɔɪ/ noisiest, eə/ layer. (see appendices 19 & 21)

3.1.6.2. Treatment Period

This experimental study was conducted on two groups using two different methods; that is, the same lesson was presented for both groups, whereas the method of conducting the lesson for each of the groups was different. The control group was taught vowel sounds following the steps of a typical phonetic session, while the experimental group lesson was presented via speaking activities. The aim of following this method during the treatment period was to show the effect of the independent variable i.e. teaching the pronunciation of vowel sounds through speaking activities, on learners' level of pronunciation i.e. the dependent variable.

The total number of lessons was eight (8); four for the control group, and four for the experimental group. The four lessons took us four sessions following the number of vowel sounds (short vowels, long vowels, diphthongs, and triphthongs).

Lesson One: Short Vowels.**Control Group**

Introduction: The session after the pre-test, we started our teaching session by the control group following the same steps of conducting a phonetic session. The learners were informed about the general topic of the lessons to be presented (vowel sounds). (see appendix 3)

Warm-up: the first session was initiated by asking the following questions:

- What is a vowel sound?
- How many vowel sounds exist in English?
- State the English vowel sounds?
- What are the types of English vowel sounds?

After answering these questions, we directly went into the core of the lesson by defining short vowel sounds.

Presentation:

- Definition of short vowels: a short/single vowel is a sound with no audible noise produced by no obstruction of the airstream. English short vowels are the following: /ɪ, e, æ, ə, ʌ, ɒ, and ʊ/.
- One of the researchers distributed handouts for the lesson (see appendix 11), while the other asked Students to state English short vowels. Correct given by students were written on the board.
- Students were asked to drill the words from the table in the handout; simultaneously, we corrected their wrong pronunciations of the highlighted vowel sounds in words.
- Once students uttered the words, researchers wrote them on the board and gave explicit explanation about each short vowel in isolation enumerating the elements that should be considered in describing it:

- Shape of the lips (lip-rounding): So the lips can be rounded, spread (unrounded), and relaxed (neutral). Researchers showed the students a paper containing figures of lips to illustrate the correct lip-rounding, and asked them to imitate the shape of the figure related to each short vowel under study.
- Position of the tongue (tongue height): It is the distance between the tongue and the palate. In this stage, researchers drew the short vowels diagram represented in the handouts (see appendix 11) on the board for more clarification. So, there is close vowels, half open and half close vowels, and close vowels.
- Referring to the diagram as well, we mentioned the part of the tongue used in the articulation of the vowel sounds: So they can be in the front of the tongue, in the centre of tongue, or in the back of the tongue.

Practice: After explaining each vowel sound separately, students were instructed to practice the activity at the bottom of the handout individually. The activity consisted of a range of words containing short vowels, and students were asked to transcribe phonetically those vowels in the words. Few moments later, students were asked to give answers loudly providing correct pronunciation of the vowel sounds, meanwhile researchers wrote the correct phonetic transcription of the vowel sounds on the board.

Closing: At the end of the session, researchers made sure that all the students have acquired the correct pronunciation of those short vowels, and whether more clarification was needed.

Experimental Group

For teaching the seven short vowel sounds namely /ɪ ʊ e ə æ ʌ ɒ/, we chose an information gap activity called “Someone Who”. In this speaking activity, learners were given small pieces of paper in which there was either an adjective or a description

that goes with a specific adjective. That is to say, the learners were divided into two major groups, a group has adjectives describing a person (Someone) and the other group has the full description of that adjective. The learners then were asked to communicate to match all the adjectives to their descriptions bearing in mind that one description has more than one adjective to go with. (see appendix7)

This lesson was conducted through the following steps:

Introduction: Since that was the first lesson after the pre-test, the researchers introduced themselves again to the group, and told the learners about the experimental sessions that they were going to have together.

Warm-up: The researchers asked the learners the following questions:

(1) How many vowels are there in the English alphabet? What are they? (correct answers were given by the learners)

(2) How many vowel sounds are there in English (RP)? (Silence, then few wrong answers were given by the learners).

- The researchers explained briefly the difference between vowel letters and vowel sounds, and asked the learners about the short vowel sounds.

(3) How many short vowel sounds do we have in RP? What are they? (Learners gave correct answers)

- The researchers and the learners together gave examples of words for each short vowel sound, and researchers used the board to explain.

Presentation: One researcher distributed the slips of paper for the activity on the learners (see appendix 15), and the other researcher explained the aim of the activity “Someone who”.

- After the learners had the slips of paper and knew how the activity worked, they started communicating in order to fill their information gaps.

Feedback: (1) The researchers drew the learner's attention to the short vowel sounds in some words, whenever it was possible without breaking communication.

(2) The researchers asked the learners to repeat mispronounced words, and provide feedback either by asking peers to give the correct pronunciation or by giving it themselves. The phonetic transcription of the vowel sounds in the words is given on the board in both cases.

- **Wrap-up:** When the learners were done with all the adjectives and descriptions in the slips of paper, the activity was over. The researchers then ended up the lesson by reminding the learners of the short vowel sounds and asking if they had any questions. The researchers ended the session and left the classroom.

Lesson two: long Vowels

Control Group

Introduction and warm-up: After greeting the learners, researchers started to recapitulate what had been done the previous session in an attempt to relate it to the new lesson (see appendix 4). We started by asking the following questions:

- who can remind us about last session's topic?
- what are short vowels of English?
- what is the difference between short and long vowel sounds?
- who can give us English long vowels?

Presentation:

One researcher wrote the long vowels on the board /u:, ɔ:, ɑ:, ɜ:, and i:/, while the other was distributing handouts (see appendix 12).

- Students started to drill words from the table in the handout, and researchers corrected their wrong pronunciation of vowels highlighted in words.
- On the board, the same diagram of the handout was drawn to clarify the content for the whole group.
- Each long vowel was given the necessary time and importance concerning the place of articulation, manner of articulation, and practice by making students repeat the sound many times to make sure they had acquired it.
- In explaining the articulation and production of long vowels, researchers showed learners a paper containing figures of shapes of the lips for each sound, and asked them to imitate the shape related to the sound studied.
- The final step of the lesson was practical. Students were oriented to do an activity at the bottom of the handout by transcribing long vowels phonetically.
- Afterwards, most of the students participated in the activity by pronouncing the words and giving their phonetic transcription. Whereas researchers tried to correct their wrong pronunciations by making them repeat the sounds many times.

Closure: before we ended up the lesson, we made sure that they had no questions about long vowels, and that everything was clear.

Experimental Group

In this lesson, we wanted to teach the RP long vowel sounds /i: ɜ: ɑ: ɔ: u:/ to the experimental group through a speaking activity called “Word Association”. This

activity is a common word game that involves an exchange of words that are usually associated together. This activity requires connecting two or more words or producing other words in response to a given word to complete a new meaning. Learners were given small pieces of paper, each of which contained a word. Each two words in the activity complete each other and make a collocation if joined by the speaker. After the activity was explained to the learners, they started communicating for the goal of finding word associations starting from a word in the slips of paper. The learners were able to give other collocations with a word they have. (see appendix 8)

This lesson was conducted through the following steps:

Introduction: The researchers greeted the learners and asked if they could start the lesson.

Warm-up: The researchers asked the learners about the long vowel sounds in RP, and the learners answered correctly.

- The researchers wrote the long vowel sounds on the board along with examples of words that contain these sounds. Most of the examples were given by the learners.

Presentation: One researcher distributed the slips of paper for the activity on the learners (see appendix16), and the other researcher explained the aim of the activity “Word Association”.

- The learners took it in turns to give the words in their papers and ask others to make a collocation using another word. The activity went likewise until all the words were combined to make word associations.
- The learners also created collocations using their own words i.e. by combining a word from the activity with other words that usually co-occur in speech.

Feedback: (1) The researchers highlighted the long vowel sounds in some words either given in the activity or suggested by the learners, whenever it was possible without breaking communication.

(2) In cases where learners mispronounced some words, researchers would ask them to repeat. The correction in this matter was made by either the researchers or peer learners.

- **Wrap-up:** After all the word associations in the activity—with additional ones—were made, the researchers reviewed the long vowel, and asked for any questions from the learners. Finally, the researchers ended the session and left the classroom.

Lesson Three: Diphthongs

Control Group

Introduction and warm-up:

Researchers introduced the new lesson by asking students about the previous one.

Then, they related the new lesson (Diphthongs) with the last ones (single vowels) by showing briefly the differences between them. (see appendix 5)

Presentation:

- We asked students to give us English Diphthongs.

We wrote them down on the board to explain them in details /əʊ, eə, aɪ, uə, ɪə, eɪ, ɔɪ, and aʊ/.

- We distributed the handouts about Diphthongs (see appendix 13).
- The Diagram represented in the handout was drawn on the board to clarify it more.
- Referring to the diagram as well, we mentioned the part of the tongue used in the articulation of the Diphthongs.

- Researchers mentioned in details the aspects of production related to Triphthongs by showing the difference between them and other vowel sounds, especially because they are complex sounds unlike short and long vowels. The details were:

-Shape of the lips (lip-rounding): So the lips can be rounded, spread (unrounded), and relaxed (neutral). Researchers showed the students a paper containing figures of lips to illustrate the correct lip-rounding. This helped more in explaining the shift that occurs during the production of Diphthongs.

-Position of the tongue (tongue height): It is the distance between the tongue and the palate. In this stage, researchers drew the diagram represented in the handouts (see appendix 13) on the board for more clarification so that students could learn the changes that occur inside the mouth when producing a Diphthong, and to illustrate the movements in the position of the tongue.

- After teaching each sound in isolation, we went to the last step which is practical.

Practice:

- Students were oriented to do the activity mentioned at the end of the handout.
- Students were given few moments to answer silently the question.
- Later on, we started to do the activity collectively. Students read the words containing the sounds and gave their phonetic transcription, while researchers were correcting their wrong pronunciations.

Closure:

To end-up the lesson, we asked students if they needed more explanation, and whether the lesson was clear.

Experimental Group

The English diphthongs: /ɪə eə ʊəɪ aɪ ɔɪ əʊ aʊ/ were our third lesson with the experimental group. For this lesson we preferred to have the learners practice a range of dialogues containing diphthongs. “Practicing dialogues” was the speaking activity assigned to learners in order to emphasise the pronunciation of the diphthongs in words and sentences. Four different dialogues in the form of mini short role plays were involved in the activity. Once the learners had the dialogues in the handouts, they acted them in groups of three or four depending on the dialogue. (see appendix 9)

This lesson was conducted through the following steps:

Introduction: The researchers greeted the learners and asked if they could start the lesson.

Warm-up: The researchers asked the learners about the English diphthongs, and the learners gave different individual answers.

- The researchers listed the diphthongs on the board and provided examples of words where we can find them. The learners gave some examples of their own, and they were taken into account in the explanation.

Presentation: One researcher distributed the handouts for the activity on the learners (see appendix 17), and the other researcher explained what the learners had to do during the activity “Dialogues”.

- The learners read the dialogues or role plays silently and then they acted them out in groups. Every learner had a role at least in a dialogue.

Feedback: (1) The researchers put focus on the diphthongs in some words, whenever it was possible without breaking communication.

(2) The mispronounced words were written on the board along with their phonetic transcription for the vowel sounds they contain.

Wrap-up: At the end of the activity, the researchers reviewed the diphthongs, and asked for any questions from the learners. Finally, the researchers ended the session and left the classroom.

Lesson Four: Triphthongs

Control Group

Introduction and Warm-up:

- First we started by greeting the students.
- Researchers asked the students about the previous lesson and tried to link it with the new one.
- Students were asked to give English Triphthongs. (see appendix 6)

Presentation:

One researcher distributed the handouts (see appendix 14), while the other started to explain the general diagram to introduce Triphthongs: /aʊə, ɔɪə, aɪə, əʊə, and eɪə/.

- Students started to drill words from the table of the handout paying attention to the vowel sounds in bold.

After many students had drilled the words, researchers drew the diagram of the handout on the board to better explain and clarify the lesson for the whole class. More details about Triphthongs were given by enlightening the difference between Diphthongs and Triphthongs providing the following details:

-Shape of the lips (lip-rounding): So the lips can be rounded, spread (unrounded), and relaxed (neutral). Researchers showed the students a paper containing figures of lips to

illustrate the correct lip-rounding and guided students to imitate the correct shape to pronounce the sound accurately.

- Position of the tongue (tongue height): It is the distance between the tongue and the palate. In this stage, researchers drew the diagram represented in the handout (see appendix 14) on the board to explain it more. So, they got to learn the different positions of the tongue as it moves from one sound to the other to produce a Triphthong.

- Later on, students were asked to do the activity at the bottom of the handout silently.
- After few moments, we started to do the activity collectively. Learners gave the phonetic transcription of the sounds in the words, and tried to pronounce those sounds correctly, while the researchers listened carefully, corrected the wrong answers, and asked students to repeat the sounds in the words till they made sure that students had acquired those Triphthongs perfectly.

Closure: After we finished the lesson, we asked the students if they needed more clarification, or whether they had questions to ask.

Experimental Group

We taught the Triphthongs: /aɪə aʊə eɪə əʊə ɔɪə/ with our last speaking activity “Find the Word”. The activity consisted of some words and their meanings separately. The learners needed to find the word for each definition in the activity. Researchers chose the most common words that contain triphthongs as some triphthongs are rare to find compared to other vowel sounds. The aim of the activity was practicing the pronunciation of triphthongs and introducing the learners to some new words they can use to communicate later on. (see appendix 10)

This lesson was conducted through the following steps:

Introduction: The researchers greeted the learners and got ready for to start the lesson.

Warm-up: The researchers asked the learners about the English triphthongs, and the learners raised their hands to give individual answers.

- The researchers listed the triphthongs on the board and provided examples of words that contain them with the help of learners, and they explained.

Presentation: One researcher distributed the slips of papers for the activity on the learners (see appendix 18), and the other researcher explained to the learners how the activity “Find the Word” would work.

- The learners read their words and or definitions and we discussed them together. The activity then started, and the learners communicated to solve the problems.

Feedback: (1) The researchers focused on the words that contained triphthongs in the activity as well as those suggested by the learners, whenever it was possible without breaking communication. The words were written on the board providing their phonetic transcription and the correct pronunciation for each.

(2) The mispronounced words were as well written on the board along with their phonetic transcription for the triphthongs they contained.

Wrap-up: At the end on the activity, the researchers reviewed the triphthongs, and asked for any questions from the learners. Finally, the researchers ended the session and left the classroom.

General Remarks

- All the sessions took about 35 to 45 minutes.
- The learners were somewhat excited and ready to participate in speaking activities.
- Some learners asked questions and gave extra examples.

- Sense of humour between the researchers and the learners in the classroom was a good addition that helped remove tension and stress and create a nice atmosphere for carrying out the lessons.
- Researchers drew the learners' attention to the differences between the spelling and pronunciation of the same word.
- The words were carefully chosen by the researchers to meet the needs of the lessons.
- All the learners had more than one piece of paper which means they participated more than once in the same speaking activity.
- Many absences were witnessed from both groups.

3.1.6.3. Post-test Description

After the treatment period which lasted four weeks, the learners had a post-test. The post-test was similar to the pre-test conducted at the beginning of the experiment, but the content was different. Both tests were conducted orally by having the learners reading some sentences and words (see appendix 2). The aim of the post-test was to check the development of the learners' pronunciation of vowel sounds. To mark the learners' scores we used the same tool of measurement as done in the pre-test (✓ if the vowel sound was pronounced correctly, and X if otherwise). The learners were tested on the same vowel sounds, and the words in which the vowel sounds occurred were as follows: /ʊ/ woods, /ɑ:/ dark, /i:/ deep, /ɒ/ promises, /ɔ:/ before, /u:/ bathroom, /aʊə/ towel, /aɪə/ expiry, /eɪ/ date, /ʊə/ obscure, /ɜ:/ purple, /ɪə/ clear, /ɔɪ/ choice, /əʊ/ polar, /eə/ bear, /æ/ arrogant, /eɪə/ swayer, ə/ purple, /aʊ/ found, /ɪ/ strict, /ɔɪə/ employer, /ʌ/ blood, /əʊə/ lower, /e/ pressure, and /aɪ/ miles. (see appendices 20 & 22)

Section Two: Data Analysis and Interpretation

3.2.1. General Results

This section displays the data obtained from the pre and post tests, their analysis, and interpretation. First, we will analyse the results related to vowel sounds and second the results related to the scores of participants.

Table 3

Percentage of Correct and Wrong Pronunciation of Vowel Sounds in the Pre-test

	Control Group		Experimental Group	
	Number of Answers	Percentage	Number of Answers	Percentage
Cr Pr	193	39%	213	43%
Wr Pr	307	61%	287	57%
Total	500	100%	500	100%

From 500 pronounced vowel sounds (within words), the control group marked 307 wrong answers and 193 correct ones; whereas, the experimental group marked 287 wrong answers and 213 correct ones. By calculating the percentages, we find that the control group has scored 39% correct answers and 61% wrong ones; however, the control group has scored 43% correct pronunciations, and 57% wrong ones. This indicates that there is a difference of only 5% of the wrong pronunciations between the two groups, which means that the results of both groups in the pre-test were relatively close. It is clearly shown that both the control and experimental groups scored nearly the same results in the pre-test with little difference.

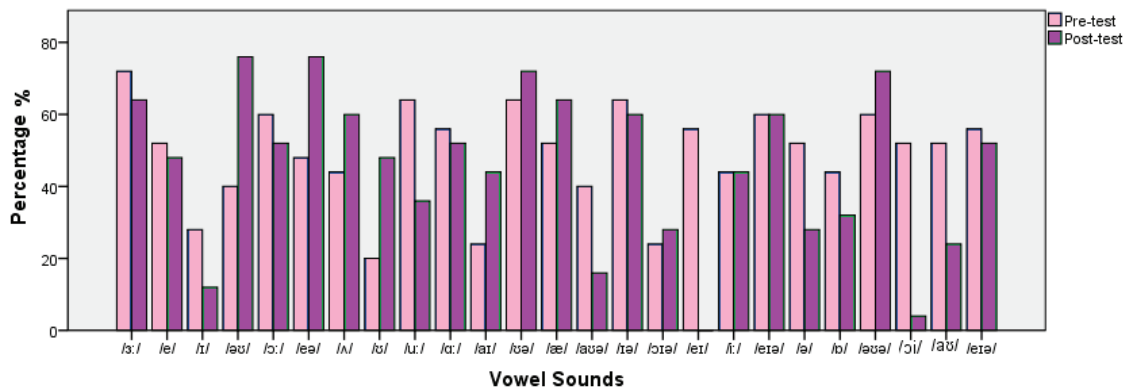
Table 4

Percentage of Correct and Wrong Pronunciation of Vowel Sounds in the Post-test

	Control Group		Experimental Group	
	Number of Answers	Percentage	Number of Answers	Percentage
Cr Pr	213	43%	288	58%
Wr Pr	287	57%	212	42%
Total	500	100	500	100

From 500 pronounced vowel sounds (within words), the control group marked 287 wrong answers and 213 correct ones; whereas, the experimental group marked 212 wrong answers and 288 correct ones. By calculating the percentages, we find that the control group has scored 43% correct answers and 57% wrong ones; however, the experimental group has scored 58% correct pronunciations, and 42% wrong ones. This indicates that there is a difference 15% of the wrong pronunciations between the two groups. This means that the results of the experimental group in the post-test were better than those of the control group. For more detailed analysis, we intended to take the pronunciation of each vowel sound by both groups in the pre and post tests alike.

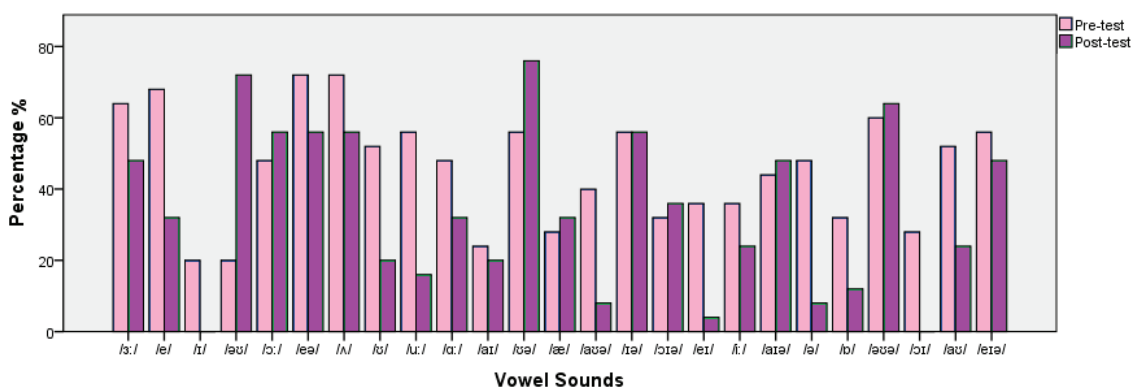
The detailed results for the pronunciation of each vowel sound for both groups are clarified in the following diagrams.



Source: SPSS Statistics

Figure 9: Pre/Post Test Results of Each Sound in the Control Group

From the diagram, we find that the vowel sounds that marked the highest percentages for wrong pronunciation in the pre-test are 14 out of 25, namely /ɜ:/, e,ɪ, ɔ:/, u:/, ɑ:/, əʊə, ɪə, eɪ, ə, ɒ, ɔɪ, aʊ, and eɪə/. On the other hand, the vowel sounds that marked the highest percentages for wrong pronunciation in the post-test are 9 out of 25, and they are: /əʊ, eə, ʌ, ʊ, aɪ, ʊə, æ, ɔə, and əʊə/; while for /i:/ and /aɪə/ the scores were the same in the pre and post tests. That is to say, as far as the control group is concerned, learners’ pronunciation of some vowel sounds in the post-test improved compared to the pre-test.



Source: SPSS Statistics

Figure 10: Pre/Post Test Results of Each Sound in the Experimental Group

As it is shown above, the vowel sounds that marked the highest percentages for wrong pronunciation in the pre-test are 17 out of 25, namely /ɜ:, e, ɪ, eə, ʌ, ʊ, u:, ɑ:, aɪ, aʊə, eɪ, i:, ə, ɒ, ɔɪ, aʊ, and eɪə/. On the other hand, the vowel sounds that marked the highest percentages for wrong pronunciation in the post-test are 7 out of 25, and they are: /əʊ, ɔ:, ʊə, æ, ɔɪ, aɪə, and əʊə/. While for /ɪə/ the score was the same in the pre and post tests. That is to say, Learners' pronunciation of the majority of vowel sounds in the post-test improved compared to the pre-test.

3.2.2. Calculating and Comparing the Means

In order to give validity for the differences, we opted for comparing the means of the wrong pronunciation scores for both the control and experimental groups in the pre and post tests.

3.2.2.1. The Means of the Control Group

Table 5

Pre-test Results of the Control Group

Participants	Wr Pr	Participants	Wr Pr
1	19	11	14
2	11	12	18
3	11	13	16
4	17	14	19

5	14	15	15
6	15	16	15
7	17	17	19
8	10	18	18
9	16	19	14
10	15	20	16

The table demonstrates the total number of wrong pronunciations for each of the 20 participants in the pre-test.

Table 6

The Mean of the Control Group in the Pre-test

Statistics		
Control Group Pre-Test		
N	Valid	20
	Missing	0
Mean		15,45

Source: SPSS statistics

The scores of the pre-test were used by SPSS Statistics to calculate the mean of the control group. 15,45 in the table is the mean of the control group in the pre-test.

Table 7

Post-test Results of the Control Group

Participants	Wr Pr	Participants	Wr Pr
1	17	11	12
2	7	12	18
3	15	13	19
4	10	14	17

5	14	15	17
6	16	16	7
7	13	17	15
8	8	18	10
9	17	19	14
10	19	20	16

The table gives the total number of wrong pronunciations for each of the 20 participants in the post-test.

Table 8

The mean of the control group in the post-test

Statistics		
WRONG PRONUNCIATION		
N	Valid	20
	Missing	0
Mean		14,05

Source: SPSS statistics

The scores of the post-test were used by SPSS Statistics to calculate the mean of the control group. 14,05 in the table is the mean of the control group in the post-test.

3.2.2.2. Comparing the Means of the Control Group

Table 9

The Means of the control group

Statistics			
		Control Group Pre-Test	Control Group Post-Test
N	Valid	20	20
	Missing	0	0
Mean		15,45	14,05

Source: SPSS statistics

The table shows that there is a difference of 1.40 between the means of the control group in the pre and post tests.

3.2.2.3. The Means of the Experimental Group

Table 10

Pre-test Results of the Experimental Group

Participants	Wr Pr	Participants	Wr Pr
1	11	11	14
2	12	12	16
3	14	13	7
4	15	14	14
5	16	15	19
6	13	16	16
7	13	17	19
8	10	18	15
9	14	19	20
10	13	20	16

The table gives the total number of wrong pronunciations for each of the 20 participants in the pre-test.

Table 11

The Mean of the Experimental Group in the Pre-test

Statistics		
Wrong Pronunciation		
N	Valid	20
	Missing	0
Mean		14,35

Source: SPSS statistics

The scores of the pre-test were used by SPSS Statistics to calculate the mean of the experimental group. 14,35 in the table is the mean of the experimental group in the pre-test.

Table 12

Post-test Results of the Experimental Group

Participants	Wr Pr	Participants	Wr Pr
1	9	11	6
2	7	12	11
3	8	13	2
4	7	14	12
5	15	15	11
6	11	16	13
7	14	17	15
8	3	18	18
9	14	19	13
10	13	20	10

The table gives the total number of wrong pronunciations for each of the 20 participants in the post-test.

Table13

The Mean of the Experimental Group in the Post-test

Statistics		
Post-test Wr Pr		
N	Valid	20
	Missing	0
Mean		10,60

Source: SPSS statistics

To calculate the mean of the experimental group, the scores of the post-test were used by SPSS Statistics. 10,60 in the table is the mean of the experimental group in the post-test.

3.2.2.2.1. Comparing the Means of the Experimental Group

Table 14

The Means of the Experimental Group

Statistics			
		Experimental Group Pre-Test	Experimental Group Post-Test
N	Valid	20	20
	Missing	0	0
Mean		14,35	10,60

Source: SPSS statistics

The table shows that there is a difference of 3.75 between the means in the pre and post tests of the experimental group.

3.2.3. Comparing the Differences between the Means

Table 15

The Differences Between the Means

	mean		
	Pre-test	Post-test	Difference
Control Group	15.45	14.05	1.40
Experimental Group	14.35	10.60	3.75

By comparing the two differences means, we find out that there is an improvement in the results of the post-test compared to the pre-test of both groups. Yet, we can see that $3.75 > 1.40$ which means that the improvement of the experimental group surpassed that of the control group.

Since these findings are not sufficient to confirm or reject our hypothesis, we had to do a *t* test analysis as attempt to strengthen the conclusions drawn from this comparison, and give them more validity.

3.2.4. The *t* test

After calculating and comparing the means of the wrong pronunciation scores for both control and experimental groups, we need to test the significance of the difference between the results. Thus, the *t* test is done to confirm one of the following hypotheses:

- The null hypothesis: The difference between the two sets of the improvement scores is due to chance.

- The alternate hypothesis: The difference between the two sets of the improvement scores is due to the treatment variable (the method of teaching the pronunciation of vowel sounds proposed in the study).

3.2.4.1. t-test for the Control Group

The first step to compare the means of wrong pronunciation scores for the control and experimental group is a *t* test.

Table 16

Control Group t test Results

Group Statistics					
Participants		N	Mean	Std. Deviation	Std. Error Mean
Control Group	Pre-test	20	15,45	2,645	,591
	Post-test	20	14,05	3,859	,863

Independent Samples Test									
Control Group	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	3,399	,073	1,338	38	,189	1,400	1,046	-,718	3,518
Equal variances not assumed			1,338	33,626	,190	1,400	1,046	-,727	3,527

Source: SPSS statistics

First, we apply the Leneve’s test (for $\alpha = 0.05$) on *sig.* to determine which row to interpret:

If $p \leq 0.05$, the variances are significantly different. Thus, we interpret equal variances not assumed (the bottom row of results).

If $p > 0.05$, the variances are not significantly different. Thus, we interpret Equal variances assumed (the top row of results).

In this case, $p = Sig = 0.073 > 0.05$, so we interpret the Equal variances assumed row.

Then, we compare *sig. (2-tailed)* to $\alpha=0.05$ to assess the significance of the *t* test.

- H0: The *t* test is significant.
- H1: The *t* test is not significant.

$p = Sig = 0.189 > 0.05$, so H1 is accepted and H0 is rejected.

3.2.4.2. *t* test for the Experimental Group

We follow the same process with this group by conducting a *t* test.

Table 17

Experimental Group t test Results

Group Statistics					
Participants	N	Mean	Std. Deviation	Std. Error Mean	
Experimental Group Pre-test	20	14,35	3,100	,693	
Post-test	20	10,60	4,135	,925	

Independent Samples Test									
Experimental Group	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	2,004	,165	3,245	38	,002	3,750	1,155	1,411	6,089
Equal variances not assumed			3,245	35,230	,003	3,750	1,155	1,405	6,095

Source: SPSS statistics

We follow the same steps of the control group starting by applying the Leneve’s test (for $\alpha = 0.05$) on *sig.*

- If $p \leq 0.05$, the variances are significantly different. Thus, we interpret equal variances not assumed (the bottom row of results).
- If $p > 0.05$, the variances are not significantly different. Thus, we interpret Equal variances assumed (the top row of results).

In this case, $p = Sig = 0.165 > 0.05$, so we interpret the Equal variances assumed row.

Second, we compare *sig. (2-tailed)* to $\alpha=0.05$ to assess the significance of the *t* test.

H0: The t test is significant.
H1: The t test is not significant.
 $p = Sig = 0.002 < 0.05$, so H0 is accepted and H1 is rejected.

3.2.5. Interpretation of the Results

In the pre-test both the control and experimental group scored nearly the same results. In the post-test however, the experimental group scores improved compared to those of the control group. To validate the results, the means of the scores were calculated and compared. The findings then showed that the differences between the results of the two groups were statistically different; this implies that the experimental group scored better than the control group in the post-test. A t test was done as an attempt to strengthen this conclusion, and the results of this test showed that the differences were statistically significant.

The findings of this experiment strongly agree with findings from previous research studies related to pronunciation enhancement. Furthermore, this study yielded very convenient results, which highly stress the importance of using speaking activities in order to enhance the learner's pronunciation of vowel sounds. Hence, we come to reject the null hypothesis (H0) and confirm the alternative hypothesis (H1): Speaking activities enhance the learners' pronunciation of vowel sounds.

3.2.6. Limitation of the Study

Amongst the diverse limitations that we faced during our research, the following are worthy of mentioning:

- Concerning the teaching of pronunciation in Algeria, especially within CBA, we were restricted to very few articles since those were not available.
- It was not possible for us to insure the participation of students with similar backgrounds concerning English learning. Some participants were graduated from the scientific stream, and the dominant number of participants refers to those graduated from literary streams at secondary schools. It is also important to mention that some participants used to study English at different private schools of foreign languages.
- The sample dropped down from 30 to 20 participants for uncontrollable reasons. The lists of the groups of our experiment were not updated by the administration after many students have changed their groups, and others have transferred to other specializations at university. Furthermore, the experimental sessions witnessed many absences of the students.
- The time allocated for experimental sessions was relatively insufficient to teach such important aspect of pronunciation as vowel sounds.
- Because of the unavailability of time, our experimental sessions were conducted during oral expression classes of both groups, which restricted our teaching sessions.
- Since our sample was two random first year groups, the variable of gender was out of our control.

Conclusion

The data collected during the experiment along with the analysis revealed expedient conclusions that help answering the research questions mentioned earlier in the general initiation for the study.

To start with, it has been concluded that first year university students fail to pronounce vowel sounds correctly due to the lack of meaningful practice. Moreover and most importantly, teaching pronunciation through speaking activities is an effective procedure for better acquisition of English pronunciation. After confirming our hypothesis, it can be generalized for further studies about other aspects of pronunciation.

Finally, the hypothesis of this research study is confirmed: if teachers use speaking activities in teaching pronunciation, the learners will learn English pronunciation better.

Recommendations for Further Research

We recommend researchers for further studies in this area to consider the following:

- **Gender:** Researchers may control gender as a variable that can affect the results to be obtained.
- **Time:** It will be better for further researchers to manipulate the variable of time by extending the duration of the teaching sessions as well as the whole experiment, in an attempt to give the experimental research the necessary time to be well conducted.
- **Size of the Sample:** in order for future research sample to be more representative, it is possible for researchers to manipulate the number of participants in the experiment.
- **Data Gathering Tools:** In such experimental studies, it would be better for researchers in order to get clear and exact data to use voice recorder as a good data gathering tool. Additionally, a questionnaire for EFL teachers and learners would be helpful to get their attitudes towards teaching/learning pronunciation.
- **For further research,** it is highly recommended for other researchers to replicate the study selecting another aspect of pronunciation as stress, rhythm, etc.

General Conclusion

This Research probed into how speaking activities in EFL classes may help improve the learners' pronunciation of vowel sounds. It followed an experimental design methodology to accomplish the aforementioned objective.

In short, the structure of the study included two major parts: the theoretical framework and the practical framework. The theoretical framework is split into two sections that discuss pronunciation as an aspect of language. The first section introduced some generalities about pronunciation and phonetics, and the second section tackled pronunciation in EFL and speaking. Thereafter, the practical framework was divided into two sections as well; section one was devoted to describing the methodology of the research, while section two included the data analysis and interpretation of the results.

In chapter one, pronunciation was addressed as an important aspect of the language which should be integrated rather than isolated in EFL classes. The first section of the chapter introduced background information about the topic, and it shed light on the crucial status of pronunciation in EFL. Pronunciation is regarded as one important aspect of the language towards which both teachers and learners must direct their attention through the teaching-learning process. This section included as well the research questions and the established hypotheses of our study which aimed at demonstrating the role of speaking activities on enhancing the learners' pronunciation of vowel sounds. The second section highlighted pronunciation with regard to the field of phonetics, and it focussed on English consonants and vowels in addition to the variation that exists within English pronunciation, namely RP and GA.

Chapter two was devoted to pronunciation teaching and learning besides speaking. The first section showed the changing status in pronunciation teaching. Historically speaking, pronunciation in ELT was neglected compared to grammar and vocabulary. Moreover, diverse methods of teaching perceived pronunciation differently including the Direct Method, the Reform Movement, the Audiolingual Method, and Communicative Language Teaching (CLT). On the other hand, the second section demonstrated that pronunciation is highly considered in the process of language learning. Additionally, it discussed the importance of speaking and speaking activities in FLL.

Chapter three included the fieldwork of the study where one aspect of pronunciation was selected to be experimented on. The experiment was then conducted on the English (RP) vowel sounds namely, short vowels, long vowels, diphthongs, and triphthongs. The first section of the chapter was devoted to the steps of our action research and to the methodology through which this study was conducted following the experimental design. To gather the data, two first year university groups were pre-tested via an oral test to check their pronunciation of vowel sounds. Afterwards, the control group was taught the pronunciation of vowel sounds following the steps of a phonetic session, and the experimental group was taught the same lessons through speaking activities. At the end, participants were post-tested in the same way the pre-test was conducted. Section two was devoted to analysing the data and interpreting the results obtained from the tests. In order to confirm or reject the hypothesis which concerns the role of speaking activities in enhancing the learners' pronunciation of vowel sounds, we calculated the means and the *t* test to check the significant difference between those means using SPSS statistics software.

After analysing and interpreting the data, the findings showed that the reason behind failure in pronouncing vowel sounds correctly lies in the lack of authentic practice. Moreover, EFL learners seem to be motivated to learn pronunciation through speaking activities. Finally, we concluded that speaking activities enhance the learners' pronunciation of vowel sounds.

To sum up, it would be beneficial for both teachers and learners if teaching pronunciation through speaking activities is implemented in ELT, as we keep high hopes for an implementation of our findings in teaching pronunciation at the university of Jijel. Hopefully, the final conclusion obtained from this research would contribute to knowledge in the field.

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Appendices

Appendix 1: Pre-test

Read the Following.

1.

EARTH has not anything to show more fair:

Dull would he be of soul who could pass by

A sight so touching in its majesty:

Ships, towers, domes, theatres, and temples lie

William Wordsworth

September 3, 1802

2.

Royal pain

Cease fire agreement

Powder layer

Pure art

Scottish mowers are the noisiest

Appendix 2: Post-test

Read the Following.

1.

The woods are lovely, dark and deep,

But I have promises to keep,

And miles to go before I sleep,

Rober Frost, 1951

2.

Super power	Expiry date
Obscure world	Clear choice
Polar bear	Arrogant swayer
Proper noun	Strict employer
Lower blood pressure	Surprising weather

Appendix 3: Lesson Plan One

Topic: Short Vowel Sounds

Level: First Year University Students

Duration: 40 min

Group: Control

Objectives	<p>Students will</p> <ul style="list-style-type: none"> • Be able to pronounce short vowel sounds correctly /ɪ, e, æ, ə, ʌ, ɒ, and ʊ/. • Be able to learn the place of articulation of short vowels. • Be able to learn the manner of articulation of short vowels. • Learn articulatory features of short vowel sounds. • To distinguish between short vowels and other vowel sounds.
Materials/ resources	The board and handouts for the lesson.
Warm-up (5min)	<ul style="list-style-type: none"> • Introducing the topic of the lesson. (short vowel sounds) • Asking students to give the short vowel sounds of English.
Lesson Structure (30min)	<ul style="list-style-type: none"> • Writing down the short vowel sounds on the board. • Distributing the handouts of the lesson.

	<ul style="list-style-type: none">• Asking students to drill the words which contain the vowel sounds from the table of the handout.• Highlighting the vowel sounds on the board.• Explaining clearly each sound alone.• Asking students to pronounce them.• Drawing the diagram of short vowels on the board to better highlight the content of the handout by explaining each sound individually, and asking students to give words containing these vowel sounds.
Practice (7min)	<ul style="list-style-type: none">• Giving students few time to read the activity at the bottom of the handout.• Reading the words loudly, and transcribing phonetically each of the vowel sounds on the board.
Closure (3min)	<ul style="list-style-type: none">• Reviewing short vowel sounds and their pronunciation.• Asking if there is any question about the lesson.

Appendix 4: Lesson Plan Two

Topic: Long Vowel Sounds

Level: First Year University Students

Duration: 40 min

Group: Control

<p>Objectives</p>	<p>Students will</p> <p>Be able to pronounce long vowel sounds correctly /i:, ɜ:, ɑ:, ɔ:, and u:/.</p> <ul style="list-style-type: none"> • Be able to learn the place of articulation of long vowels. • Be able to learn the manner of articulation of long vowels. • Learn articulatory features of long vowel sounds. • Distinguishing between the production of long vowels and other vowel sounds.
<p>Materials/Rsources</p>	<p>The board and handout of the lesson.</p>
<p>Warm-up (5min)</p>	<ul style="list-style-type: none"> • Asking about the previous lesson. • Making a link between the previous and the current lesson. • Introducing the topic of the lesson (long vowels). • Asking to give the long vowel sounds of English.
<p>Lesson structure (30min)</p>	<ul style="list-style-type: none"> • Writing down the long vowel sounds on the board. • Distributing the handouts of the lesson. • Asking students to drill the words from the table of the handout. • Highlighting the vowel sounds on the board, and explaining each long vowel in isolation. • Drawing the diagram of long vowel sounds on the board to better explain the content of the handout, and asking

	students to give words containing these vowel sounds.
Practice (5min)	<ul style="list-style-type: none"> • Reading the instruction of the activity. • Providing students with some time to read the words of the activity silently. • Transcribing phonetically the vowel sounds in the words, and asking students to read them loudly.
closure	<ul style="list-style-type: none"> • Reviewing long vowel sounds and their pronunciation. • Making sure that they have acquired long vowels. • Asking whether more explanation is needed.

Appendix 5: Lesson Plan Three

Topic: Diphthongs

Level: First Year University Students

Duration: 40 min

Group: Control

Objectives	<p>Students will</p> <p>Be able to pronounce diphthongs correctly /eə, , ʊə, iə, eɪ, aɪ, ɔɪ,əʊ, and,aʊ/.</p> <ul style="list-style-type: none"> • Be able to learn the place of articulation of diphthongs. • Be able to learn the manner of articulation of diphthongs. • Learn articulatory features of diphthongs. • Differentiate between single vowels and diphthongs.
Material/ Resources	The board and handout of the lesson.

<p>Warm-up (5min)</p>	<ul style="list-style-type: none"> • Reminding students about the previous lesson (short vowels). • Introducing the topic of the current lesson (diphthongs). • Asking to give diphthongs of English.
<p>Lesson Structure (30min)</p>	<ul style="list-style-type: none"> • drawing the following diagram on the board: <div style="text-align: center; margin: 10px 0;"> <p>DIPHTHONGS</p> <pre> graph TD A[DIPHTHONGS] --> B[moving towards central] A --> C[moving towards high] B --> D[ending in ə] C --> E[ending in ɪ] C --> F[ending in ʊ] D --> G[ɪə] D --> H[eə] D --> I[ʊə] E --> J[eɪ] E --> K[aɪ] E --> L[ɔɪ] F --> M[əʊ] F --> N[aʊ] </pre> </div> <ul style="list-style-type: none"> • Distributing the handouts of the lesson. • Drilling the words from the table of the handout. • Highlighting the diphthongs on the board. • Explain each diphthong solely. • Drawing the diagram of diphthongs on the board to better explain the content of the handout, and asking students to give words containing these diphthongs.
<p>Practice (7min)</p>	<ul style="list-style-type: none"> • Giving students time to read the activity. • Reading the words of the activity loudly, and transcribing phonetically their diphthongs on the board.
<p>Closure (3min)</p>	<ul style="list-style-type: none"> • Reviewing diphthongs and their pronunciation. • Making sure that students have acquired diphthongs. • Asking students if more explanation is needed.

Appendix6: Lesson Plan Four

Topic: Triphthongs

Level: First Year University Students

Duration: 40 min

Group: Control

<p>Objectives</p>	<p>Students will</p> <p>Be able to pronounce triphthongs correctly /aɪə, aʊə, eɪə, əʊə, and ɔɪə/.</p> <ul style="list-style-type: none"> • Be able to learn the place of articulation of triphthongs. • Be able to learn the manner of articulation of triphthongs. • Learn articulatory features of triphthongs. • To differentiate between single vowels, diphthongs, and triphthongs.
<p>Materials/Resources</p>	<p>The board and handout for the lesson.</p>
<p>Warm-up (5min)</p>	<ul style="list-style-type: none"> • Asking students about the previous lesson. • Making a link between the previous and the current lesson (triphthongs). • Asking students to give the triphthongs of English.
<p>Lesson Structure (30min)</p>	<ul style="list-style-type: none"> • Explaining briefly the difference between Diphthongs and Triphthongs: The closing diphthongs (moving towards high) + /ə/ <ul style="list-style-type: none"> ➤ More common: /aɪ/ + /ə/ = /aɪə/ and /aʊ/ + /ə/ = /aʊə/ ➤ Less common: /eɪ/ + /ə/ = /eɪə/, /əʊ/ + /ə/ = /əʊə/, and /ɔɪ/ + /ə/ = /ɔɪə/ • Writing down the triphthongs on the board.

	<ul style="list-style-type: none"> • Distributing the handouts of the lesson. • Drilling the words from the table of the handout. • Highlighting the Triphthongs on the board. • Explaining each Triphthong in isolation. • Drawing the diagram of triphthongs on the board to better explain the content of the handout, and asking students to give words containing these Triphthongs.
Practice (7min)	<p>Reading the question of the activity at the bottom of the handout, and giving time to students to read the words silently.</p> <p>Reading the words loudly, and transcribing phonetically the Triphthongs of the words in the activity.</p>
Closure (3min)	<ul style="list-style-type: none"> • Reviewing triphthongs and their pronunciation. • Making sure that all students have acquired Triphthongs. • Asking if there is any question concerning the lesson.

Appendix 7: Lesson Plan Five

Topic: Short Vowel Sounds

Level: First Year University Students

Duration: 40 min

Group: Experimental

Activity	Someone Who
Objectives	<p>The learners will be able to</p> <ul style="list-style-type: none"> • Pronounce short vowel sounds correctly.

	<ul style="list-style-type: none"> • Recognise some words containing short vowel sounds. • Communicate using these words.
Materials/resources	<p>The use of</p> <ul style="list-style-type: none"> • The board for explanation and illustration. • Slips of papers for the speaking activity.
Warm-up (10min)	<ul style="list-style-type: none"> • Introducing the topic of the lesson: Short Vowel Sounds. • Asking learners to identify the short vowel sounds of RP: /ɪ/, /e/, /æ/, /ə/, /ʌ/, /ɒ/, and /ʊ/. • Giving examples of words containing the short vowel sounds on the board: /ɪ/: sit, fill; /e/: dress, bed; /æ/: trap, bad; /ə/: about, comma; /ʌ/: strut, bud; /ɒ/: lot, odd; and /ʊ/: foot, good. • Asking learners to drill those words.
Lesson structure (25min)	<ul style="list-style-type: none"> • Distributing the slips of papers on the students. • Explaining the aim and the rules of the activity. • Discussing the content of the activity. • Writing down highlighted words from the activity on the board and providing the phonetic transcriptions for them.
Closure (5min)	<ul style="list-style-type: none"> • Reviewing the short vowel sounds and their pronunciation. • Asking learners if they have any questions. • Ending the session.

Appendix 8: Lesson Plan Six

Topic: Long Vowel Sounds

Level: First Year University Students

Duration: 40 min

Group: Experimental

Activity	Word Association
Objectives	<p>The learners will be able to</p> <ul style="list-style-type: none"> • Pronounce long vowel sounds correctly. • Recognise some words containing long vowel sounds. • Use collocations containing long vowel sounds.
Materials/resources	<p>The use of</p> <ul style="list-style-type: none"> • The board for explanation and illustration. • Slips of papers for the speaking activity.
Warm-up (10 min)	<ul style="list-style-type: none"> • Introducing the topic of the lesson. • Asking learners to identify the long vowel sounds of RP: /i:/, /ɜ:/, /ɑ:/, /ɔ:/, and /u:/. • Giving examples of words containing the long vowel sounds on the board: /i:/: fleece, sea; /ɜ:/: nurse, stir; /ɑ:/: start, father; /ɔ:/: thought, law; and /u:/: goose, two. • Asking learners to drill those words.
Lesson structure (25min)	<ul style="list-style-type: none"> • Distributing the slips of papers on the students. • Explaining the aim and the rules of the activity. • Discussing the content of the activity. • Writing down highlighted words from the activity on the board and providing the phonetic transcriptions for them.

<p>Closure (5min)</p>	<ul style="list-style-type: none"> • Reviewing the long vowel sounds and their pronunciation. • Asking learners if they have any questions. • Ending the session.
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Appendix9: Lesson Plan Seven

Topic: Diphthongs

Level: First Year University Students

Duration: 40 min

Group: Experimental

<p>Activity</p>	Dialogues
<p>Objectives</p>	<p>The learners will be able to</p> <ul style="list-style-type: none"> • Pronounce the RP diphthongs correctly. • Recognise some words containing diphthongs. • Communicate using these words.
<p>Materials/resources</p>	<p>The use of</p> <ul style="list-style-type: none"> • The board for explanation and illustration. • Handouts for the speaking activity.
<p>Warm-up (10min)</p>	<ul style="list-style-type: none"> • Introducing the topic of the lesson. • Asking learners to identify the RP diphthongs. • Writing down the following chart on the board. <div style="text-align: center; margin-top: 20px;"> <p>DIPHTHONGS</p> <pre> graph TD A[DIPHTHONGS] --> B[moving towards central] A --> C[moving towards high] B --> B1[ending in ə] C --> C1[ending in ɪ] C --> C2[ending in ʊ] B1 --> B1a[ɪə] B1 --> B1b[eə] B1 --> B1c[ʊə] C1 --> C1a[eɪ] C1 --> C1b[aɪ] C1 --> C1c[ɔɪ] C2 --> C2a[əʊ] C2 --> C2b[aʊ] </pre> </div>

	<ul style="list-style-type: none"> • Giving examples of words containing the diphthongs: /ɪə/: near, here; /eə/: square, fair; /ʊə/: cure, poor; /eɪ/: face, day; /aɪ/: price, high; /ɔɪ/: boy, avoid; /əʊ/: goat, below; and /aʊ/: mouth, now. • Asking learners to drill those words.
<p>Lesson structure (25min)</p>	<ul style="list-style-type: none"> • Distributing the handouts on the students. • Explaining the aim and the rules of the activity. • Discussing the content of the activity. • Writing down highlighted words from the activity on the board and providing the phonetic transcriptions for them.
<p>Closure (5min)</p>	<ul style="list-style-type: none"> • Reviewing the diphthongs and their pronunciation. • Asking learners if they have any questions. • Ending the session.

Appendix 10: Lesson Plan Eight

Topic: Triphthongs

Level: First Year University Students

Duration: 40 min

Group: Experimental

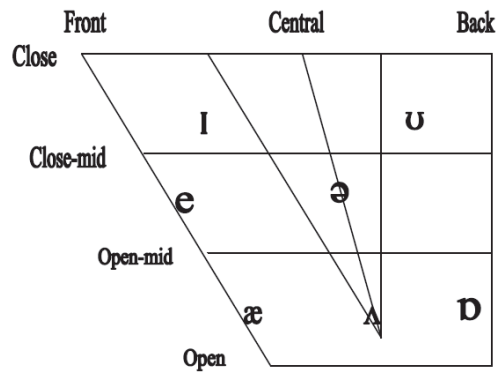
Activity	Find the Word
Objectives	<p>The learners will be able to</p> <ul style="list-style-type: none"> • Pronounce Triphthongs correctly. • Recognise some words containing triphthongs. • Communicate using these words.

Materials/resources	<p>The use of</p> <ul style="list-style-type: none"> • The board for explanation and illustration. • Slips of papers for the speaking activity.
Warm-up (10min)	<ul style="list-style-type: none"> • Introducing the topic of the lesson. • Asking learners to identify the triphthongs: The closing diphthongs (moving towards high) + /ə/ <ul style="list-style-type: none"> ➤ More common: /aɪ/ + /ə/ = /aɪə/ and /aʊ/ + /ə/ = /aʊə/ ➤ Less common: /eɪ/ + /ə/ = /eɪə/, /əʊ/ + /ə/ = /əʊə/, and /ɔɪ/ + /ə/ = /ɔɪə/ • Giving examples of words containing the triphthongs: <ul style="list-style-type: none"> /aɪə/: liar, fire; /aʊə/: hour, shower; /eɪə/: player, layer; /əʊə/: mower, slower; /ɔɪə/: loyal, royal. • Asking learners to drill those words.
Lesson structure (25min)	<ul style="list-style-type: none"> • Distributing the slips of papers on the students. • Explaining the aim and the rules of the activity. • Discussing the content of the activity. • Writing down highlighted words from the activity on the board and providing the phonetic transcriptions for them.
Closure (5min)	<ul style="list-style-type: none"> • Reviewing the content of the lesson briefly. • Asking learners if they have any questions. • Ending the session.

Appendix 11: Hand-out One

Lesson One: Short Vowel Sounds

Vowel Sounds	Examples
/ɪ/	Sit, fill
/e/	Dress, bed
/æ/	Trap, bad
/ə/	About, comma
/ʌ/	Strut, bud
/ɒ/	Lot, odd
/ʊ/	Foot, good



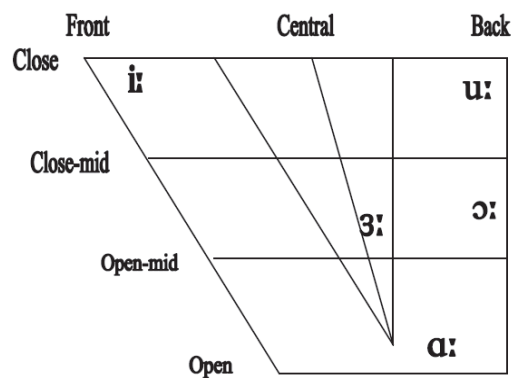
Short Vowels Diagram

Practice: Give the phonetic transcription of the vowel sounds in the following words.

- silly, sat, busy, big, knowledge, demand, friend, fund, cough, look, pet, should, cut, pack, mess, does, stop, push.

Appendix 12: Long Vowel Sounds

Vowel Sounds	Examples
/i:/	fleece, sea
/ɜ:/	nurse, stir
/ɑ:/	Start, father
/ɔ:/	Thought, law
/u:/	Goose, two



Long Vowels Diagram

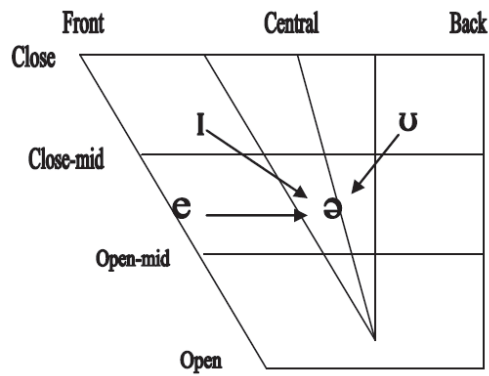
Practice: Give the phonetic transcription of the vowel sounds in the following words.

- lead, department, moon, August, fast, port, pool, peeve, half, turn, heard, feel, worse, stalk, blue, suit.

Appendix 13: Diphthongs

I- Centring ending in /ə/

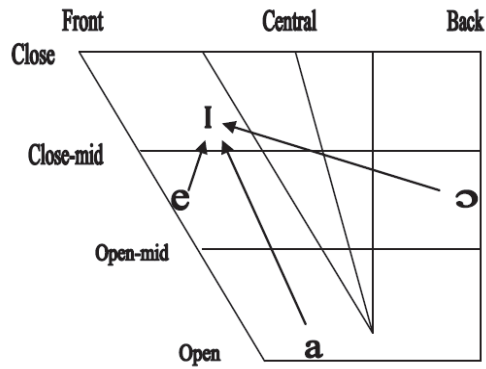
Diphthongs	Examples
/ɪə/	near, here, dear
/eə/	square, fair, care
/ʊə/	cure, jury, poor



Centring Diphthongs Ending in /ə/ Glides Diagram

II- Closing ending in /ɪ/

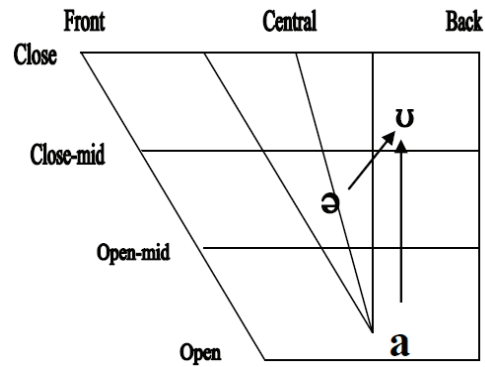
Diphthongs	Examples
/eɪ/	face, day, great
/aɪ/	price, high, five
/ɔɪ/	joy, avoide, boil



Closing Diphthongs Ending in /ɪ/ Glides Diagram

III- Closing ending in /ʊ/

Diphthongs	Examples
/əʊ/	goat, show, below
/aʊ/	mouth, now, town



Closing Diphthongs Ending in /ʊ/ glides Diagram

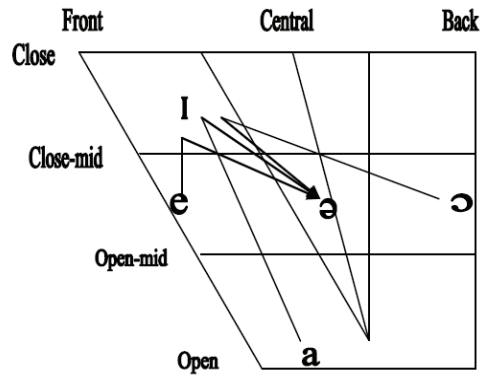
Practice: Give the phonetic transcription of the diphthongs in the following words.

- sure, clay, idea, swear, ear, poor, there, care, light, weird, destroy, fly, plate, snow, cow, made, try, secure, actual, toy, noise, approach, how, crowd, chair.

Appendix 14: Triphthongs

I- Closing ending in /ɪ/+/ə/:

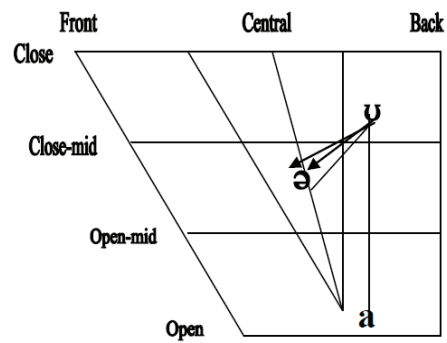
Triphthongs	Examples
/eɪə/	Player, layer
/aɪə/	Liar, fire
/ɔɪə/	Loyal, royal



Triphthongs Ending in /ɪ/+/ə/ Glides Diagram

I- Closing ending in /ʊ/+/ə/:

Triphthongs	Examples
/əʊə/	Mower, slower
/aʊə/	Hour, shower



Triphthongs Ending in /ʊ/+/ə/ Glides Diagram

Practice: Give the phonetic transcription of the triphthongs in the following words.

- lawyer, flower, enjoyable, tired, ours, towel, widower, knower, mayor.

Appendix 15: “Someone who”

Someone who forgets things so much.	Someone who drops things a lot
Someone who thinks bad things will happen.	Someone who never thinks of others’ feelings
Someone who is easy to get on with.	Someone who brags about himself a lot.
Someone who never changes his mind even when he knows he’s wrong.	Someone who never gives presents or buys drinks and food.
Cries a lot at weddings ,in the cinema ,...etc	Clumsy
Pessimistic	Negative
Insensitive	Selfish
Uncaring	Friendly
Affable	Easygoing
Conceited	Arrogant
Big-headed	Careless
Forgetful	Absent-minded
Stubborn	Obstinate
Tight-fisted	Emotional
Hysterical	Sentimental

Appendix 16: "Word Association"

Curly	German	Smart	Blue
Large	Moving	Sweep	Learn
Hard	School	Artistic	Turkish
Car	wheels	Sea	weeds
worker	uniform	masterpiec	series
street	forward	the floor	Portuguese
hair	car	boy	sea
activity	Sports	journalist	Swim
Steal	spoon	Early	bird

recorder	Departmen	store	Bedroom
Important	Orchid	Fake	Classroom
excuse	seeds	person	suit
Voice	roof	Northern	people
Watering	the plants	Third	world
Ireland	Noodle	soup	Arctic

Appendix 17: “Dialogues”

Practice the following dialogue paying attention to the words in bold.

A- **Hi**, have you seen an **old lady** with **brown hair**?

B- **Hello**, I'm **afraid** not.

C- Was she **wearing trousers**?

A- **No**. She was with a **boy by the way**.

C- **Really!** I thought she was **alone**.

B- **How old** is the **child**?

A- Not **sure**. **About nine years old**.

B- **Oh!** I believe **they** went that **way**.

C- I **hope** you'll **find** them.

A- Thanks for your **kindness**.

Practice the following dialogue paying attention to the words in bold.

A- **Hey Joyce**. **How's it going**?

B- **Oh hey**, **quite** well. Thanks.

A- **Where** is miss “**Always late**”?

B- **No idea**. **Maybe we're** early.

C- **Hi**, you're already **here**. Am I **late**?

B- **No**, just in **time**.

A- **So**, shall we hit the **road now**?

C- **Yeah**. I saw a **pair of trainers**. I want to get them.

A- **Sure**, let's **go** to the mall then.

Practice the following dialogue paying attention to the words in bold.

- A- **Hi**, excuse me. **May** I ask you something?
B- **Sure** you **may**. I'm all **ears**.
A- The **train** is **supposed** to be at **8:00**. What happened?
B- **No** sir, I'm **afraid** you're wrong. The next **train** is at **9:00**.
C- **Oh, really?** **So** we'll have to **wait** for another **hour**?
B- That's **right** sir, I'm sorry.
A- It's **OK**. I'll have a cup of tea.
C- I'll **join** you. **How's** your tea? Let me get you one.
A- I'd **like yellow** tea please.
C- All **right**, **mine** is **brown**.

Practice the following dialogue paying attention to the words in bold.

- A- **Guys**. **How** are you **doing**?
B- **Nice**. Thanks for asking.
C- I'm **great**. I **really enjoyed** the party last **night**.
D- **Yeah**, it was **amazing**. **Nice** party for **sure**.
B- There was a **nice atmosphere**.
A- Thank you, it wouldn't have been cool **without** you **guys**.
C- **Here** we **go**, lunch time.
B- I'm **so** hungry, I could eat the **plate**.
D- You **might** eat as much as you can. We're **fewer today**.

Appendix 18: “Find the Word”

Fire	Chemical reaction involving the bonding of oxygen with carbon or other fuel, with the production of heat and the presence of flame or smouldering.
Flyer	A small sheet of paper that advertises something.
Tired	Feeling that you need rest or sleep.
player	Machine for reproducing sounds or pictures that have been recorded on cassettes.
Yes-Sayers	People who have no personal decision and always affected by others.
Royal	Belonging to a king or Queen.
loyal	Faithful to someone or something.
enjoyable	Something pleasant.
lower	Being the bottom part or at the bottom part of something.
layer	Thickness of some substance or material.
Lawyer	A person who conducts lawsuits and gives legal advice
Hour	One twenty four of a day.
Ours	Belonging to us.
Power	Physical force or strength, capacity, or influence.
widower	Man who’s wife has died.
Knower	A person who knows or apprehends.
Annoyance	The feeling of being bothered by unpleasant deeds, or being disturbed and irritated by continued or repeated acts.
Iron	An electrical instrument with a flat bottom that is heated and used to smooth clothes after one has washed and dried them.

Appendix 19: Pre-test Results Control Group

Words	Participants																			Total			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	✓	X	
/ɜ:/ earth	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	2	18
/e/ anything	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	7	13
/ɪ/ anything	✓	✓	✓	X	✓	✓	X	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	13	7
/əʊ/ show	X	✓	✓	X	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10	10
/ɔ:/ more	✓	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	5	15
/eə/ fair	X	✓	X	X	X	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	8	12
/ʌ/ dull	X	X	✓	X	✓	✓	✓	✓	✓	✓	X	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	9	11
/ɒ/ would	✓	X	X	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	16	5
/u:/ who	X	✓	✓	✓	X	X	X	X	X	X	X	X	X	X	✓	X	X	X	X	X	X	4	16
/ɑ:/ art	X	✓	✓	✓	✓	✓	X	✓	X	X	X	✓	✓	X	X	X	X	X	X	X	X	6	14
/aɪ/ sight	✓	✓	X	✓	X	X	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	14	6
/tə/ pure	X	X	✓	X	X	X	X	✓	X	X	X	✓	✓	X	X	✓	✓	✓	✓	✓	✓	4	16
/æ/ majesty	X	X	X	✓	✓	✓	X	✓	X	X	X	✓	✓	X	X	✓	✓	✓	✓	✓	✓	7	13
/əʊə/ tower	X	✓	✓	✓	X	✓	X	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10	10
/ɪə/ theaters	X	X	X	X	X	X	X	✓	X	X	X	✓	✓	X	X	X	✓	✓	✓	✓	✓	4	16
/ɔɪə/ royal	✓	✓	✓	X	✓	✓	X	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	14	6
/eɪ/ pain	X	✓	X	✓	X	X	X	X	✓	X	✓	X	X	X	X	✓	✓	✓	✓	✓	✓	6	14
/i:/ cease	X	X	X	X	✓	X	X	✓	X	X	X	X	X	X	✓	✓	✓	✓	✓	✓	✓	9	11
/aɪə/ fire	X	✓	X	X	X	X	X	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	4	15
/ə/ agreement	✓	X	✓	✓	✓	✓	X	✓	X	X	X	✓	✓	X	X	✓	✓	✓	✓	✓	✓	9	11
/n/ Scottish	X	✓	X	✓	✓	X	X	✓	X	X	X	✓	✓	X	X	✓	✓	✓	✓	✓	✓	5	15
/əʊə/ mowers	X	X	X	X	X	✓	X	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	7	13
/ɪ/ noisiest	X	✓	X	X	✓	X	X	✓	X	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	7	13
/əʊ/ powder	X	X	X	✓	X	X	✓	X	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	6	14
/eə/ layer	X	✓	X	X	X	X	X	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	6	14
Total	✓	6	14	9	10	11	10	8	15	9	10	11	8	9	11	10	10	6	7	11	9	9	16
X	19	11	11	17	14	15	17	10	16	15	14	18	16	19	15	15	19	18	14	16	9	16	16

Appendix 20: Post-test Results Control Group

Words	Participants																	Total					
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	✓	X	
/oʊ/ woods	X	✓	✓	✓	X	X	✓	✓	X	X	X	X	X	X	X	✓	✓	✓	X	X	X	✓	X
/ɑ:/ dark	✓	✓	✓	X	X	X	X	✓	X	X	X	X	X	X	✓	✓	✓	X	X	X	✓	7	13
/i:/ deep	X	✓	X	✓	✓	X	✓	✓	X	✓	X	X	X	X	✓	✓	✓	X	X	X	✓	9	11
/ɒ/ promises	X	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	12	8
/ɜ:/ before	X	✓	X	X	✓	✓	X	X	X	X	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	7	13
/u:/ bathroom	X	✓	X	✓	✓	✓	X	✓	X	X	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	11	9
/əʊə/ towel	✓	✓	X	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	16	4
/aɪə/ expiry	X	✓	X	✓	✓	X	X	✓	X	X	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	5	15
/eɪ/ date	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	20	0
/oʊ/ obscure	X	✓	X	X	X	✓	X	✓	X	X	X	X	X	X	✓	✓	✓	X	X	X	✓	2	18
/ɜ:/ purple	✓	X	X	X	✓	X	X	X	X	X	X	X	X	X	✓	✓	✓	X	X	X	✓	4	16
/iə/ clear	X	✓	X	✓	X	X	X	✓	X	X	X	X	X	X	✓	✓	✓	✓	✓	✓	✓	5	15
/ɔɪ/ choice	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	19	1
/əʊ/ polar	X	X	X	X	X	X	X	X	X	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	1	19
/eə/ bear	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	1	19
/æ/ arrogant	X	X	X	X	X	X	✓	X	X	X	X	✓	✓	✓	X	X	X	X	X	X	✓	4	16
/eɪə/ swayer	✓	X	X	✓	X	✓	X	✓	X	X	X	X	X	X	✓	✓	✓	✓	✓	✓	✓	7	13
/ə/ purple	X	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	13	7
/əʊ/ found	X	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	14	6
/ɪ/ strict	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	17	3
/ɪə/ employer	X	✓	✓	✓	✓	X	✓	✓	✓	✓	X	X	X	X	✓	✓	✓	✓	✓	✓	✓	13	7
/əʊə/ lower	X	X	X	X	X	X	X	✓	X	X	✓	X	X	X	X	X	X	X	X	X	X	2	18
/ʌ/ blood	X	✓	X	X	X	X	X	✓	X	✓	✓	X	X	X	✓	✓	✓	✓	✓	✓	✓	5	15
/e/ pressure	✓	X	✓	✓	✓	X	X	✓	X	✓	✓	X	X	X	✓	✓	✓	✓	✓	✓	✓	8	12
/aɪ/ miles	X	✓	X	✓	✓	X	✓	✓	X	X	X	X	X	✓	✓	✓	✓	✓	✓	✓	✓	9	11
✓	8	18	10	15	11	9	12	17	8	6	13	7	6	8	8	18	10	15	11	9	✓	9	
X	17	7	15	10	14	16	13	8	17	19	12	18	19	17	17	7	15	10	14	16	✓	9	
Total	✓	8	18	10	15	11	9	12	17	8	6	13	7	6	8	18	10	15	11	9	✓	9	
X	17	7	15	10	14	16	13	8	17	19	12	18	19	17	17	7	15	10	14	16	✓	9	

Appendix 21: Pre-test Results Experimental Group

Words	Participants																Total						
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	✓	X	
/ɜ:/ earth	X	X	X	X	X	X	X	X	✓	✓	X	X	X	X	X	✓	X	✓	X	X	X	4	16
/e/ anything	✓	X	X	X	✓	X	X	X	✓	X	X	X	X	X	X	X	X	X	X	X	X	3	17
/i/ anything	✓	X	✓	X	X	X	X	✓	X	X	✓	✓	X	X	X	X	X	X	X	X	✓	20	5
/æ/ show	✓	✓	✓	✓	✓	X	✓	X	✓	X	✓	✓	✓	✓	✓	✓	✓	X	X	X	✓	15	5
/ɔ:/ more	✓	X	✓	X	✓	X	✓	X	✓	X	✓	✓	✓	✓	✓	✓	X	X	X	X	✓	8	12
/eə/ fair	X	X	X	X	X	X	X	X	X	X	X	X	✓	✓	X	X	X	X	X	X	X	2	18
/ʌ/ dull	X	✓	X	X	X	X	X	X	X	X	✓	✓	✓	✓	✓	X	X	X	X	X	✓	2	18
/o/ would	X	✓	X	X	✓	X	X	X	✓	✓	✓	X	X	X	X	X	X	✓	✓	✓	✓	7	13
/u:/ who	X	✓	✓	X	✓	X	✓	X	X	✓	✓	X	X	X	X	X	X	✓	X	X	X	6	14
/ɑ:/ art	✓	✓	✓	✓	✓	X	X	X	✓	✓	✓	✓	✓	✓	✓	✓	X	✓	X	X	✓	8	12
/aɪ/ sight	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	X	✓	X	X	✓	14	6
/ʊə/ pure	X	✓	X	X	X	✓	X	X	X	X	✓	✓	✓	✓	✓	✓	X	X	X	X	✓	6	14
/æ/ majesty	✓	✓	X	X	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	X	✓	✓	✓	✓	13	7
/aʊ/ tower	✓	X	✓	✓	X	✓	✓	✓	✓	X	✓	✓	✓	✓	✓	X	X	X	X	X	✓	10	10
/tə/ theaters	X	✓	X	✓	X	✓	✓	X	✓	X	X	X	X	✓	✓	✓	X	X	X	X	X	6	14
/ɔə/ royal	✓	✓	✓	X	✓	X	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	X	X	X	X	✓	12	8
/eɪ/ pain	✓	X	✓	✓	X	✓	✓	X	✓	✓	✓	✓	✓	✓	✓	✓	X	X	X	X	✓	11	9
/i:/ cease	✓	✓	X	X	X	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	X	X	X	X	✓	11	9
/aɪə/ fire	✓	✓	✓	X	X	✓	✓	✓	✓	✓	X	X	✓	✓	✓	✓	X	X	X	X	X	9	11
/ə/ agreement	X	✓	X	✓	X	✓	✓	✓	✓	✓	X	X	✓	✓	✓	X	X	X	X	X	X	8	12
/h/ Scottish	✓	✓	X	✓	X	X	X	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	12	8
/əʊə/ mowers	X	X	X	X	X	✓	✓	X	X	X	X	✓	X	✓	X	✓	X	X	X	X	X	5	15
/ɔɪ/ moistest	✓	X	✓	✓	✓	X	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	13	7
/əʊ/ powder	X	X	X	✓	✓	X	✓	✓	X	X	✓	✓	✓	✓	✓	✓	X	X	X	X	X	7	13
/eə/ layer	X	X	X	X	X	✓	✓	X	X	X	X	X	✓	✓	✓	✓	X	X	X	X	X	6	14
Total	✓	14	13	11	10	9	12	12	15	11	12	11	9	19	11	6	9	6	5	5	9	9	9
X	11	12	14	15	16	13	13	10	14	14	13	14	16	7	14	19	16	19	15	20	6	14	16

Appendix 22: Post-test Results Experimental Group

Words	Participants																				Total		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	✓	X	
/o/ woods	X	X	✓	X	✓	X	✓	✓	✓	✓	X	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	15	5
/u:/ dark	✓	✓	✓	✓	X	X	✓	✓	X	X	✓	✓	✓	✓	X	✓	✓	X	X	X	✓	12	8
/i:/ deep	✓	✓	✓	✓	✓	X	X	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	14	6
/ɒ/ promises	✓	✓	✓	✓	✓	✓	✓	✓	X	✓	✓	✓	✓	✓	X	✓	✓	X	X	X	✓	17	3
/ɜ:/ before	✓	✓	X	X	X	X	X	✓	X	X	X	✓	✓	✓	X	✓	X	X	X	X	✓	6	14
/u:/ bathroom	X	✓	✓	✓	X	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	16	4
/əʊə/ towel	✓	X	✓	✓	✓	✓	✓	✓	✓	X	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	18	2
/aɪə/ expiry	✓	✓	✓	✓	X	X	X	✓	X	X	✓	✓	✓	✓	✓	X	X	X	X	X	✓	8	12
/eɪ/ date	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	19	1
/əʊə/ obscure	X	X	X	✓	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	1	19
/ɜ:/ purple	✓	✓	X	X	X	✓	X	✓	X	✓	✓	✓	✓	✓	X	✓	X	X	X	X	✓	8	12
/ə/ clear	✓	✓	✓	X	X	X	X	X	X	✓	✓	✓	✓	✓	X	✓	X	X	X	X	✓	6	14
/ɔɪ/ choice	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	20	0
/əʊ/ polar	X	X	X	X	X	X	X	✓	X	X	X	X	✓	X	X	X	X	X	X	X	X	2	18
/eə/ bear	✓	✓	X	✓	X	X	X	✓	X	X	✓	✓	✓	X	✓	X	X	X	X	X	✓	6	14
/æ/ arrogant	✓	X	✓	✓	✓	✓	✓	✓	X	✓	✓	✓	✓	X	✓	✓	X	X	X	X	✓	12	8
/eə/ swayer	X	X	X	X	X	✓	X	✓	X	✓	✓	✓	✓	✓	X	✓	X	X	X	X	✓	8	12
/ə/ purple	✓	✓	✓	✓	X	✓	✓	✓	X	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	18	2
/əʊ/ found	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	X	X	X	X	X	X	X	✓	14	6
/ɪ/ strict	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	20	0
/ɪə/ employer	X	✓	✓	X	✓	✓	X	✓	X	✓	✓	✓	✓	X	✓	X	✓	X	X	X	X	11	9
/əʊə/ lower	X	X	✓	✓	X	X	X	✓	X	X	X	✓	✓	✓	X	✓	X	X	X	X	X	4	16
/ʌ/ blood	X	✓	X	✓	X	X	X	✓	X	X	X	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	6	14
/e/ pressure	X	✓	X	✓	X	✓	X	✓	X	X	X	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	12	8
/aɪ/ miles	✓	✓	✓	✓	X	✓	X	✓	✓	✓	✓	✓	✓	X	✓	✓	X	X	X	X	✓	15	5
Total	✓	16	18	17	18	10	14	11	14	11	14	23	13	13	14	12	10	7	12	15	✓	15	5
X	9	7	8	7	15	11	14	3	14	13	6	11	2	12	11	13	15	18	13	10	X	10	10

Résumé

A l'université de Jijel, il y a deux modules où les étudiants d'anglais apprennent la prononciation; La séance de Phonétiques et celle de l'expression orale. Le module de phonétiques est concerné par l'apprentissage théorique de la prononciation, alors que le module d'expression orale s'intéresse à la pratique. Pour que les étudiants acquièrent bien la prononciation, ils ont besoin de pratiquer la connaissance théorique du module de phonétique en expression orale, néanmoins ce n'est pas vraiment le cas. Le module d'expression oral concentre sur les compétences orales, cependant que le module de phonétiques ne fournit pas assez d'espace pour la pratique authentique. Par conséquent, il se trouve qu'il n'y a pas d'intégration entre la connaissance théorique apprise en phonétiques, et la pratique de l'expression orale. Afin de surmonter ce problème, une recherche expérimentale a été menée sur deux groupes de première année Anglais au niveau de l'université de Mohammed Seddik Ben Yahia à Jijel. Chaque groupe contenait 20 participants ; un d'entre eux représente le groupe témoin, et l'autre est le groupe expérimental. Les deux groupes ont appris la prononciation des voyelles RP suivant deux méthodes différentes ; le groupe témoin a appris la prononciation comme si le module de phonétique, et le groupe expérimental en utilisant les activités authentiques. Cette recherche expérimentale s'est déroulée en trois étapes commençant par un pré-test, période de traitement, et un post-test. Les résultats du pré-test et post-test ont été comparés après le calcul des moyennes et des *t* tests de chaque groupe en utilisant le logiciel statistique SPSS. Les résultats obtenus après la comparaison des données ont montré l'amélioration du groupe expérimental par rapport au groupe témoin concernant la prononciation des voyelles. Les résultats finaux ont prouvé que l'utilisation des activités de langue améliore l'apprentissage de la prononciation.

ملخص

يعتمد تعليم النطق في جامعة جيجل تخصص لغة انجليزية على حصتي الصوتيات و التعبير الشفهي حيث تعتمد حصة الصوتيات على الجانب النظري ،بينما يعتمد في حصة التعبير الشفهي في تعليم النطق على الممارسة. من أجل تعلم أفضل للنطق يحتاج الطلبة لتطبيق ما يتعلمونه في حصة الصوتيات أثناء حصة التعبير الشفوي غير أن هذا مغاير لما يطبق في الواقع. يسعى الأساتذة في حصة التعبير الشفوي إلى تحسين مهارات اللغة مع قلة التركيز على النطق ، و من جهة أخرى لا تركز حصة الصوتيات على الممارسة. ممّا سبق نستنتج أن العلم النظري المكتسب من حصة الصوتيات غير مدمج في حصة التعبير الشفوي. لهذا السبب ارتأينا إجراء بحث تجريبي على فوجين من طلبة السنة الأولى ماستر تخصص لغة انجليزية بالقطب الجامعي تاسوست بجيجل حول تعلم النطق. كان عدد المشاركين 20 طالبا في كل فوج ، حيث مثل أحدهما العينة الضابطة و الأخر العينة التجريبية، و تم تدريس الفوجين نفس الدروس بطريقتين مختلفتين. دُرِسَ طلاب المجموعة الضابطة النطق بنفس طريقة تعلم النطق في حصة الصوتيات، أما العينة التجريبية فتم تدريسهم باستخدام الأنشطة اللغوية. مرّ هذا البحث التجريبي على ثلاث مراحل بداية بامتحان ما قبل التجربة فالتجربة ثم امتحان ما بعد التجربة. تمّت المقارنة بين نتائج العينتين في كلا الامتحانين باستخدام برنامج خاص بالإحصاءات و أكّدت النتائج المتحصل عليها تحسن العينة التجريبية مقارنة بالعينة الضابطة فيما يخص مستوى النطق. في النهاية أثبتت خلاصة هذه النتائج مدى فاعلية النشاطات اللغوية في تعليم النطق.