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**EFL LEARNERS' PRONUNCIATION PROBLEMS OF  
WORDS ENDING & WORDS STRESS**

**A Dissertation Submitted in Partial Fulfilment for the Requirement of a  
Master Degree in Linguistics and Didactics**

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# Dedication

To my beloved parents, who have been my source of inspiration and gave me strength when I thought of giving up. Thanks for continually providing me with moral, spiritual, emotional, and financial support.

To my lovely sisters.

To my dear brothers: Khaled, Sliman, Yahya, and Tariq.

To all my family members

To my source of joy and happiness Aicha

To my close friends: Yousouf, Mohamed, Abdelkabar, Fethi, and Ayoub  
whose support sustained me to finish this work

To all my friends with whom I shared my college life And finally to all of  
my teachers

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I would like to thank the board of examiners for kindly holding the burden of reading and evaluating my dissertation.

# Abstract

This research paper investigates the pronunciation problems encountered by EFL students, whose first language is Algerian spoken Arabic, in words final ed pronunciation and words stress placement which blocks their mutual intelligibility inside the classroom. The subjects for this study are the Third-year students of foreign languages of Abidi Mohamed secondary school in Zaouiet Kounta. Through this study, we intend to investigate whether EFL students have pronunciation difficulties in the realization of the final sound /t/ /d/ or /id/ on words ending in suffix -ed, and words stress placement while using the target language or not. This study uses two different research tools which are recording and questionnaires. The purpose of the study is to shed light on this issue by identifying, analyzing, and describing errors made by students, and make learners aware of the different realizations of English sounds of words ending in -ed, and words stress placement to give much importance to pronunciation activities that help learners overcome those errors. To reach this aim, the researcher opts for a mixed-method based on both quantitative and qualitative analysis. The quantitative method consists of the analysis of the students' questionnaire, whereas the qualitative method relies on the analysis of students' recorded speech. The result of this study shows that the participants make a great number of pronunciation errors. Moreover, the participants' errors were classified into two main categories: errors at the level of words ending in -ed, and errors at the level of stress placement. Finally, we concluded our research by implications for both teachers and students to overcome these errors.

**Keywords:** pronunciation, intelligibility, EFL students, words stress.

# Résumé

Ce document de recherche examine les problèmes de prononciation rencontrés par les étudiants EFL, dont la première langue est l'arabe parlé algérien, dans la prononciation finale des mots et le placement des mots qui bloquent leur intelligibilité mutuelle à l'intérieur de la classe. Les sujets de cette étude sont les élèves de troisième année de langues étrangères du lycée Abidi Mohamed de Zaouiet Kounta. A travers cette étude, nous avons l'intention de rechercher si les étudiants EFL ont des difficultés de prononciation dans la réalisation du son final /t/ /d/ ou /id/ sur les mots se terminant par le suffixe -ed, et les mots accentuent le placement en utilisant la langue cible ou non. . Cette étude utilise deux outils de recherche différents qui sont l'enregistrement et les questionnaires. Le but de l'étude est de faire la lumière sur cette question en identifiant, en analysant et en décrivant les erreurs commises par les étudiants, et de sensibiliser les apprenants aux différentes réalisations des sons anglais des mots se terminant par -ed, et les mots soulignent le placement pour donner beaucoup d'importance aux activités de prononciation qui aident les apprenants à surmonter ces erreurs. Pour atteindre cet objectif, le chercheur opte pour une méthode mixte reposant à la fois sur une analyse quantitative et qualitative. La méthode quantitative consiste en l'analyse du questionnaire des étudiants, tandis que la méthode qualitative repose sur l'analyse du discours enregistré des étudiants. Le résultat de cette étude montre que les participants font un grand nombre d'erreurs de prononciation. De plus, les erreurs des participants ont été classées en deux catégories principales : les erreurs au niveau des mots se terminant par -ed, et les erreurs au niveau du placement de l'accent. Enfin, nous avons conclu notre recherche par des implications tant pour les enseignants que pour les élèves afin de surmonter ces erreurs.

**Mots-clés** : prononciation, intelligibilité, étudiants EFL, accent des mots.

## الملخص

هذا البحث يعالج مشاكل النطق التي يواجهها طلاب اللغة الإنجليزية كلغة أجنبية ، الذين لغتهم الأولى هي العربية المحكية الجزائرية ، في الكلمات النطق النهائي والكلمات التي تؤكد على الموضوع الذي يحجب الوضوح المتبادل داخل الفصل. موضوعات هذه الدراسة هي طلاب السنة الثالثة من اللغات الأجنبية بمدرسة عبيدي محمد الثانوية في زاوية كونتا. من خلال هذه الدراسة ، نعتمد التحقق مما إذا كان طلاب اللغة الإنجليزية كلغة أجنبية يواجهون صعوبات في النطق في إدراك الصوت النهائي / t // d / أو / id / على الكلمات التي تنتهي باللاحقة ، والكلمات تشدد على موضعها أثناء استخدام اللغة الهدف أم لا . تستخدم هذه الدراسة أدواتين مختلفتين للبحث وهما التسجيل والاستبيانات. الغرض من الدراسة هو تسليط الضوء على هذه المشكلة من خلال تحديد وتحليل ووصف الأخطاء التي ارتكبها الطلاب ، وجعل المتعلمين على دراية بالإدراك المختلف للأصوات الإنجليزية للكلمات التي تنتهي بـ -ed ، والكلمات تؤكد على التنسيب لإعطاء أهمية كبيرة لأنشطة النطق التي تساعد المتعلمين على التغلب على تلك الأخطاء. للوصول إلى هذا الهدف ، اختار الباحث طريقة مختلطة تعتمد على التحليل الكمي والنوعي. تتكون الطريقة الكمية من تحليل استبيان الطلاب ، بينما تعتمد الطريقة النوعية على تحليل الكلام المسجل للطلاب. تظهر نتيجة هذه الدراسة أن المشاركين ارتكبوا عددًا كبيرًا من أخطاء النطق. علاوة على ذلك ، تم تصنيف أخطاء المشاركين إلى فئتين رئيسيتين: الأخطاء على مستوى الكلمات المنتهية بـ -ed ، والأخطاء على مستوى موضع الضغط. أخيرًا ، اختتمنا بحثنا ببعض الاقتراحات لكل من المعلمين والطلاب للتغلب على هذه الأخطاء.

**الكلمات المفتاحية:** النطق ، الوضوح ، طلاب اللغة الإنجليزية كلغة أجنبية ، تشديد الكلمات..

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## List of Acronyms and Abbreviations

<b>EFL:</b>	English as a foreign language
<b>FL :</b>	Foreign Language
<b>ZK :</b>	Zaouiet kounta
<b>AM :</b>	Abidi Mohammed
<b>EA:</b>	Error Analysis
<b>CBA:</b>	Competency Based Approach
<b>TL:</b>	Target Language

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## **GENERAL INTRODUCTION:**

Learning English is a complicated process that requires a lot of time and effort as Brown (2000) claimed that “Learning a second language is a long and complex undertaking. Your whole person is affected as you struggle to reach beyond the confines of your first language and into a new language, a new culture, a new way of thinking, feeling, and acting”. In this context of English learning process, it is noticed that EFL learners encounter many pronunciation difficulties in both segmental and suprasegmental features. Mirzaei et al., (2009) claim that the first is related to the accurate production of vowels and consonants, whereas the second refers to intonation, rhythm, and stress. In fact, this is the case for Algerian learners who still mispronounce some English words or improperly place the words’ stress which always results in a strange or misunderstood utterance. Dale and Poms (2005: 82) argue that correct use of stress at the level of words or sentences helps in better understanding and distinguishing the differences between similar words like the case of the noun “present” /'preznt/ and the verb “present” /pre'zent/. For this reason, teachers should give more priority to the aspect of phonology using several methods of teaching pronunciation inside the classroom in order to avoid those problems. However, a lot still has to be done to avoid those pronunciation issues that occur among EFL learners.

### **Statement of the Problem:**

Pronunciation is a very important and crucial problem that most EFL students face when learning English. There are various problems encountered by EFL learners at the level producing the target language in a spoken form. Therefore, improper pronunciation leads to communication breakdowns, negative impressions as well as misunderstanding. However, this issue is also present in the pronunciation of EFL students of Abdi Mohamed high school in Zaouet Kounta, who still make multiple errors when they use it at the English classroom sessions. The reflection of those errors appears in their inability to realize the appropriate English sound /t/ /d/ /id/ of the words ending with the suffix –ed. Additionally, it is hard for learners to conceive the correct stress syllabus of the words given to them in the questionnaire. This asserts the existence of various pronunciation errors at both segmental and suprasegmental features.

## **Research Objectives:**

The present study focuses on both segmental and suprasegmental features of English language, particularly the realization of the sounds /t/,/d/or /id/ in words ending with the suffix –ed, and word stress placement. Also, it looks into the main problematic sounds that stand as an obstacle between EFL learners and their intelligibility. Moreover, it examines their ability to produce the right stress syllable of words.

Accordingly, to overcome those obstacles, we raise through this study, the students' awareness about those errors and propose some implications for both students and teachers.

## **Research Questions and Hypotheses:**

Q1: How far students of Abidi Mohamed high school in Zaouiet Kounta are able to produce the correct English sound of words ending with the suffix -ed?

Q2:How much accurate are they in choosing the right stress syllable of words?

In this study, we hypothesize that:

1. Students of Abidi Mohamed Secondary School Zaouiet Kounta face some difficulties in producing the correct English sound of words ending with the suffix –ed.
2. Students of Abidi Mohamed Secondary school Zaouiet Kounta find it hard to choose the right stress syllable of words.

## **Research Methodology and Procedures:**

This study is conducted during the academic year of 2020-2021 at Abidi Mohamed ZK high school. To test the hypotheses mentioned earlier, the researcher adopts a mixed-method based on both quantitative and qualitative analysis. The quantitative method consists of the analysis of the students' questionnaire, whereas the qualitative one focuses on the analysis of students' recorded speech. A sample of (18) students was randomly selected from whom we collected data using two different tools: questionnaire and

recording. The questionnaire seeks the learners' opinions towards their pronunciation, queries into the difficulties that they struggle with, and tests their awareness of English phonology. Besides, the participants are given a list of words in order to test their accuracy in choosing the correct stress syllable of words. Whereas, a corpus of recording is about giving each learner a phrase for the purpose of recording the participants' reading. The recordings enable the researcher to listen many times carefully to each sample aside. Then, we transcribe the reading samples using the international phonetic alphabet. After transcribing learners' speeches, we investigate and highlight the common pronunciation errors made by the participants of the study.

### **Structure of the Dissertation :**

The present research is divided into two chapters; one is theoretical and the second is practical.

In the first chapter "theoretical background" we explain all the variables related to our study. It is further divided into two sections: the first section introduces the English pronunciation, and section two deals with error analysis theory. Whereas, chapter two is practical. It explains the methods and design used in the study including the chosen participants, methods and research design, data collection tools, and procedure in the first section. The second section includes a discussion of the results and interpretation of the findings. Then, we end up with limitations, implications, and suggestions for further research.



# Chapter one:

Theoretical Background

# **Chapter One: Theoretical Background**

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## **Introduction**

It is commonly known that English is the worldwide language used for science, technology, and communication. For this reason, people tend to acquire it. Novice learners of English mostly start learning vocabulary, grammar, and some common expressions taught at schools for daily use. As the significance of the English language grows and the need for a certain proficiency level in English is required, students become more aware to achieve accuracy and fluency in their English pronunciation. For that purpose, EFL students need to learn, in addition to grammar and vocabulary, the basics of pronunciation of the English language. Accordingly, it is an absolute truth that like any human learning process, language learning is accompanied with making errors. Thus, making errors when using the target language is natural that most, if not all, students commit. Therefore, the following chapter tackles some general aspects related to pronunciation. This chapter is divided into two sections for the variables of the study. The first section presents theories and approaches to teaching pronunciation in EFL classroom. English sound system, segmental features, and suprasegmental features are also discussed in this section. The second section is devoted to the error analysis theory and the factors behind errors as well as their types.

### **Section one:**

## **English Pronunciation in the EFL Classroom**

### **1.1 The concept of Pronunciation**

Pronunciation is one of the most important language skills which EFL students are required to possess. Schmitt (2002, p. 219) defines pronunciation as “*a term used to capture all aspects of how we employ speech sounds for communication.*” It is defined as the way words are spoken or uttered and considered as a noticeably essential aspect in oral communication that involves more than individual sounds. Intonation, word stress, sentence stress, and word linking are essential to reach a certain level of mutual intelligibility between speakers. As Harmer (2001: 183), states that pronunciation is about “*concentrating on sounds, showing where they are made in the mouth, making students aware of where words should be stressed, all these things give them extra information about spoken English and help them achieve the goal of improved comprehension and intelligibility*” (p. 183). Moreover, pronunciation has an essential part in transmitting the speaker’s full emotions, meanings, ideas, interests, doubts, and attitudes.

## 1.2 The Importance of Pronunciation

In present-day globalization, it is inevitable to understand what other English speakers say, but it is also important to make your own speech intelligible for others. Many EFL students, as the case in Algeria, still mispronounce sounds including consonants and misplace stress in words and sentences. O'Connor (1980) explained this problem as "*a matter of habits that our native tongue strongly incorporated into our language patterns*" (p.1). Actually, in most English courses, as the case in Algerian schools, teaching pronunciation is not considered as a priority for teachers as Kelly (2007) claimed "*when planning a timetable of English, teachers naturally neglect to include any pronunciation issues and they put the most emphasis on the organization of grammatical structures and lexical syllabus*" (p.13).

Pronunciation is much important and valuable as the other aspects of language including grammar and vocabulary. So, learning about pronunciation helps students develop their abilities for the comprehension of spoken English, whereas, the lack of knowledge of pronunciation could affect students' reading and even writing. In this context, Varonis and Gass (1982) argue that grammar and pronunciation play together a role in listening comprehension. In other words, pronunciation is very important and students should pay close attention to their utterance because this latter is considered to be a "standard" for measuring the intelligibility of the English language speech.

Hence, pronunciation skill plays a fundamental function in communication. It contributes to making students self-confident, self-aware, and intrinsically motivated to talk intelligibly in front of others.

## 1.3 Approaches of Teaching Pronunciation

Teaching pronunciation in the EFL classroom deserves more consideration because of its significant influence on the learner's achievement. According to Celce-Murica et al. (1996, cited in Lee, 2008, p. 2), there are three main approaches to teaching pronunciation including the intuitive-imitative approach, the analytic-linguistic approach, and the integrative approach.

### 1.3.1 The Intuitive - imitative Approach

The intuitive-imitative approach refers to the student's ability to mimic the target language sounds and rhythm. As Hismanoglu & Hismanal (2010) describe the Intuitive –

Imitative Approach as “a student ability to listen to and imitate the rhythms and sounds of the target language will give rise to the development of an acceptable threshold of pronunciation without the intervention of any explicit information” (p. 984). The learner has to employ some particular technologies such as audio-tapes, videos, computer-based programs, and then, imitate the uttered sound of the target language.

### 1.3.2 The Analytic - linguistic Approach

This approach was developed to explicit intervention of pronunciation pedagogy in language acquisition is emphasized. The learners are provided with explicit information on pronunciation using the phonetic alphabet, articulatory descriptions, and vocal charts. The explicit information can be presented in different interactive speech software and websites (Lee, 2008). Explicitly does the analytic-linguistic approach inform the learner of and pay attention to the sounds and rhythms of the target language. It was developed to complement the intuitive-imitative approach instead of replacing it (Celce-Murcia, Goodwin, and Brinton, 1996:2).

### 1.3.3 The Integrative Approach

In the integrative approach Lee (2008, p. 1) state that, “*pronunciation is viewed as an integral component of communication, rather than an isolated drill and practice sub-skill.*” Furthermore, Lee clarifies that learners are supposed to practice pronunciation within meaningful task-based activities. According to Morley (1994), oral communicative program in this approach in which the micro level instruction attends to linguistic competence, i.e., phonetic and phonological competence, via practice of segmental and supra segmental, and the macro level emphasizes the more global elements of communicability to improve discourse, sociolinguistic, and strategic competence through using language for communicative purposes (cited in Lee, 2008).

## 1.4 Methods of Teaching Pronunciation

Learning English pronunciation has been the subject of research for a long time. Meanwhile, various methods and approaches are used to teach English pronunciation inside EFL classroom such as **the direct method**; pronunciation is taught through imitations where learners are supposed to listen to a model as a teacher or a recording. Then, they try to imitate the model and do their best to sound like a native speaker. Right after, the **Audiolingual**

**Method** arose in the United States and the **Oral Approach** in Britain in the 1940s and 1950s. Pronunciation is taught in an explicit way from the starting point of learning where the teacher presents a sound or a word then the student imitates the teacher. The next approach is the **Cognitive Approach** 1960s; it examines language as a rule-governed behaviour rather than habit formation (Celce-Murcia et al., 1996, p. 4). Another method of teaching pronunciation, **Silent Way**, which is similar to Audiolingual Method emerged. It is characterized by giving more attention to accuracy of the production of both the sounds and the forms of the target language from the very beginning of the learning process.

In addition to **the Communicative Approach** is an **approach to language teaching** that emphasizes interaction as both the means and the ultimate goal of study.

### 1.5 Features of English pronunciation

So that is possible to attain smooth and understandable communication, it is essential to have a good and clear pronunciation of English sounds. There are two main features of English sounds segmental and suprasegmental. According

To Seferoglu (2005), segmental aspects of the sound system include individual vowels and consonants. While the Suprasegmental features relate to sounds at the macro level which across whole stretches of language. the following diagram illustrates the main features of pronunciation.

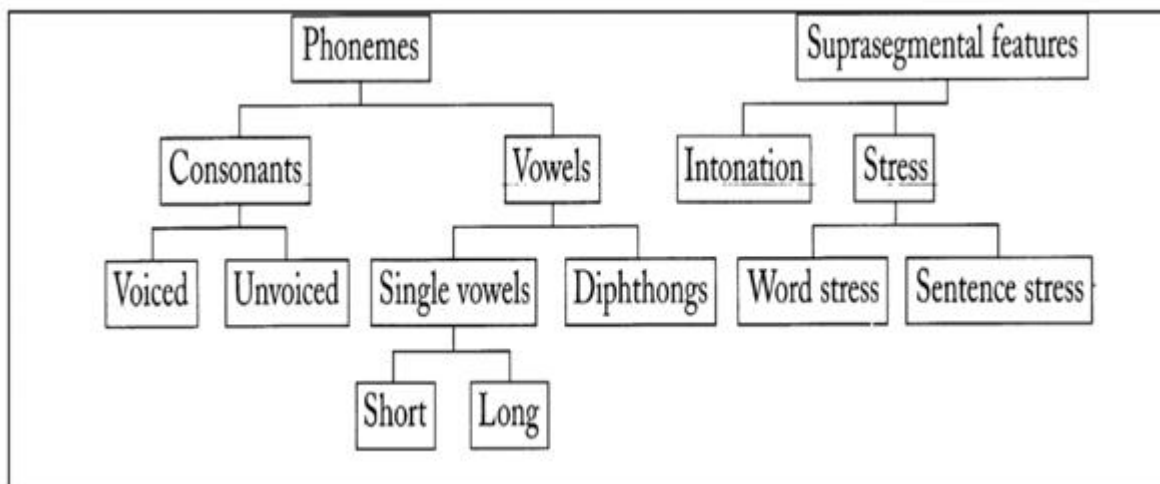


Figure 1.1: Features of pronunciation (adapted from Kelly 2000:1).

## 1.5.1 Segmental Features

### 1.5.1.1 Phonemes

Crystal (2008: 361) defines phonemes as “*the minimal unit in the sound system of a language*”. They are the smallest unit of speech sounds that can distinguish one word from another, such as /p/ in “tap” which separates that word from “tab”, “tag”, and “tan”, but that difference, determined by context, has no significance in English. The number of phonemes is not the same in all languages. Hence, in English, for example, there are 44 phonemes (24 consonants and 20 vowels). (Richards and Schmidt, 2010: 432).

### 1.5.1.2 Vowels

The speech sounds are produced without any obstruction to the flow of the air from the lungs to the mouth. They may be short vowels or long vowels. They may be a single sound as in “pet” /pet /, a compound of two vowel sounds with a movement from one sound to another as in diphthongs “take” /teɪk/ and triphthongs in which there is the addition of a third vowel sound as in “power” /paʊə/ (Roach, 1991: 20-23).

### 1.5.1.3 Consonants

Consonants are defined by Richards and Schmidt (2010:120) as a speech sound where the air stream from the lungs is completely blocked or partially blocked (lateral) or where the opening is so narrow that the air escapes with audible friction (fricative). There are two main categories of English consonants **voiced consonants** that require the use of the vocal cords to produce their signature sounds; **voiceless consonants** do not. Both types use the breath, lips, teeth, and upper palate to further modify speech. The table below illustrates English phonemes with examples of each besides to voiced and unvoiced consonants are tickly outlined.



Vowels		Diphthongs		Consonants			
i:	b <u>ea</u> d	eɪ	c <u>ai</u> ke	p	p <u>i</u> n	s	s <u>u</u> e
ɪ	h <u>i</u> t	ɔɪ	t <u>oi</u>	b	b <u>i</u> n	z	z <u>oo</u>
ʊ	b <u>oo</u> k	aɪ	h <u>igh</u>	t	t <u>o</u>	ʃ	sh <u>e</u>
u:	f <u>oo</u> d	ɪə	b <u>ee</u> r	d	d <u>o</u>	ʒ	me <u>as</u> ure
e	l <u>ef</u> t	ʊə	f <u>ew</u> er	k	c <u>o</u> t	h	h <u>ello</u>
ə	ab <u>o</u> ut	eə	w <u>he</u> re	g	g <u>o</u> t	m	m <u>o</u> re
ɜ:	sh <u>ir</u> t	əʊ	g <u>o</u>	tʃ	ch <u>ur</u> ch	n	n <u>o</u>
ɔ:	call	aʊ	h <u>ou</u> se	dʒ	j <u>ud</u> ge	ŋ	s <u>ing</u>
æ	h <u>a</u> t			f	f <u>a</u> n	l	l <u>i</u> ve
ʌ	r <u>u</u> n			v	v <u>a</u> n	r	r <u>e</u> d
ɑ:	f <u>a</u> r			θ	th <u>in</u> k	j	y <u>e</u> s
ɒ	d <u>o</u> g			ð	th <u>e</u>	w	w <u>oo</u> d

Table1.1: English Phonemes (adapted from Kelly, 2000: 2).

## 1.5.2 Suprasegmental Features

### 1.5.2.1 Stress

It refers to the degree of prominence of individual syllables of single words (Gilakjani, 2012: 121). According to Crystal (2008:454) stress is “a term used in phonetics to refer to the degree of force in producing a syllable. The usual distinction is between stressed and unstressed syllables”. Whereas, from a phonological perspective the function of stress is to make a clear distinction of the degree of emphasis or contrast in sentences. At the same notion, he adds that stress degrees had been noticed in order to show the interrelationship between words derived from the same roots. In the American structuralist tradition, four degrees of stress are distinguished as primary degree, secondary degree, tertiary degree, and weak degree (Crystal, 2008, p. 455). Furthermore, Harmer (2001: 32) defined stress as the point in an utterance where the length of the vowel changes, the pitch of the voice rises, and where the volume of the voice increases. Stress in a one-syllable word is easy to be distinguished as in the word “pen” there is only one syllable which makes it easy to find the stressed syllable; whereas, in two or more than two syllable words, it is complex to find which syllable should be stressed: especially, in the case of having the same form of the verb and the

noun. Therefore, Harmer (2001: 32) states that in multi-syllable words, there is often more than one stressed syllable (the primary stress and the secondary stress).

### 1.5.2.2 Intonation

As mentioned by Crystal (2008: 252) intonation is “*a term used in the study of suprasegmental phonology, referring to the distinctive use of patterns of pitch, or melody*”. It refers to the rise and fall in the pitch of the voice according to the context and meanings of the communication. Additionally, It Takes the position of a signal of a grammatical structure, it functions as punctuation in writing, the marking of the sentence, clause and other boundaries “*and the contrast between some grammatical structures, such as questions and statements may be made using intonation*” (Crystal, 2008: 253). Beside the speaker’s attitude and emotion, intonation indicates various aspects of speech. It indicates the type of sentences produced by the speaker. The listener may know if the statement is a question or a statement by the way the voice goes up and down It also demonstrates someone's politeness when asking for something. and it is asserted that the falling of the voice at the last word of a request statement indicates politeness (Roach, 1991: 163).

## 1.6 Pronunciation of English words endings

It is difficult to pronounce English word endings. First, English can place nearly any consonant at the end of a word. Second, it can even put two or three at the end of a word as in **kept**, **asks**. Third, the order of final sounds can vary for different words as in **boats**/**boast**. Finally, when words are put together, the speaker must constantly change the final sound eg: the **quick**<sup>/k/</sup> **brown**<sup>/n/</sup> **fox**<sup>/ks/</sup> **jumps**<sup>/mps/</sup>.

However, English words endings contain a lot of information. They don’t just help you choose a particular word but also mark both tenses as in walk / walked, and person walk (he) / **walks**(she). Also, it identifies aspects of meaning when the listener has to hear the final consonant in order to realize the right meaning as in **can** come / **can’t** come.

## 1.7 English pronunciation problems

English learners who are learning English as a second, or foreign language confront lot of problems in learning it due to the difficulties and complications in the English language system and nature. One of the main problems EFL students encounter is to build a consistent relationship between spelling and pronunciation, this latter is considered to be the main reason

why students make errors because spelling and pronunciation have a complicated connection between them. Another set of difficulties that could impede EFL learners from learning pronunciation could be teachers' lack of desire and competency to teach pronunciation. learners' mother tongue or second language interference, many students will be affected by their already existing knowledge and as a result in speaking the target language they will unconsciously use some sounds of their first language. Falk (1978) proclaimed that many French words were borrowed into English in their phonological and writing system / and the method used in learners' textbook (CBA in Algeria)

### **1.7.2 English Consonants**

English consonant pronunciation is another factor facing EFL learners, who typically have trouble generating certain English consonants that share some articulatory characteristics rather than those with isolated sounds. Five issues were clarified by Avery and Ehrlich that may occur in the pronunciation of English consonants by EFL learners; The first issue found by Avery and Ehrlich is Aspiration, which argues that at the beginning of a word, students struggle to aspire to the voiceless stop /p/, /t/ and /k/. Second, students fail to produce voiceless and voiced fricatives, e.g., instead of pronouncing /v/ learners utter /f/. Also, most EFL learners fail to produce the voicing final stop consonants /p /, / b /and/g/.

Learners may replace a voiceless stop for a voiced one, e.g., a learner may say “cup” instead of saying “cub”. The fourth problem presented by Avery and Ehrlich (1992) is that EFL learners have problems with the pronunciation of initial consonant clusters, especially stops / p /, / t /, / k /, / b /, /d / and / g/ before / l/ and / r / as in the word blue and drew. Finally, EFL learners may also find that final consonant clusters such as/kt/ as in 'walked',/t/ as in 'finished',/dzd/ as in 'judged' and/lđ/ as in 'failed' are difficult to produce.

### **1.7.2 English Vowels**

EFL students fail to produce English vowel sounds Due to the dissimilarities between the vowel sound system of learners and the English vowel system. This distinction may impede the development of certain vowels by learners that do not exist in their mother tongue sound system.

## **Section Two: Error Analysis Theory**

### **1.8 Definition of Error Analysis**

Error Analysis (EA) was developed by Stephen Pit Corder in the 1960s to replace the theory of contrast analysis that focuses on predicting and describing the difficulties and problems of the learner by making a comparison between the L1 and L2 of the learner to infer similarities and differences. While EA is a type of linguistic analysis that seeks to describe and explain the systematic nature of errors made in the learner's language. In the same line of thought, James (1998) stated that "Error Analysis is the process of determining the incidence, nature, causes, and consequences of unsuccessful language" (p. 1). He also added that "error analysis is the study of linguistic ignorance". According to him, linguistic ignorance in this respect means being ignorant of such-and-such structure in the target language, which he refers to as an "overall insufficiency" or "incompleteness" across all areas of learning the target language (p. 63).

According to Keshavarz (2012), Error Analysis is the procedure used by both teachers and researchers to determine and predict the causes of errors and the existence of errors in the written and spoken language form of students. This procedure involves "collecting samples of learner language, identifying learners' errors, classifying them according to their nature and causes, and finally evaluating their seriousness" (p. 168).

### **1.9 Branches of Error Analysis**

Error analysis is divided into two branches, according to Keshavarz (2006), which are theoretical error analysis and applied error analysis

#### **1.9.1 Theoretical Error Analysis**

Keshavarz (2006) argued that theoretical error analysis is the branch that seeks to figure out the language learning processes and methods and their parallels with the first language acquisition of the student. In fact, it seeks to find out the key issues and problems associated with these systems. It also attempts to decipher the methods used by learners, such as over-generalization and simplification. Also, it discusses the explanations for the deficiencies in the learning process.

## **1.9.2 Applied Error Analysis**

This branch deals with the design and arrangement of suitable materials and other remedial classes, methodologies, and teaching methods in order to address the problems contained in the theoretical error study (Keshavarz, 2006).

### **1.10 Models of Error Analysis Process**

There are two models in the error analysis process. First, Corder's model (1974), which consists of five steps. The second model is comprised of six steps, according to Selinker and Grass (2008).

#### **1.10.1 Corder's Model**

Corder (1974, p.125) stated that the study of errors is part of the investigation of the process of language learning. In this respect, it resembles methodologically the study of the acquisition of the mother tongue. It provides us with a picture of the linguistic development of a learner and may give us indications as to the learning process." In order to investigate the learners' errors, Cord (1974) set up a model for EA which consists of five steps. The first step is collecting samples of the learner's language. This process contains further procedures to be followed by the error analyst and they are identified as follows: to decide on the size of the sample (how many participants are going to be involved). To decide on the means of collecting samples, if it is spoken the use of discussions and interviews is integrated. Otherwise, the analyst may use compositions. Also, to decide about the homogeneity of the sample, this includes the learner's age, social and educational backgrounds. The second step is the identification of errors in the corpus by separating the mistakes that happen due to the slips of the tongue or slips of thought from errors. The third step, classification of the errors identified. Explanation of the psycholinguistic causes of the errors is the fourth step; the analyst determines the main cause of each error. At last, evaluation of the errors. at this stage the factors affecting the learner's performance should be taken into consideration.

#### **1.10.2 Selinker and Grass's Model**

In line with Corder's models, Selinker and Grass (2008) propose another model of EA as typical teaching and learning method that analyses the students' errors by the systematic steps. The first step is collecting data about student's language, Eliss (1994) stated that "there are basically two types of data-collection procedures, spontaneous and elicited" (p.49).

Concerning spontaneous data collecting procedure, it tackles both written and spoken language, unmonitored conversations and interviews, free compositions, and examination papers could be taken as a procedure for data collection. In the elicited procedures of data collection, is used in the oral and written translation of the native language to the target language (TL). The second step, identification of errors from the collected data. it is important to define the errors of FL/L2 learners to determine the standard against which a specific item is considered erroneous. Brown (2000), Ellis (1994), and Corder (1981) (cited in Al-Tamimi (2006, p.39) "consider any deviation from what a native speaker would produce, as an error". In order to identify the gathered data Corder (1973, p.149) set up two stages. The first stage is called "the technical process" of describing the linguistic nature of errors by detecting and defining them. On the second stage, the examiner has to interpret what the learner has intended to say. According to Corder, there are two types of interpretations: authoritative and plausible. In case the teacher has access to the learner, he directly asks him about his/ her intention, and after that, he translates the sentence of the learner into the TL. This is called the "authoritative interpretation". However, the "plausible interpretation" of the learner's error is used when the teacher has no access to the learner's error and the teacher seeks to infer what the learner intended to say depending on his/her utterance. The classification of errors will be undertaken as a third stage. The analyst will identify several types of errors that could be categorized as such errors of agreement, errors in irregular verbs, incorrect sequence of tenses, or wrong verb form errors; also, they might be as errors of singular verb form with plural subjects. In the next step, the examiner starts interpreting and proposing an explanation for the error category. In the fifth step, the researcher will investigate the origins of the errors and categorize them based on their primary causes. The final step deals with the quantity and frequency of errors committed.

### 1.11 Errors Vs Mistake

In the English learning process errors and mistakes emerge frequently at the students' speaking skills. In this respect, Taylor (1997: 3) argues "*errors are not mistakes; you cannot eliminate them by being very careful*". There is a significant distinction between errors and mistakes. Brown (2000) states: "*An error refers to the learners' failure to utilize a known system correctly*". While, "*a mistake is a noticeable deviation from the adult grammar of a native speaker.*" In other words, errors are to be considered as failure, and a mistake is noticed to be a deviation in a particular language aspect. Brown (2000) adds that errors are said to be systematic, governed by rules, and appear because of the learners define ignorance of the

target language rules. Additionally, errors are frequently produced, and it is difficult for the learner to recognize and correct errors by himself, yet only the teachers or researchers can locate them. Whereas, “mistakes” are random deviations and they are unrelated to any system. they can even appear in the speech or writings of native speakers. Slips of the tongue or Freud could be mistakes of native speakers, for instance: “you have hissed all my mystery lectures”. Instead of “you have missed all my history lectures”. As Cord (1973, P.261) proclaimed.

## **1.12 Types of Errors**

### **1.12.1 Phonological Errors**

They are errors linked to pronunciation and intonation including vowel formation, stress, voiced and voiceless sounds. For most English learners it is not difficult to produce a sound or two in the right way but they have issues in producing a particular group of sound. when a student has difficulties in shaping his tongue properly and put in it in the right place is considered as an articulation error, whereas in phonological errors students are generally able to produce sound properly when given a model but they don't produce it correctly in conversation due to their low competence on hearing and distinguishing between the sound that they are making and the sound they should be making.

### **1.12.2 Grammatical Errors**

Grammatical Errors are blunders that need to be corrected at the level of the sentence concerning word structure (morphology) and at the level at which words are put together to form constituents such as phrases and clauses (syntax). According to James (1998, p.154) is one which involves a failure to comply with the norm in supplying any part of any instance of these word classes six book\*, aboli\*shment (√-tion) are noun morphology errors; \*bringed, was drink\*en (√-ing) are verb morphology errors; visit me soon\*ly is an adverb morphology error; and a colourfull\*er scene, an adjective morphology error. Prepositions happen to have no morphology.” Whereas, the syntactic errors are those that affect larger texts and compositions as clause, phrase, and paragraph.

### **1.12.3 Lexical Errors**

They are the errors that are usually corrected by teachers. They refer to the errors associated with the particular facts of language that cannot be generalized into rules. Lexical errors can emerge from other error categories; the following example shows a lexical error

that is raised as a result of a phonologically-induced error: “from (gold) to (god)” (Lee, 1990, p. 62).

#### **1.12.4 Discourse Errors**

They are errors related to the learners’ knowledge about the culture and pragmatics of the language used. The learners may produce errors related to pragmatics as well as to linguistics which are labeled “pragmatic linguistic deviations” (James, 1998: 164). These deviations occur when the speaker incorrectly encodes a message, or when a listener miscodes the message.

### **1.13 Sources of Learners’ Errors**

Errors are a predictable part of learning which may occur in different areas of language features because of different factors and sources. Therefore, researchers tried to find and discover the reasons behind making errors. Richards (1971 as cited in Ellis, 1994: 58) had identified many different sources of competence errors:

#### **1.13.1 Interlanguage Errors**

Also called “interference errors”, they are the errors made by language learners and occur as a result of using elements of the native language when speaking or writing another language. When encountered with a new language, learners are willing to draw a connection between what they know and what is unknown to them. Therefore, In order to execute the target language, individuals bring their past knowledge of their native language with them. Learners' home language traits can interfere in a variety of linguistic components, including phonology, morphology, grammar, syntax, lexis, and semantics, where learners are unable to distinguish between the two languages. Accordingly, James (1998: 179) argues that when the required items of the target language are unknown by the learner, this leads to borrow items from the mother tongue to substitute the missing item. As a consequence, there will be the occurrence of transfer errors. Additionally, James (1998: 180) asserts that elements from the native language that are similar to the elements of the target language make learning easier, unlike those elements that are totally different.



### 1.13.2 Intralingual Errors

They are errors that reflect global form of rule learning as a faulty generalization, and failure to apply rules and conditions. This kind of errors generally occurs when learners have an insufficient amount of knowledge about the language. Therefore, the learners will engage their learning strategies including overgeneralization of rules, incomplete rule application, or finally the false analogy (James, 1998: 184). Also, they can use some communication strategies in order to fill the gaps resulted from their ignorance of the target language forms (James, 1998: 185). In addition, developmental errors, which are similar to intralingual errors, occur when learners make hypotheses about the target language from their limited experiences. Saville-Troike (2006: 39) asserts: “*intralingual errors are also considered developmental errors and often represent incomplete learning of L2 rules or overgeneralization of them*”.

# Chapter Two:

## Research Findings and Discussions

## **Chapter Two: Research Findings and Discussions**

### **INTRODUCTION**

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## **Introduction**

The main objective of this study is to investigate pronunciation errors of Abidi Mohammed secondary school. In the present chapter, the research form and design, we present the main findings of both quantitative and qualitative data obtained from the participants. The findings of the study provide answers to the hypothesis and the research questions. Therefore, chapter two is divided into two sections. The first section is to explain the methods and the design of the research .all the research findings and the discussion of each item in isolation. The second section covers the research findings and the discussion of each item in isolation and ends up with limitations, implications, and suggestions for further research.

### **Section One: Research Methods and Design**

The objective of this research is to look into the pronunciation errors that EFL students in their last year of secondary school might utter when they produce English in oral form. It is quite clear that for any investigation to be conducted in a correct way data need to be collected using the appropriate data collection tools and instruments for the sake of answering the research questions and verifying the hypothesis. Various researchers have acknowledged that it is very important to gather data using different tools. This chapter provides a clear description of the tools and instruments that are used during the process of data collection. The data was collected from 3<sup>rd</sup> year secondary school students of FL enrolled at Abidi Mohamed secondary school during March 2021.

#### **2.1. Design and Method**

The present study aims to investigate pronunciation errors among 3<sup>rd</sup> year English as FL of Abidi Mohammed Zaouiet Kounta high school and how these errors affect their intelligibility. In order to achieve the study's goal, we chose a mixed-methods approach. in which the quantitative and the qualitative analysis complement each other, i.e., the strengths of the quantitative analysis complement the weaknesses of the qualitative one. The questionnaire was designed to collect concrete data about learners' mastery of English pronunciation, their attitudes towards errors in their pronunciation, how they experienced phonetics classes with their teachers, and the difficulties they face when pronouncing English words. Moreover, we have administrated for a quantitative method that helped in counting and measuring the errors produced by the participants who are given sentences chosen

randomly for the aim of recording their readings, and identifying, classifying, and finally discussing the errors. The participants are asked to read a short sentence while the researcher records the students' readings using a recorder.

## **2.2.Participants**

The participants of the present study are third year students of EFL who are studying at Abidi Mohamed secondary school. The whole sample of the study consists of 18 students. They studied English for at least 6 years, but they did not experience phonetics classes for a long period. In this study, the participants have nearly the same age; they are ranged between 18 and 21. Additionally, there are 14 females and 4 males. Thus, in the present study age and gender are not taken into consideration.

## **2.3.Data Collection Instruments and Procedures**

For any study to be conducted, the data need to be collected adequately in order to meet the objective of the study, answer the research questions, and verify our hypothesis. The researcher needs to collect data from the participants by using different research tools and instruments in order to strengthen the validity of the results obtained from the sample of the study. Hence, in this study, we opted to collect the data using both a corpus of recordings and a structured questionnaire for the master two students. In the present study, the sample of recordings is the primary tool used for collecting data, whereas the questionnaire is regarded as a secondary tool used for collecting data.

### **2.3.1. Recording and Procedures**

The primary tool that is used in this study is learners' speech samples. It is considered a primary tool because it is the appropriate way to collect learners' real production of English sounds. The aim of the recordings is to look for all the pronunciation errors that secondary school students of foreign language might produce when reading the text in both segmental and suprasegmental levels of English. Moreover, a total of 18 speech samples containing segmental and suprasegmental errors were recorded by the researcher. Then, the original text is transcribed phonetically using the oxford dictionary in order to make a comparison between the learners' pronunciation and the correct pronunciation of the text. This aims at finding the most problematic areas in English pronunciation that learners have difficulties with.

The samples of recordings were done at Abidi Mohamed Secondary School, with a group of third year foreign language students. The participants were 14 females and 4 males. They were recorded in about one week. Furthermore, the recording process was a little bit difficult with students who were not serious during the recording sessions; some of the participants asked the researcher to delay the recording sessions to another week. Therefore, we were obliged to add a third week for accomplishing the rest of the recordings. We encountered great difficulty to decide on the date, time, and place where to make the recordings. We were obliged to select specific days because all the participants were busy and unable to meet all at the same time. In a quiet classroom, the researcher prepared his recorder and sentences to be read by the students. Every individual learner was given a sentence and expected to read it aloud while they were being recorded by the researcher (see **appendix 1**). By the end of March, all the recording samples were collected by the researcher and prepared for transcribing them phonetically in order to identify all the errors that might occur in the participants' production of English language and then analyzing those errors.

### **2.3.2. Questionnaire and Procedures**

A questionnaire is a research instrument that is used in the current study as a secondary tool for data gathering. It aims to collect reliable data about the different types of pronunciation errors of the 18 participants. The aim of this questionnaire is to seek learners' attitudes towards their English pronunciation and how they evaluate their pronunciation. Additionally, we tested participants' background knowledge about the phonetic system of English and we checked their understanding of the different features of English pronunciation. Finally, the questionnaire showed that students of Abidi Mohamed Secondary School studied English for at least 6 years, but they still lack some pronunciation skills that play a major role in learners' intelligibility.

The questionnaire is handed to 18 secondary school students of English language students (see appendix2). We distributed the questionnaire after the first semester exams and the copies were not given back to me on the same day because most of the participants preferred to read the questionnaire carefully at home in order to answer appropriately. The left questionnaires were handed to the other students on different days because some students were absent. The questionnaire is divided into two parts. In the first part, we seek to collect general information about the participants. These pieces of information include students' age, students' gender, and for how many years the participants have studied English starting from

middle school till their last year at secondary school. The following items consist of specific questions to the participants about phonetics, pronunciation, and their attitudes towards their production of English. The participants were required to answer the question by picking up the pertinent answer and justifying when it is necessary. Item 7 is about the period of learning phonetics. The Next question is devoted to checking students' awareness of the importance of phonetic classes. Then, the next item is about asking learners' points of view about their pronunciation level. Furthermore, in the following two questions, the participants are investigated about the frequency of committing such errors when speaking the target language and their most problematic area in pronunciation. The last question is about the solution that students resort to and how they would do if they do not know how to pronounce a word. The next section is a table that consists of different words to test students' awareness of the pronunciation features such as word stress. It is obvious that any research study needs different tools and instruments for collecting reliable and adequate data in order to come up with appropriate and correct results and answers for the research questions and the hypothesis. Hence, in this chapter we explained the methodology used in our study including the participants of the study, the methods followed during the data collection process, and tools. The objectives of this research is to look into the pronunciation errors that EFL students in their last year of secondary school might utter when they produce English in oral form. It is quite clear that for any investigation to be conducted in a correct way data need to be collected using the appropriate data collection tools and instruments for the sake of answering the research questions and verifying the hypothesis. Various researchers have acknowledged that it is very important to gather data using different tools. This chapter provides a clear description of the tools and instruments that are used during the process of data collection. The data was collected from 3<sup>rd</sup> year secondary school students of FL enrolled at Abidi Mohamed secondary school during March 2021.

## Section Two: Results and Discussion

In the present section, we present the main findings of the research obtained from the participants. This chapter is divided into two parts. The first part is the questionnaire that is analysed and interpreted in form of tables and numbers of frequencies and percentages. On the other hand, the second part involves the samples of recordings that are transcribed using the International Phonetic Alphabet. Therefore, pronunciation errors are identified, discussed, and explained.

### 2.4. Questionnaire

The research questionnaire contains two parts. The first part covers general questions about the participants such as age and gender. The second part of the questionnaire is devoted to specific questions addressed to the learners about their mastery of English pronunciation and what are their views towards their pronunciation.

#### 2.4.1 Results of the learners 'questionnaire

##### 2.4.1.1. General questions to the participants

###### 2.4.1.1.1. Age

**Table 2.1:** Participants' age

Age	Number	Percentage
From 18 - 19	12	66.67 %
From 20 -21	06	33.33 %

From the **Table** above we understand that the participants' age differs from one participant to another. 66.67 % of them are at the age of 18 and 19 years old. However, 33.33 % of them are aged between 20 and 21 years old. At this age, it is obvious that the participants are able to produce proper English since they all studied English for a long time. Secondary school students try to show their awareness of the different features of English pronunciation. Thus, they try to speak correctly inside and outside the classroom.



### 2.4.1.2 Gender

**Table 2.2:** participants' gender

Gender	Number	Percentage
Males	04	22.22 %
Females	14	<b>2.4</b>

Table 2 shows that 77.78 % of the whole sample of the study are females, whereas only 22.22 % are males. From these numbers, we can assert that the present study is based almost exclusively on female participants. Thus, in the present study, the factor of gender is not taken into consideration.

### 2.4.1.2. Specific questions to the participants

**Item 01:** In your opinion, speaking very good English means:

**Table 2.3:** Learners' opinions about the meaning of "speaking very good English"

Option	Number	Percentage
a - Speaking fluently without pronunciation errors.	08	44.44 %
b - Speaking correctly without grammatical mistakes	04	22.22 %
c - Both	06	33.33 %

It is clear from table 3 that the majority of the participants 44.44 % agree that speaking a good English means that learners must speak fluently without any pronunciation problems. However, only 22.22 % of them think that speaking a good English requires from the learner to master the grammatical rules and basics of the language. Besides, 33.33 % of the participants tend to choose both having correct pronunciation and grammatical rules as the main component of a good intelligible English.

Based on the information presented above, we understand that most of the questioned participants are aware of the crucial importance of proper pronunciation. They try to perform their English in a correct manner in order to be as much intelligible as they can. Furthermore, the participants are also aware of the importance of mastering English grammatical rules. They assume that intelligibility and speaking good English is resulted from learning all the aspects of the English language.

**Item 02:** For how many years have you studied phonetics?

**Table 2.4:** Learners' period of studying phonetics

Option	Number	Percentage
One year	01	5.56 %
Two years	06	33.33 %
Three years or more	11	61.11 %

Table 04 shows that the majority of the participants (61.11%) studied phonetics and phonology for three years. However, only 5.56 % of them replied that they experienced phonetics and phonology for a short period; they studied it for only one year as short lessons on the English sessions. Moreover, 33.33 % of the questioned participants studied English phonetics and phonology for two years.

Thus, it is clear from the table above that most of the students of foreign languages branch studied the basics of English phonetics and phonology at secondary school. Also, they are expected to know the features of pronunciation and the phonetic system of English. These students are able to speak with an appropriate own pronunciation without any errors. Thus, they aim to show their English intelligibility by applying the rules that they learned in the phonetic classes. However, a considerable number of the participants studied phonetics for a short period. Thus, learning phonetics for a short time is not enough to master all the features

and elements of English pronunciation. That is, the learners cannot learn all the necessary knowledge about English pronunciation. In the same idea, there are few participants who do not have any idea about phonetics and phonology. These students did not take many courses in phonetics and phonology. These few participants claim that they had only one year of phonetics.

**Item 03:** In your point of view, how good is your English pronunciation?

**Table 2.5:** Learners' viewpoint about their pronunciation

Option	Number	Percentage
<b>Weak</b>	<b>2</b>	<b>11.11 %</b>
<b>Average</b>	<b>8</b>	<b>44.44 %</b>
<b>Good</b>	<b>6</b>	<b>33.33 %</b>
<b>Very good</b>	<b>2</b>	<b>11.11 %</b>
<b>Excellent</b>	<b>0</b>	<b>0 %</b>

The results of table 5 indicate that the majority of the participants 44.44 % have an average level in English pronunciation. They tend to produce some errors when speaking the target language because of different factors that influence their intelligibility. However, 11.11% of the participants think that they have weak English pronunciation, and they are not able to produce a correct statement. Whereas 33.33 % assume that they have a good English pronunciation. It is fully proper from any errors or mistakes that may occur in their speech. However, 11.11% of the participants think that they have very good English pronunciation. Besides, no one of the Secondary school students thinks that he/ she has excellent English pronunciation.

It is clear from the results of the table above that the participants tend to have good English pronunciation; they do not make pronunciation errors. Only in some cases, they may fail to produce some words because of an external factor that may influence the appropriate production of such words or sounds.

**Item four:** how important is phonetics in improving pronunciation?

**Table2.6:** The importance of phonetics in improving pronunciation

<b>Option</b>	<b>Number</b>	<b>Percentage</b>
<b>Very important</b>	15	83.33%
<b>Important</b>	2	11.11%
<b>Not Important</b>	1	5.56%

It is clear from table 6 that the majority of the participants 83.33 % consider phonetics as a very important module that all EFL learners should have in order to improve their pronunciation. Also, 11.11% of the participants think that phonetics is important for any EFL learner. However, only 5.56 % of the participants view phonetics with no importance in improving EFL learners' pronunciation.

From the results of the table above, we understand that nearly all the participants consider phonetics as the basis to master a good pronunciation since it provides learners with the pronunciation and transcription of the English sounds. Moreover, the participants are aware that practicing and applying the correct rules of phonetics would certainly help them to pronounce proper English sounds. However, the participants apply other strategies in enhancing their pronunciation such as listening to native speakers.

**Item five:** How often pronunciation errors occur in your speech?

**Table2.7:** Learners' pronunciation errors

<b>Option</b>	<b>Number</b>	<b>Percentage</b>
<b>Always</b>	1	5.56%
<b>Often</b>	3	16.67%
<b>Sometimes</b>	14	77.78%

<b>Rarely</b>	0	0%
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Table 7 above indicates that 77.78% of the participants sometimes make pronunciation errors in their speech which affects their intelligibility. Moreover, 16.67% of them often make errors when speaking the target language and this makes their English good when speaking inside or outside the classroom. However, only 5.56% of the students always make pronunciation errors and it is the same percentage of those who rarely make errors when pronouncing English words.

It is quite clear from table 09 that more than half of the participants responded that they do commit pronunciation errors from time to time. Most of the time, they produce words with incorrect pronunciation of different sounds especially vowel sounds that may be pronounced in different ways. As foreign learners, The participants fail to produce sounds that do not exist in their mother tongue. The pronunciation errors are also related to the lack of mastery of the English sound system and other factors that affect their intelligibility. Moreover, the participants try to avoid these errors in order to keep the flow of the conversation.

**Item seven:** what would you do if you do not know the correct pronunciation of a word?

**Table 2.8:** Learners answer on the question

<b>Option</b>	<b>Number</b>	<b>Percentage</b>
<b>Say it as i feel it</b>	4	22.22%
<b>Ask my teacher</b>	6	33.33%
<b>Check it up in a dictionary</b>	8	44.44%

Reading the results presented in table 8 above show that most of the participants tend to check up the correct pronunciation of the words using dictionaries. Whereas, 33.33% of them relay to the teacher, in order to help them produce the correct pronunciation of words. Besides, only 22.22% of the questioned learners just combine sounds and pronounce them as if each sound is in isolation.

It is obvious that the participants come to correct their mispronounced word either by looking for their pronunciation in the dictionary or by asking the teacher. The reason behind this strategy could be for the sake of overcoming the failure that occurs when communicating

in English. Also, some of those secondary students do not care about the pronunciation problems they face, and they do not check the words' pronunciation. Instead, they just say the words as they feel them. Therefore, this hinders learners' intelligibility and breaks the flow of communication.

**Item nine:** Below, we have three pronunciations for the same word. Circle the right pronunciation containing the right stress placement.

**Table2.9:** Learners' choice for stress placement

<b>WORD</b>	<b>OPTION</b>	<b>NUMBER</b>	<b>PERCENTAGE</b>
<b>Enjoy</b>	<b>Enjoy</b>	<b>11</b>	<b>61.11%</b>
	Enjoy	<b>7</b>	<b>38.89%</b>
<b>Democracy</b>	<b>Democracy</b>	<b>4</b>	<b>22.22%</b>
	Democracy	<b>5</b>	<b>27.78%</b>
	Democracy	<b>9</b>	<b>50%</b>
	Democracy	<b>0</b>	<b>0%</b>
<b>Pollution</b>	<b>POLlution</b>	<b>0</b>	<b>0%</b>
	Pollution	<b>14</b>	<b>77.78%</b>
	Pollution	<b>4</b>	<b>22.22%</b>
<b>Responsible</b>	<b>Responsible</b>	<b>1</b>	<b>5.56%</b>
	Responsible	<b>10</b>	<b>55.56%</b>
	Responsible	<b>6</b>	<b>33.33%</b>

	Responsible	1	5.56%
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Table 9 above shows that in the first word “enjoy”, more than half of the participants 61.11% replied in an incorrect way and choose the first syllable as the one that the stress should be placed on. However, only 38.89% of the participant who correctly chosen the right stress syllable. On the second word “Democracy” half of the students pick out the right stress syllable which is the third option. Whereas; the other half have missed the right choice 27.78% choose the second option as the one that the stress should be placed on the second syllable, and no one picks out the last option. Additionally, in the third word “Pollution” the majority of the participant 77.78% chooses, the right second option as the one that stress should be placed on the second syllable. However the rest 22.22% of the participant choose the last option where stress is placed on the last syllable, and no one picks up the first choice. At The final word on the table “Responsible” 55.56% of the participants choose the right second option as the one that stress is put on the second syllable. However, 33.33% answered in the correct way , they place stress on the third syllable .furthermore,5.56% gave a wrong answer by stressing the first syllable, and the other 5.56% stress the last syllable.

From the results of the table shown above, we understand that most of the students have some difficulties to recognize the correct place of stress in different words of English. It is obvious from the results that the majority of Master two students have certain lacks at the level of phonetics and phonology, especially stress. Thus, these lacks of the English sound system hinder the students’ intelligibility and proper production of English sounds.

## 2.5 Learners’ Samples of Recordings

In the following section, we present the findings obtained from learners’ recordings. Hence, different lines from the students’ readings are transcribed using the IPA. Besides, the correct pronunciations of the English sounds and the wrong ones are bolded and underlined. And then, they are discussed in detail. Moreover, the data obtained from the participants are presented in tables and figures for a better illustration and discussion.

**2.5.1 Phonetic Transcription of Students’ Reading:** the following tables represent the students’ realization and pronunciation of English words. Each table deals with the English

spelling of the sentences, the correct phonetic transcription of those sentences, and then the students' pronunciation.

**Table 2.10:** Student 1

<b>English Spelling</b>	They crossed <u>ed</u> the road quickly.
<b>The correct Phonetic Transcription</b>	/ ðeɪ kr <u>ɒ</u> s <u>t</u> ðə rəʊd 'kwɪkli /
<b>The transcription of the student's reading</b>	/ ðeɪ kr <u>oʊ</u> s <u>d</u> ðə rəʊd kwɪkli /

**Table 2.11:** Student 2

<b>English Spelling</b>	She dropped her glasses at the bus station
<b>The correct Phonetic Transcription</b>	/ ʃi: drɒp <u>t</u> hə glɑ:sɪz ət ðə bʌs steɪʃn /



<b>The transcription of the student's Reading</b>	/ ʃi drɔpɪt hæŋ glɑ:sɪz ət ðə bʌs steɪʃn /
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Table 2.12: Student 3

<b>English Spelling</b>	<b>He kicked the ball to score a goal.</b>
<b>The correct Phonetic Transcription</b>	/ 'hi: 'kɪkt ðə bɔ:l tu skɔ:r ə ɡəʊl /
<b>The transcription of the student's Reading</b>	/ hi: 'kɪk <u>eɪdɪd</u> ðə bɔ:l tu skɔ:r ə ɡəʊl /

Table 2.13: Student 4

<b>English Spelling</b>	<b>They walked through the woods.</b>
<b>The correct Phonetic Transcription</b>	/ ðeɪ wɔ:kt θru: ðə wudz /

<b>The transcription of the student's Reading</b>	/'ðeɪ wɔ: <b>l</b> <u><b>k</b></u> <b>ɪ</b> <u><b>d</b></u> θu: ðə wʊdʒ /
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Table 2.14: Student 5

<b>English Spelling</b>	<b>She passed the weekend at her grand's mother house.</b>
<b>The correct Phonetic Transcription</b>	/'ʃi: pɑ:st ðə wi:k'end ət hə 'grændz 'mʌðə 'haʊs /
<b>The transcription of the student's Reading</b>	/ ʃi: pɑ: <b>s</b> <u><b>d</b></u> ðə wi:k'end ət hə <sup>r</sup> 'grændz m <u><b>ə</b></u> <b>d</b> <u><b>ə</b></u> haʊs /

Table 2.15: Student 6

<b>English Spelling</b>	I never stopped thinking about you.
<b>The correct Phonetic Transcription</b>	/ aɪ 'nevə stɒpt 'θɪŋkɪŋ əbaʊt ju /

<b>The transcription of the student's Reading</b>	/ aɪ nevər stɒpt tɪːkɪŋ əbaʊt ju /
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Table 2.16: Student 7

<b>English Spelling</b>	<b>After they finished eating, Robert rose from his chair.</b>
<b>The correct Phonetic Transcription</b>	/ɑ:ftə ðeɪ 'fɪnɪʃt̩ 'i:tɪŋ rɒbət rəʊz frəm ɪz tʃeə /
<b>The transcription of the student's Reading</b>	/ɑ:ftər ðeɪ fɪnɪʃd̩ 'i:tɪŋ rɒw <sup>h</sup> ɪt rəʊz frɒm <u>hæz</u> tʃeə <u>ɪr</u> /

Table 2.17: Student 8

<b>English Spelling</b>	<b>They cleaned all the public places because of the spread of corona virus.</b>
<b>The correct Phonetic Transcription</b>	/ ðeɪ kli:nd̩ ɔ:l̩ ðə pʌblɪk pleɪsɪz bɪ'kɒz əv ðə spred əv kərəʊnə vaɪərəs /
<b>The transcription of</b>	/ ðeɪ kli:nd̩ ɔ:l̩ ðə pʌblɪk pleɪsɪz bɪ'kɒz əv ðə spred əv kərəʊnə vaɪərəs /

<b>the student's Reading</b>	
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Table 2.18: Student 9

<b>English Spelling</b>	<b>The family enjoyed the holiday summer in Tunisia .</b>
<b>The correct Phonetic Transcription</b>	/ ðə 'fæmli ɪn 'dʒɔɪd ðə hɒlɪdeɪ sʌməɪn ɪn tjuːnɪziə /
<b>The transcription of the student's Reading</b>	/ ðə 'fʌmli ɪn 'dʒɔɪd ðə 'hɒlɪdi 'sʌməɪn ɪn tjuː'nɪziə /

Table 2.19: Student 10

<b>English Spelling</b>	<b>She loved watching movies .</b>
<b>The correct Phonetic Transcription</b>	/ ʃiː 'lʌvd 'wɒtʃɪŋ 'muːvɪz /
<b>The transcription of the student's Reading</b>	/ ʃiː lʌvd wɒtʃɪŋɡ muːvɪz /

Table 2.20: Student 11

<b>English Spelling</b>	<b>He closed his eyes because of fear.</b>
<b>The correct Phonetic Transcription</b>	/ hi: kləʊzd hɪz aɪz bɪ'kɒz əv fiə /
<b>The transcription of the student's Reading</b>	/ hi: kləʊzdʒ hɪz aɪz bɪkɒz əv fiə <sup>r</sup> /

Table 2.21: Student 12

<b>English Spelling</b>	<b>Asking for help she screamed loudly .</b>
<b>The correct Phonetic Transcription</b>	/ ɑ:skɪŋ fə help ʃi: skri:md laʊdli /
<b>The transcription of the student's Reading</b>	/ ɑ:skɪŋ fə: <sup>r</sup> help ʃi: skri:m <u>ɪd</u> laʊdli /

Table 2.22: Student 13

<b>English Spelling</b>	<b>They tried to call him twice but he didn't answer.</b>
<b>The correct Phonetic Transcription</b>	/ ðeɪ traɪd tu kɔ:l hɪm twaɪs bʌt hi: dɪdnt ɑ:nsə /
<b>The transcription of the student's Reading</b>	/ ðeɪ treɪd tu kɔ:l hɪm twaɪs bʌt hi: dɪdnt ɑ:nsə <sup>r</sup> /

Table 2.23: Student 14

<b>English Spelling</b>	<b>It was bad enough that I abandoned .</b>
<b>The correct Phonetic Transcription</b>	/ ɪt wɒz bæd ɪnʌf ðæt aɪ əbændənd /
<b>The transcription of the student's Reading</b>	/ ɪt wɒz bæd ɪn <u>gɪ</u> ðæt aɪ əbændən <u>ɪd</u> /

Table 2.24: Student 15

<b>English Spelling</b>	<b>He was addicted to video games.</b>
<b>The correct Phonetic Transcription</b>	/ 'hi: wəz ə'dɪktɪd tu 'vɪdɪəʊ geɪmz /
<b>The transcription of the student's Reading</b>	/ hi: wəz ədɪke <u>ɪ</u> tɪd tu <u>f</u> ɪdɪəʊ gɪmz /

Table 2.25: Student 16

<b>English Spelling</b>	<b>She acted like she was trying to protect him .</b>
<b>The correct Phonetic Transcription</b>	/ ʃi: 'æktɪd laɪk 'ʃi: wəz 'traɪɪŋ tu prə'tekt ɪm /
<b>The transcription of the student's Reading</b>	/ ʃi: ækt <u>ɪ</u> d laɪk ʃi: wɒz 'traɪɪŋg tu pr <u>ɒ</u> tekt hɪm /

Table 2.26: Student 17

<b>English Spelling</b>	<b>The teacher started the lecture after a brief review of the previous one.</b>
<b>The correct Phonetic Transcription</b>	/ ðə ti:tʃə stɑ:tu:d ðə lektʃər a:ftər ə bri:f ri:vju: əv ðə pri:viəs wʌn /
<b>The transcription of the student's Reading</b>	/ ðə ti:tʃər stɑ:rd ðə lektʃər a:ftər ə bri:f ri:vju: əv ðə pri:viəs wʌn /

Table 2.27: Student 18

<b>English Spelling</b>	<b>They decided to stay together for the rest of their lives.</b>
<b>The correct Phonetic Transcription</b>	/ ðeɪ dɪsaɪdɪd tu steɪ tə'geðə fɔ: ðə rest ɒv ðeə laɪvz /
<b>The transcription of the student's Reading</b>	/ ðeɪ dɪsaɪdɪd tu steɪ tə'geðə fɔ: ðə rest ɒv ðeə laɪvz /



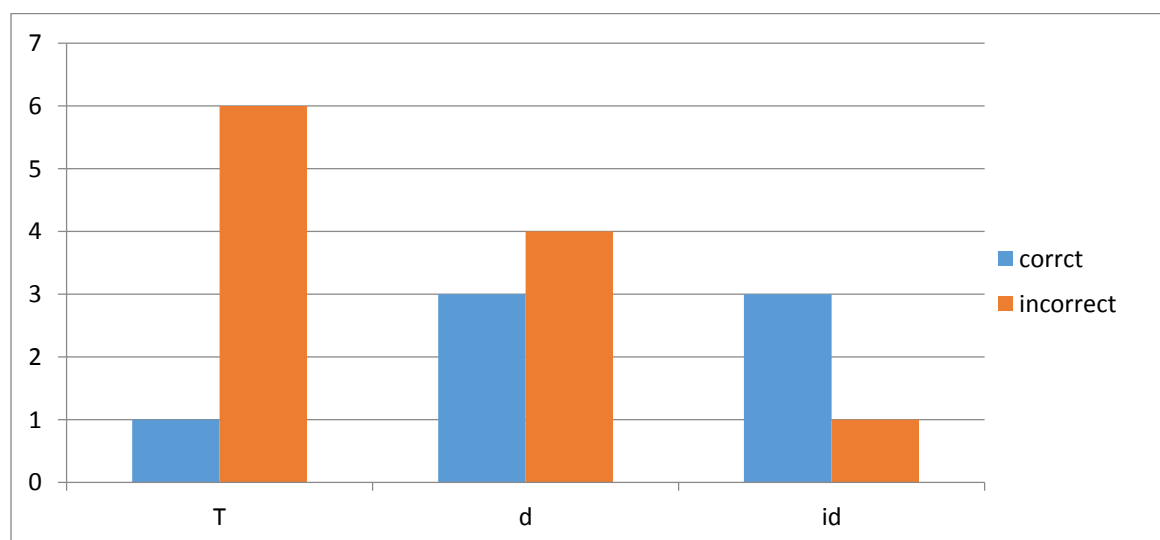
### 2.5.2. Collection and Discussion of Students' Pronunciation Errors

We start by reporting all the pronunciation errors made by 18 EFL students from the applied linguistics option. Table 2.28 reports the frequencies of the students' errors. Besides, figure 2.1 is a clear demonstration of those errors.

**Table 2.28:** Frequency of students' errors

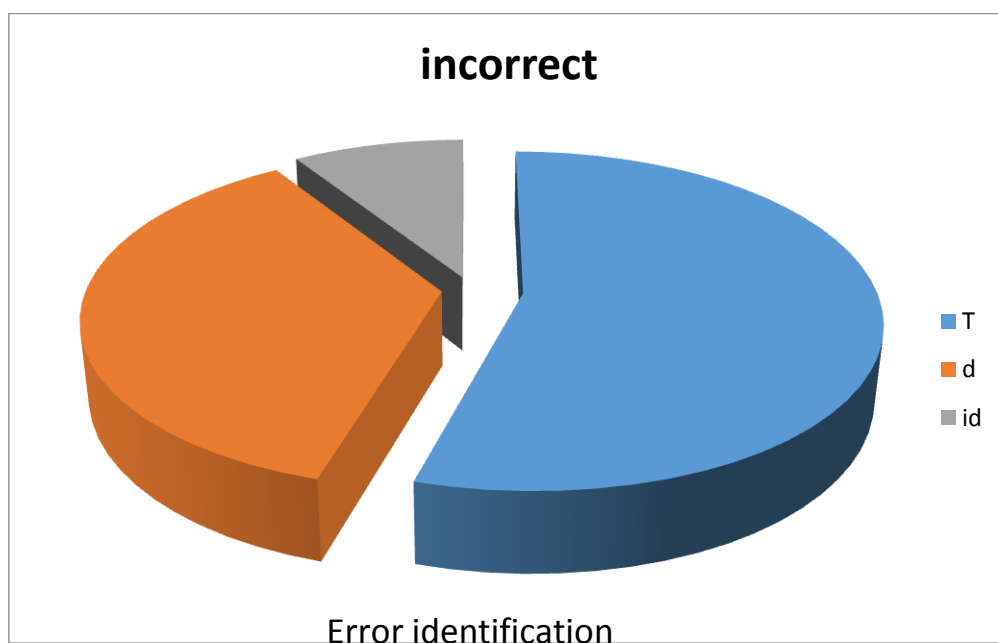
	Students answers		Total participants
	Correct	incorrect	
Words ending -t sound	1	6	7
Words ending -d sound	3	4	7
Words ending -id sound	3	1	4

Table 28 presents the frequency of pronunciation errors that are found in 3<sup>rd</sup> year secondary school students' speeches, and then, it is demonstrated in figure ( 2.1).



**Figure 2.1.** Classification of Errors According to their Frequencies

Table 28 above presents the major errors made by 17 Master 3<sup>rd</sup> secondary school students of foreign languages. The pronunciation errors are collected from the students' reading of a text, and then are identified in terms of categories into three groups: Words ending -t, Words ending -d, Words ending -id. It is understood from the table that the major score of errors is made by the students at the level of realizing /t/ and -d sounds of words ends in -ed . where 6 of 7 participants fail to produce the correct pronunciation of sound -t ; Besides, 4 students out of 7 fail to correctly produce the sound /d/ of words ending in ed. whereas, most of the participants were able to correctly realization the sound /id/ in words ending in -ed.

**Figure 2.2** Learners' Errors and their Categories

### 2.5.2.1 Error Identification and their correction

In this part, we try to provide a detailed explanation of each category of errors. Furthermore, we give examples and illustrations for the errors and the possible corrections to these errors.

### 2.5.2. Errors at the level of the realization of sound /t/ of words ending in -ed

As it is showed in Figure (2.2), the highest score 55% of errors is at the level of realizing sound /t/ on words ending with ed. Furthermore, the following tables present different examples about the most produced errors at this level.

**Table2.29:** Examples of errors at this level

The Error	The correction
1. / ðeɪ kroʊ <u>s</u> <u>d</u> /	/ ðeɪ krɒ <u>s</u> <u>t</u> /
2. / hi'kɪk eɪ <u>d</u> <u>i</u> <u>d</u> /	/ 'hi: 'kɪ <u>k</u> <u>t</u> /
3. /ðeɪ wɔ:l <u>k</u> <u>i</u> <u>d</u> /	/ ðeɪ wɔ:k <u>t</u> /
4. / ʃi: pɑ: <u>s</u> <u>d</u> /	/ 'ʃi: pɑ: <u>s</u> <u>t</u> /
5. / ɑ:ftə ðeɪ fɪnɪ <u>s</u> <u>d</u> /	/ɑ:ftə ðeɪ 'fɪnɪ <u>s</u> <u>t</u> /

In table 29 above, there are ten 5 examples of pronunciation errors at the level of producing the sound /t/ on words ending with -ed made by 18 students. These errors are the most frequently occurring in the students' readings of the given phrases . From a close sight to the examples, we understand that most of the participants have difficulties in identifying sound /t/ on words ending with ed. Throughout the students' recorded readings, we have noticed that most of the participants substituted the sound /t/ with sound/ d/ or /id/ . Furthermore, we have noticed that the participants do not distinguish between a long vowel and a short vowel.

### 2.5.3.Errors at the level of The realization of sound /d/ of words ending in ed

As it is shown in Figure , 36% of errors were scored on student inability to correctly realize sound /d/ on words ending with ed. Furthermore, the following tables present different examples of the most produced errors at this level.

**Table 2.30:** Examples of errors at this level.

The Error	The correction
1 / ðə 'fʌmli ɪn 'dʒɔɪd/	/ðə 'fæmli ɪn 'dʒɔɪd/
2 / ʃi: skri:mɪd laʊdli /	/ʃi: skri:mɪd laʊdli /
3 / ðæt aɪ əbændəndɪd/	/ðæt aɪ əbændəndɪd/
4 / hi: wəz ədɪkeɪtɪd /	/hi: wəz ədɪktɪd/

In table 30 above, there are ten 4 examples of pronunciation errors at the level of producing the sound /d/ on words ending with -ed . we have noticed that These errors occur on the students' readings of the given phrases. From a close sight to the examples, we understand that most of the participants tend to use the sound /id/ rather than /d/ on the given words ends on - ed.

#### 2.5.4.Errors at the level of The realization of sound /ed/ of words ending in –ed

As it is shown in Figure (2.2), only a few errors were scored on student inability to correctly realize sound /id/ on words ending with ed. Furthermore, the following tables present different examples of the most produced errors at this level.

**Table 2.31** Examples of errors at the level of long vowels

The Error	The correction
/ ðə ti:tʃə stɑ:rd /	/ ðə ti:tʃə stɑ:tɪd /

In table 36 above, only one error is marked on the students' realization of sound /id/ on the words ending on –ed . Throughout the students' recorded readings, we have noticed that the participants substituted the sound /id/ with a closer sound which is / d/.

### 2.5.2.2. Errors at the Level of Stress

**Table 2.32:** Examples of errors at the level of stress

<b>Stress</b>	
<b>The Error</b>	<b>The Correction</b>
/ 'hi: 'kɪkt̩ ðə 'bɔ:l/	/hi: kɪ'kt̩ ðə 'bɔ:l/
/ðeɪ 'wɔ:kɪd 'θru: ðə 'wɒdz/	/ðeɪ 'wɔ:k θru: ðə 'wɒdz/
/ðeɪ 'kli:nd ɔ:l ðə 'pʌblɪk p'leɪsɪz/	/ ðeɪ kli:nd ɔ:l ðə pʌblɪk pleɪsɪz /
/ðə 'fæmli ɪn'dʒɔɪd ðə hɒli'deɪ sɪ'mər/	/ ðə 'fæmli ɪn'dʒɔɪd ðə hɒlɪdeɪ sɪmər /
/ðeɪ 'traɪd tu 'kɔ:l hɪm 'twɔɪs/	/ ðeɪ traɪd tu kɔ:l hɪm twɔɪs /
/ðeɪ dɪsaɪdɪd tu steɪ tə'geðə /	/ ðeɪ dɪsaɪdɪd tu steɪ tə'geðə /

The table above illustrates examples of the main errors made by the students at the level of words stress placement. It shows that in almost each recorded speech there is from two to three errors at the level of stress. Furthermore, the students make stress errors either by changing the stressed syllable, or by omitting the stress from the whole word. The above examples are a clear illustration of those errors.

### **2.7. Limitations of the Study**

Through the course of this study, we have reached important findings; however, we have encountered some constraints that affected to some extent the completion of the study.

The number of participants involved in the study is the first limitation we have faced. Secondary school Foreign language students consists of only a group of 20 students and the data were collected from only 18 students as the whole sample of the study. Additionally, the results of the study are generally about females because we could make an appointment for making recordings with only four males.

The second limitation is that we spent a long period recording the participants. Most of the students were busy at that time working on their exposes. Thus, we were obliged to change the time of some recording sessions. Sometimes we were obliged to record only one participant in one day. And in other times, the participants asked us to delay the recording sessions to other days.

The third limitation is that some of the students were not serious when reading the text, so they read it in a fast way without concentrating on their pronunciation. As a result, the participants made a huge number of errors. Additionally, some students have changed words from the text with other words that do not exist in the text.

The fourth limitation that we have encountered in our study is that we find difficulties in transcribing the students' readings of the text using the IPA. We tried to use software that transcribes the students' readings, but we could not find the appropriate one. Thus, it was preferable for us to transcribe first the original text and then we made the changes that correspond with the errors.

The last limitation is time constraint. It is the most crucial factor when conducting research. As master II students of Applied Linguistics, we were obliged to put our thesis aside for a period of time, because we were charged with exposes and courses during the first semester.

## 2.8 Implications of the Study

In the light of the previous findings, a number of implications can be addressed to both EFL learners as well as teachers, in order to get rid of the already mentioned pronunciation errors.

1 - Giving more importance to pronunciation: much importance should be given to pronunciation by both teachers and learners. Since pronunciation is one of the key aspects to intelligibility, both teachers and learners should provide much more time for practicing this skill. By practicing all the activities that highlight all the pronunciation features and aspects.

2-Teaching pronunciation using new techniques: From the answers mentioned in the questionnaire, we understand that the students learned features of pronunciation in a traditional way, where they used dictionaries and imitation of the teacher. Hence, using new methods and techniques to teach pronunciation is a good strategy to teach correct pronunciation of different sounds.

3- Self- training initiated by students: EFL students should not rely only on teachers in improving their pronunciation. They must look for other sources of knowledge such as audio books of native speakers, listening to native speakers' readings, imitating their readings, and then memorizing the correct pronunciation of English sounds. Thus, learners will certainly improve their level of pronunciation.

4 -Making the students aware of all the features and aspects of English pronunciation: Teachers of phonetics and phonology need to help their students and raise their awareness about all the features of pronunciation.

5 -Teaching phonetics and Phonology module for enough period of time; Teaching features of English pronunciation for a short time is not enough for learners to raise their awareness about all the aspects of pronunciation. Learners should attend courses of phonetics for at least two years, and not only for one year or one semester as in the case of some participants.

## 2.9 Suggestions for Future Research

What might be suggested for future research about the same topic “pronunciation” is that having more time will allow for the selection of more and larger list of words because the identification and analysis of pronunciation errors need a large number of words to be used in more than one or two occurrences so that the identification of their sources will be valid and reasonable. In addition, the researcher should vary the ways in which words under study should appear, i.e., to put the words in short passages, or sentences, or to use poems so that students will not be aware of the subject matter under investigation. Likewise, the use of interviews with students is a very important tool to be used in a research pursuing a topic of pronunciation accuracy as well as for interviews with teachers because they are continuously evaluating students’ performance which give the researcher a general overview on the survey participants.

## 2.10 Conclusion

In this section, we have presented the results of the present study. The huge number of pronunciation errors made by 18 students errors shows that pronunciation represents a challenge for EFL learners. Furthermore, these errors are classified into three categories (Table 19), and they are classified from the high frequent to the less frequent.

After identifying and classifying the errors, the results show that AM Secondary school students have many pronunciation errors. These errors are first, at the level of words ending. Second, at the level of stress. Furthermore, the results show that realizing the sound /t/ on –ed ending words are the most problematic issue of secondary EFL learners.

The findings obtained from the students’ questionnaire show that EFL learners are unaware of their pronunciation errors. Most of the students think that their pronunciation is good or very good pronunciation. Also, the majority of them assumed that they face problems mainly in the stress placement and few errors in pronunciation of words ending. Additionally, from the results of the questionnaire, we find out that the most important factors that affect learning pronunciation are mainly, less exposure to the target language, learners’ motivation to improve their pronunciation, as well as



the interference of elements of the native language when speaking the target language. Besides, the results obtained from the phonetic transcription of the students' samples of readings, show that the majority of the students fail to produce: correctly the final sound of words that end with -ed and words stress. After discussing the results and answering the research questions we state that the hypothesis upon which the investigation is based is confirmed.

### **General Conclusion**

The present study investigates the pronunciation errors made by secondary school students of Abidi Mohamed Zaouiet Kounta students at the University of Bejaia. In this study, we hypothesized that EFL learners encounter difficulties in the realization of different English sounds of words ending in -ed and words stress placement, and they produce errors at the level of English pronunciation. The main objectives, we have aimed at identifying and classifying these errors present study was to explore the most common pronunciation errors that English 3<sup>rd</sup> year students of FL make in in the process of learning the English language. To reach these objectives, we have opted for two data collection tools: a corpus of recordings and a students' questionnaire.

This research paper is composed of two chapters. The first chapter is theoretical. and the second two chapters are practical. In the first chapter "theoretical background" we explain all the variables related to our study. It is further divided into two sections: the first section introduces the English pronunciation, and section two deals with error analysis theory. Whereas, chapter two is practical. In which it explains the methods and design used in the study including the chosen participants, methods and research design, data collection tools, and procedure at the first section. The second section includes a discussion of the results and interpretation of the findings. Then, we end up with limitations, implications, and suggestions for further research. In our investigation, we relied on a mixed- method including both qualitative and quantitative analysis of data. The qualitative method included the analysis of learners' samples of recordings. Whereas, the quantitative method consisted of students' questionnaires.

Accordingly, the findings we have interpreted from both questionnaire and recordings showed that the highest score of errors is at the level of realizing sound /t/ on words ending with ed. In addition, results showed that the majority of participants made errors at the level of stress placement. In the same path, we noticed from the students' answers on the

questionnaire that most of them are less motivated to improve their pronunciation, in addition to less exposure to the target language.

By the end of our research, we presented some limitations of this study and give some implications. In order to overcome the limitations of the present study, we have provided some suggestions for future researchers.

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**Appendix 1:** The sentences addressed to Students in Order to Read it.

**Sentences addressed to students in order to record their  
pronunciation**

1. They **crossed** the road quickly .
2. She **dropped** her glasses at the bus station .
3. He **kicked** the ball to score a goal .
4. They **walked** through the woods.
5. She **passed** the weekend at her grand's mother house.
6. I never **stopped** thinking about you .
7. After they **finished** eating, Robert rose from his chair..
8. They **cleaned** all the public places Because of the spread of covid-19
9. The Family **enjoyed** the holiday summer in tunisia .
10. She **loved** watching movies.
11. He **closed** his eyes because of fear.
12. Students were not **allowed** to use smart phones inside the classroom.
13. Asking for help, she **screamed** loudly.
14. They **tried** to call him twice but he didn't answer.
15. It was bad enough that I **abandoned** .
16. He was **addicted** to video games .
17. She **acted** like she was trying to protect him.
18. The teacher started the lecture after a brief review of the previous one.
19. I **ended** the conversation wondering if it was the last time I'd speak to Daniel.
20. They **decided** to stay together for the rest of their lives.

**Appendix 2: A Sample of Students' Questionnaire**

This questionnaire aims at getting information about learners' difficulties in the pronunciation of sounds /t/ /d/ /ed/ and the words stress placement during an EFL course at the level of third year students branch of languages of ZK high school . We would be grateful if you answer the following questions:

1. **How old are you**

2. **Your gender**

Male

Female

3. **Do you think that the speaking skill is important in your study?**

Yes

NO

4. **What do you prefer during the English sessions?**

Grammar sessions

Oral sessions

5. **In your opinion, speaking very good English means:**

Speaking fluently without pronunciation errors

Speaking correctly without grammatical mistakes

Both

6. **For how many years have you studied phonetics?**

One year

Two years

Three years or more

7. **How important is phonetics in improving pronunciation?**

Very important

Important

Not important

8. **In your point of view, how good is your English pronunciation?**

Weak

- Average
- Good
- Very good
- Excellent

**9. How often pronunciation errors occur in your speech?**

- Always
- Often
- Sometime
- Rarely

**10. Do you have some difficulties in pronouncing /t/ /d/,or /ed/ sounds?**

- Yes
- No

**11. What would you do if you do not know the correct pronunciation of a word?**

- Say it as I feel it
- Ask my teacher
- Check it up in a dictionary

Words	Options
Enjoy	<b>EN</b> joy
	en <b>JOY</b>
Democracy	<b>DE</b> mocracy
	de <b>MO</b> Cracy
	democ <b>R</b> Acy
	democra <b>CY</b>

Pollution	<b>POL</b> lution
	pol <b>L</b> Ution
	pollu <b>TION</b>
Responsible	<b>RE</b> sponsible
	re <b>SPON</b> sible
	respon <b>S</b> ible
	responsi <b>BLE</b>



