

**People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research**

**University Abderahmane Mira of Bejaia
Faculty of Languages
Department of English**



Investigating Pronunciation Errors of Bejaia University EFL learners

The Case of Master Two Students of Applied Linguistics and English
Language Teaching

A Thesis Submitted in Partial Fulfilment of Requirements for the Degree of Master in
Applied Linguistics & English Language Teaching at Bejaia University

Submitted by:

Miss. Sadjia Chebchoub

Supervised by:

Mr. Sofiane Mammeri

Board Examiners:

Chairperson: Mr. Belkacem Outemzabet

Supervisor: Mr. Sofiane Mammeri

Examiner: Mrs. Soumia Kherzi

June, 2016

**People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research**

**University Abderahmane Mira of Bejaia
Faculty of Languages
Department of English**



Investigating Pronunciation Errors of Bejaia EFL Learners

**The Case of Master Two Students of Applied Linguistics and English
Language Teaching**

Thesis Submitted in Partial Fulfilment of Requirements for the Degree of Master in Applied
Linguistics & English Language Teaching at Bejaia University

Submitted by:

Miss. Sadjia Chebchoub

Supervised by:

Mr. Sofiane Mammeri

Board Examiners:

Chairperson: Mr. Belkacem Outemzabet

Supervisor: Mr. Sofiane Mammeri

Examiner: Mrs. Soumia Kherzi

June, 2016

Dedication

This modest work is dedicated to my parents Ali and Khaḍra, who have supported me unconditionally, and whose good examples taught me to work hard for the things I want to achieve.

It is also dedicated to my sisters, my brothers and their wives, to my relatives to whom I owe much gratitude for their support and prayers. To all my friends without any exceptions. To Samiha, Ibtissem, ḍouniazed, Fatima, Ahlem, Rayen, Sara, Hiba, Iness, Nārimen, Amel, Meriem, Ilhem, and Haḍjer. Finally, I would like to dedicate this work to my dear and special friend Mr. Abdelbasset Merouk..

Acknowledgements

The realization of this work was only possible due to the several people's endless support and help, to which I desire to express my gratitude. First and for most, thanks to God for all his blessings.

With a great pleasure, I express my genuine gratitude to my teacher and supervisor, Mr. Sofiane Mammeri for his kind support, guidance, and instructions, especially for his pieces of advice along the preparation of this work.

Also, I would like to thank the members of jury for devoting time and efforts To examine this modest work.

I would also like to thank Dr. Nadia Idri Ahouari for her support and pieces of advice along the two years.

I also express a sincere thanks to all my teachers who supported me with their encouragements and help.

Abstract

The present study investigates the pronunciation errors of Bejaia University EFL learners. The subjects of the study are Master two Applied Linguistics and English Language Teaching learners. Through this study, we intend to investigate whether EFL learners have pronunciation difficulties when speaking the target language or not. Accordingly, we intend to highlight the major areas of errors. The purpose of the study is to shed light on this issue and to help teachers and learners overcome these difficulties and give much importance to pronunciation activities, for the aim of making learners aware of the different realizations of English sounds and features of English pronunciation. To reach this aim, the researcher opted for a mixed- method based on both quantitative and qualitative analysis. The qualitative method consists of the analysis of 17 students' recorded speeches; whereas, the quantitative method consists of the analysis of the students' questionnaire. The results of the study show that the participants make a great number of pronunciation errors. Moreover, the participants' errors were classified into three categories: errors at the level of vowels, errors at the level of consonants, and errors at the level of stress placement. After that, we concluded our research by suggesting solutions and implications for both teachers and students, to overcome these pronunciation errors.

Key words: EFL, English Pronunciation, intelligibility, Consonants, Vowels, Stress, Error.

Table of content

Dedication.....	i
Acknowledgements.....	ii
Abstract.....	iii
Table of Content.....	iv
List of Tables.....	vii
List of Figures.....	ix
List of Abbreviations.....	x
Definition of Key Terms.....	xi

General Introduction

1. Introduction.....	1
2. Statement of the Problem and Research Questions.....	2
3. Hypothesis.....	2
4. Aims of the Study.....	2
5. Data Collection and Procedures.....	3
6. Population and Sampling.....	3
7. Significance of the study.....	3
8. Organization of the Study.....	4

Chapter One

Theoretical background

Introduction.....	5
--------------------------	----------

Section One: Second Language Acquisition

1. Second language Acquisition.....	5
2. The Role of L1 when Acquiring L2.....	6
3. Acquisition VS. Learning.....	7
4. Second Language acquisition Theories.....	7

Section Two: English Pronunciation in the EFL Classroom

1. Definition of Pronunciation.....	9
2. Approaches to Teaching Pronunciation.....	10
3. Methods of Teaching Pronunciation.....	11
4. Factors Affecting Learning Pronunciation.....	12
5. Features of Pronunciation.....	13
6. Common Pronunciation Problems.....	17

Section Three: Error Analysis Theory

1. Error Analysis.....	18
2. Definition of Error.....	18
3. Differences between Errors and Mistakes.....	19
4. Types of Errors.....	19
5. Sources of Learners' Errors.....	20
6. Steps of Error Analysis.....	21
7. Significance of Errors.....	22

Chapter Two Literature Review

Introduction	24
1. A selection of Previous Related Studies.....	24

Chapter Three Methods & Research Design

Introduction	31
1. Participants.....	31
2. Design and Methods.....	31
3. Data Collection Instruments and Procedures.....	32
3.1 Corpus of Recordings.....	32
3.2 Questionnaire.....	33

Chapter Four

Findings and Discussions

Introduction	35
Section One: Results and Discussions	35
1. Questionnaire.....	35
1.1 Results of the learners' questionnaire.....	35
2. Learners' Samples of Recordings.....	45
2.1 Phonetic Transcription of Students' Reading.....	45
2.2 Collection and Discussion of Students' Pronunciation Error.....	56
3. Conclusion.....	63
Section Two: Limitations, Implications, and Suggestions for Further Research	
1. Limitations of the Study.....	64
2. Implications of the Study.....	65
3. Suggestions for Further Research.....	66
General Conclusion	68
References	70

Appendices

1. **Appendix 1:** The Text Given to the Students in Order to Read it
2. **Appendix 2:** A Sample of Students' Questionnaire

List of Tables:

Table 1: English Phonemes.....	15
Table 2: Participants' Age.....	36
Table 3: Participants' Gender.....	36
Table 4: Learners' Opinions about the meaning of "speaking very good English" ...	37
Table 5: Learners' Period of Studying Phonetics.....	38
Table 6: Learners View Point about their Pronunciation.....	39
Table 7: The Importance of Phonetics in Improving Pronunciation.....	39
Table 8: Learners' Pronunciation Errors.....	40
Table 9: Problematic Areas in Learners' Pronunciation.....	41
Table 10: What Learners do if they Do not Know the Correct Pronunciation.....	41
Table 11: How Learners Worked With the Teacher of Phonetics.....	42
Table 12: Learners' Choice for Stress Placement.....	43
Table 13: The participants' transcription.....	44
Table 14: Learners' Answer "Yes /No" to the Question.....	45
Table 15: The Phonetic Transcription of Student 1.....	46
Table 16: The Phonetic Transcription of Student 2.....	46
Table 17: The Phonetic Transcription of Student 3.....	47
Table 18: The Phonetic Transcription of Student4.....	47
Table 19: The Phonetic Transcription of Student 5.....	48
Table 20: The Phonetic Transcription of Student 6.....	48
Table 21: The Phonetic Transcription of Student 7.....	49
Table 22: The Phonetic Transcription of Student 8.....	50
Table 23: The Phonetic Transcription of Student 9.....	51
Table 24: The Phonetic Transcription of Student 10.....	51
Table 25: The Phonetic Transcription of Student 11.....	52
Table 26: The Phonetic Transcription of Student 12.....	52

Table 27: The Phonetic Transcription of Student 13.....	53
Table 28: The Phonetic Transcription of Student 14.....	53
Table 29: The Phonetic Transcription of Student 15.....	54
Table 30: The Phonetic Transcription of Student 16.....	55
Table 31: The Phonetic Transcription of Student 17.....	55
Table 32: Frequency of Student' Errors.....	56
Table 33: Errors Categories in Terms of Frequencies and Percentages.....	57
Table 34: Examples of Errors at the Level of Long Vowels.....	58
Table 35: Examples of Errors at the Level of Short Vowels.....	59
Table 36: Examples of Errors at the Level of Diphthongs.....	60
Table 37: Examples of Errors at the Level of Consonants.....	61
Table 38: Examples of Errors at the Level of Stress.....	62

List of Figures:

Figure 1: Features of Pronunciation.....13

Figure 2: Classification of Learners' Errors According to their Frequency.....57

Figure 3: Learners' Errors and their categories.....58

List of Abbreviations

CA: Contrastive Analysis

CPH: Critical Period Hypothesis

ESL: English as a Second Language

EFL: English as a Foreign Language

EA: Error Analysis

IPA: International Phonetics Alphabet

L1: First Language

L2: Second Language

NSs: Native Speakers

NNSs: Non Native Speakers

RP: Received Pronunciation

SLA: Second Language Acquisition

St: Student

SUST: Sudanese University of Science and Technology

FUSC: Federal University of Santa Catarina

Definition of Key Terms

Pronunciation

It is a way how words and sounds are articulated and pronounced by speakers. It is one of the most important language skills. Harmer (2001: 183), states that “*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*”.

Error

Lennon (1991: 82) identified an error as deviating from a rule, and making an unusual linguistic form, which is not produced by the native speaker. He asserts that “*a linguistic form or a combination of forms which in the same context and under similar conditions of production, would in all likelihood, not be produced by the speakers’ native speaker counterpart*”.

Intelligibility

According to Catford (1950: 8), intelligibility is defined as a measure of how comprehensible speech is in given situations. “*intelligibility, is restricted to the hearer’s understanding of the speaker’s words*”. For him, a speaker achieves complete intelligibility if these linguistic forms are selected appropriately. That is, “*if the hearer understands the words, i.e. if his response is appropriate to the linguistic forms of the utterance*”.

Consonants

Consonants are defined by Richards and Schmidt (2010: 120) as the speech sound where there is an obstruction of the air stream that is coming from the lungs, or where the opening is narrow that the air makes a kind of friction when it escapes.

Vowels

They are defined by Roach (1991: 20) as, all the speech sounds that are produced without any obstruction to the flow of the air from the lungs to the mouth.

Stress

According to Mahon (2002: 118) stress is “ a term used in phonetics to refer to the degree of force of producing a syllable”. Hence, it refers to the degree of prominence of certain syllables in each word.

General Introduction

Learning English is becoming essential in a time of worldwide communication, where English language becomes the most dominant and used language in all over the world. As Suleiman (1993 as cited in Binturki, 2001:2) asserts, “*English has become the language of diplomacy, trade, and technology of a large number of countries*”. In the case of Algeria, English is used in very limited contexts such as in schools as a subject matter or at the University. It is obvious that many EFL learners have attained a comprehensible level of English. Still, they lack some of pronunciation skills that make their speech clear and comprehensible. However, incorrect production of English sounds or improperly placing the words’ stress, always leads to a strange or a misunderstood utterance. Dale and Poms (2005: 82) argue that correct use of stress at the level of words or sentences help in better understanding and distinguishing the differences between similar words like in the case of the noun “**present**” /'prezent/ and the verb “**present**” /pre'zent/

During the process of a second language acquisition, learners are influenced by different factors that may hinder their acquisition and production of English intelligibly at the level of vowel production, consonants and stress. They may produce a large number of errors concerning grammar, vocabulary, as well as errors in pronunciation, rhythm, and intonation. According to Gilakjani (2012: 119), learners with limited pronunciation skills are less self-confident and unable to communicate successfully in a social context.

Speaking English fluently is considered as a hard task for non- native speakers; however, it consists of segmental and suprasegmental features .Mirzaei et al., (2009) claim that the first is related to the correct production of vowels and consonants, whereas the second refers to intonation, rhythm, and stress.

Thus, the present study sheds light on the phonological issue of EFL students at the University of Bejaia by investigating their pronunciation errors at the levels of consonants, vowels, and stress. Also, it attempts to get a clear view about the most problematic area for the students, and provides implications for both EFL teachers and students.

I. Statement of the Problem and Research Questions

Pronunciation is a very important and crucial problem that most of EFL students face along the period of learning English. Thus, improper pronunciation leads to communication breakdowns, negative impressions, as well as misunderstanding. However, this problem is also present in the pronunciation of Bejaia University EFL students, who still make big number of errors when conversing in English. These errors affect their intelligibility at different levels of English pronunciation such as vowels, consonants, and stress. Thus, we find that it is very important to shed light on the most common pronunciation errors of EFL learners and what is the most problematic area for them, and what are the factors that affect learning pronunciation. Additionally, we will provide implications to be followed by both EFL students and teachers for the sake of avoiding these errors.

For the purpose of answering the central problem of the present study, we address the following questions:

1. What are the common pronunciation errors made by Bejaia University EFL learners?
2. What are the possible solutions to overcome these errors?

II. Hypothesis

In this study we hypothesize that:

1. Bejaia University EFL students face difficulties at the level of pronunciation, which hinder and affect their Speaking intelligibility.
2. Vowels and stress and consonants are the most problematic issues of Bejaia University EFL learners.

III. Aims of the Study

The present study aims at investigating the difficulties of English pronunciation occurred in the production of English sounds by Bejaia University EFL students. Also, it looks into the main problematic sounds that stand as an obstacle between EFL learners and their intelligibility. Moreover, the study focuses on both segmental and suprasegmental features of English language namely vowel production, consonants, and word stress.

The study sheds light on the reasons that affect learning pronunciation in order to find implications to help EFL learners overcome their pronunciation errors and improve their pronunciation intelligibility.

IV. Data Collection and Procedures

The study is conducted during the academic year of 2015 -2016 at Bejaia University, with a sample of 17 Master Two students majoring in Applied Linguistics, from whom we collected data using two tools: a corpus of recordings, and a student questionnaire. The former is about giving each learner a text for the purpose of recording the participants' reading. The recordings enable the researcher to listen many times carefully to each sample a side. And then, we transcribe the reading samples using the phonetic alphabet. After transcribing learners' speeches we conduct an error analysis in order to investigate and highlight the common pronunciation errors made by the participants of the study. Whereas, the questionnaire is seeking the learners' opinions towards their pronunciation, and asking about the difficulties they are most struggling with and testing their awareness of English phonology.

V. Population and Sampling

The population of the present study consists of all Master 2 students enrolled in the English department of Bejaia University during the academic year 2015 – 2016.

The sample of the study consists of a group of Master 2 students, majoring in Applied Linguistics. The sample of the study consists of 15 females and 2 males.

VI. Significance of the Study

A number of studies have been carried out investigating EFL learners' errors at the level of grammar, vocabulary, writing...etc., but pronunciation reviewed less importance. Therefore, further studies about pronunciation are still required. The objective of the present study is to investigate the problematic areas in pronunciation for EFL students. Also, it sheds light on EFL learners' challenges and difficulties and it explores the main reasons behind such type of errors in order to provide teachers with a clear image about the factors that may hinder learners' intelligibility. Therefore, learners' pronunciation might be improved.

VII. Organization of the Study

The present research is divided into four chapters; two chapters are theoretical and two are practical.

The first chapter is labeled “theoretical background” where we explain all the variables related to our study. It is further divided into three sections: the first section introduces second language acquisition theory, section two introduces the English pronunciation, and the third section deals with error analysis theory. The second chapter is a selection of previous related studies related to the present study. On the other hand, the third and fourth chapters are practical that is, in the third chapter we explain the methods used in the study including the participants, methods and research design, data collection tools, and the procedure. The fourth chapter includes two main sections namely determining the results and interpreting the findings. Then, we end up with limitations, implications and suggestions for further research.

Chapter One

Theoretical Background

The following chapter is divided into three sections devoted for the variables of the study. The first section discusses second language acquisition, the stages through which language is acquired according to Haynes (2007), the role of the learners L1 when acquiring the L2, and the different theories about second language acquisition. The second section presents English pronunciation inside the EFL classroom, the English sound system, segmental features (i.e., consonants and vowels) and suprasegmental features (i.e., word stress). Also, theories and approach to teaching pronunciation in the EFL classroom are discussed in this section, in addition to factors that may affect the EFL learners' correct pronunciation. Section three is devoted to the error analysis theory and the factors behind errors, as well as their types.

Section One

Second Language Acquisition

I. Second Language Acquisition

Second language acquisition is a scientific discipline devoted to the study of the process by which people learn a second language (Ellis, 1986: 5). In second language acquisition, the major theme of research is the study of individuals or groups who are learning an additional language after acquiring the mother tongue (L1). Ellis (1994: 10) argues that the term second language acquisition is used even though it is the third or the fourth language to be acquired. Accordingly, Ellis (1994: 11) points out that “*sometimes a distinction is made between a ‘second’ and a ‘third’ language [...], ‘second’ is generally used to refer to any language other than the (L1)*”.

Another distinction is made between second and foreign language. Ellis (1994) argues that a second language can be said to any language in addition to ones' native language. And it is spoken in the immediate environment of learners, who are supposed to use the language by participating in natural communication situations.

Littlewood (1984: 2) points out that “*a second language has social functions within the community where it is learnt*” such as the lingua franca or the language of another social group. Whereas, in a foreign language learning, the language is not spoken in the learner’s immediate environment because it is learnt mainly for contact outside one’s own community. That is, learners have little opportunities to use that language in natural communication situations (Littlewood, 1984: 2).

The process of second language acquisition is divided by Haynes (2007) into five stages. The first stage is the preproduction stage or the silent period. In this period, learners are able to receive 500 words, without being able to speak the (L2). Nevertheless, not all learners go through a silent period. Some learners may start producing the (L2) directly even if their output may consist of imitation rather than being creative during the production of language. The silent period occurs before being ready to produce oral language. And, it is generally referred to as the production stage of language learning (Haynes, 2007: 9). The second stage is early production where learners are able to speak and produce some language vocabulary such as words and short phrases. Also, they are able to memorize short parts of language even if many mistakes are expected. Accordingly, “*this stage may last up to six months and students will develop a receptive and active vocabulary of about 100 words*” (Haynes, 2007: 30). The third stage is speech emergence, where learner’s vocabulary increases to around 300 words, by which learners can communicate using simple questions that might not be grammatically correct. The fourth stage suggested by Haynes is intermediate fluency. At this stage, learners are supposed to acquire a vocabulary of about 6000 words and try to use the language and understand more complex concepts (Haynes, 2007: 34).

The last stage of second language acquisition is the advanced fluency stage, where learners are supposed to perform like native speakers. This final stage is reached between ten to five years.

II. Role of L1 When Acquiring L2

One important difference between first language acquisition and second language acquisition is that during the process of acquiring a second language, learners are influenced by languages that they already know. The influence of (L1) on (L2) is known as language “transfer”. It is generally accepted that it refers to the application of learners’ knowledge from their (L1) to the (L2). In this respect, it is viewed by theoreticians and language teachers as an important characteristic of second language acquisition (O’Neil, 1989: 3). Hence, language

transfer helps learners in the acquisition of a L2 especially when “*the L1 and L2 are similar, the L1 would actively aid L2 learning*” (Ellis, 1986: 7). Whereas, it may hinder learners’ acquisition when there are differences between them. Generally, it is a popular assumption that second language learners are strongly influenced by their first language. (Ellis, 1986) states that the clearest support of this view is derived from the foreign accent in (L2) speech production of learners. A strong example is the speech of a Frenchman when speaking English where his language sounds French.

III. Acquisition VS Learning

A clear distinction is made between acquisition and learning of a second language. According to Ellis (1986), L2 can be learnt through communication that takes place in any casual and natural social situations, or through studying in a classroom under the supervision of a guide or a teacher. Klein (1977 as (cited in Ellis, 1994: 12) asserts that “*the learners focuses on communication in naturalistic second language acquisition and thus learn incidentally*”. Whereas, the guided language acquisition refers to “*the conscious study of a second language*” (Ellis, 1986: 6). In other words, when acquiring a second language through a subconscious process, grammatical rules and structures of language are not the main focus of learners. They are concentrating mainly on interaction between people in the environment of the target language. On the other hand, language learning is not communicative and it is resulted from direct instructions in the rules of language.

IV. Second Language Acquisition Theories

Stephen Krashen (1982) developed a series of hypotheses about second language acquisition as a result of Krashen’s desire to address classroom second language learning. Krashen’s five hypotheses are (1) the acquisition-learning hypothesis, (2) the monitor hypothesis, (3) the natural hypothesis, (4) the input hypothesis, and (5) the affective filter hypothesis.

The first hypothesis proposed by Krashen is **Acquisition-learning Hypothesis**. Krashen’s first assertion is that acquiring and learning a second language are two processes that are different from each other. That is, he asserts that acquisition is an independent system of second language performance, in the sense of learning a new language passively and unconsciously, through informal natural learning. A natural process of developing a language in a natural manner where there is an interaction with a native speaker without taking into

account the language forms. For instance, when we read a book or watch a movie, we are not only reading or watching, but we are also acquiring knowledge that is stored in our brains subconsciously. In this sense, Krashen (1982: 56) points out that *“they are often not aware of what they have acquired; they usually cannot describe or talk about the rules they have acquired but they have a ‘feel’ for the language”*. He adds that *“Language acquisition occurs subconsciously. While it is happening, we are not aware that it is happening”* (Krashen, 2013: 1). On the other hand, language learning is the product of a formal instruction and it comprises a conscious process of knowledge about the rules of the language.

The second hypothesis is the **Monitor Hypothesis**, it explains the relationship between acquisition and learning. Krashen asserts that acquisition is more important than learning, and learners improve their language fluency through it. Conscious learning here serves as a “monitor” or an “editor”, by which learners correct their mistakes for the purpose of changing the incorrect output of the acquired system before or after speaking, *“when we realize that something we said is incorrect after we say it and we self- correct using the conscious Monitor”* (Krashen, 2013: 2). Many studies done over the last few years claim that applying the monitor hypothesis successfully is not such an easy task. There must be three important conditions namely, enough time, being aware about the form, and knowing the rule. In other words, having enough time is very important in helping learners use their conscious rules because in a normal conscious conversation there is no enough time to consult conscious rules. Also, they must focus also on form because in order to use conscious rules having enough time without being aware of the rules is not *“even when performers have time, as when they are writing, they may not fully use the conscious grammar”* (Krashen, 1982: 70). Additionally, learners should know the correct rules and structures of language in order to apply those rules appropriately and correctly.

The third hypothesis is **The Natural Order Hypothesis** which states that learners of a second language acquire grammatical structures following a natural order which is predictable. That is, some grammatical items of language tend to be acquired early while others late. However, the order is not exact because not every learner acquires exactly in the same order. Krashen suggested that, for example, in English as a second language, the **“ing”** marker as in John is playing the violin, is among the first grammatical markers to be acquired, while the third person singular –s is acquired later (Krashen, 2013: 2). It appears that the order of acquiring the first language is different from that of acquiring the second language; however, there are some similarities. Krashen (1982: 69) argues that *“for grammatical*

morphemes of English, children's second language order is similar to adult second language order".

The fourth hypothesis is **the input Hypothesis** in which Krashen attempts to explain how learners acquire a second language. According to the input hypothesis, learners improve along the natural order when learners get a second language "input" and beyond the learners' current level. It is a hypothesis that states that the learner acquires a language when he/ she understands the messages that contain the aspects of language such as grammar and vocabulary. Regarding the role of input in language development, three different views are discussed namely, the behaviourist view which focuses on how much the linguistic environment is important in terms of stimuli and response (Ellis, 1986: 128). The nativist view minimizes the role of the input and views the learner as "a grand initiator" (Ellis, 1986: 129), and the third view explains the development of language in terms of "the learners internal processing mechanism".

Lastly, the **Affective Filter Hypothesis** asserts that a number of affective factors play a facilitative role and is affective because the reasons that determine its strength have to do with self- confidence, motivation, and anxiety state (Ellis, 1986: 263). Besides, it claims that it is easier for a learner to acquire the language when he is not anxious, angry, or bored. However, these affective variables do not impact language acquisition directly, but it prevents the learner from reaching the language acquisition device.

In sum, in this section, we have dealt with the theory of second language acquisition including a brief explanation about second language acquisition theory, acquisition vs. learning, the role of L1 in acquiring L2, and we have concluded the section with the different theories of second language acquisition.

Section Two

English Pronunciation in the EFL Classroom

I. Definition of Pronunciation

Pronunciation is the way words are spoken or uttered and it is viewed as an important and a very noticeable aspect in oral communication that involves more than individual sounds.

Word stress, sentence stress, intonation, and word linking are the essential elements in intelligible English. When speaking English, pronunciation is the aspect that creates the first impression of the speakers' language skills (Tergujeff, 2013: 12). That is, pronunciation plays a major role in conveying emotions, meanings, ideas, interests, doubts and attitudes. During a second or a foreign language conversation, learners need some command on pronunciation skills of the target language in order to keep the conversation fluent and avoid communication breakdowns between speakers.

II. Approaches to Teaching Pronunciation

Pronunciation deserves a serious consideration in foreign language teaching. It is an area of language teaching and learning that has always been fast-moving. Pronunciation is somehow a neglected area in the process of language teaching in favor to reading and writing. Although, recently the interest towards pronunciation has been increased. The field of modern language teaching has developed two approaches to the teaching of pronunciation: the intuitive- imitative approach and the analytic- linguistic approach (Celce- Murcia et al., 1996: 2).

II.1. The Intuitive - imitative Approach: according to Kelly (1996) (as cited in Celce- Murcia et al., 1996), the intuitive – imitative approach is “*occasionally supplemented by the teacher’s impressionistic (and often phonetically inaccurate) observations about sounds based on orthography*”. The intuitive – imitative approach depends on learners’ ability to imitate sounds and rhythms of the target language. In other words, the learners listen to an authentic material of the target language, and then, imitate the uttered sounds.

II.2. The Analytic - linguistic Approach: it is an approach to teaching pronunciation that was developed to explicit intervention of pronunciation pedagogy is emphasized. Learners use information and tools such as the phonetic alphabet, articulatory descriptions, charts, and other aids to enhance listening, imitation and production. This approach was developed to supplement the intuitive – imitative approach rather than replacing it.

III. Methods of Teaching Pronunciation

During the process of teaching and learning pronunciation in the EFL classroom, teachers use different methods and approaches for which the teaching and learning of pronunciation is a genuine concern. Pronunciation is taught with **the direct method** through imitations where learners are supposed to listen to a model as a teacher or a recording, and then, they try to imitate the model and do their best to sound a native like. After the direct method, **the reform movement** emerged by the late 18th century to 20th century. It is a movement influenced by phoneticians like Henry Sweet, Wilhelm Viëtor, and Paul Passy; the founders of the International Phonetic Alphabet (IPA), that resulted from establishing phonetics as a science of analyzing the sound system of language (Celce-Murcia et al, 2010: 3). Moreover, it is viewed by many historians such as (Howatt 1984) that the reform movement had a direct relation with the emergence of **Audiolingualism** in the United States and the **Oral approach** in Britain in the 1940s and 1950s (Celce-Murcia et al, 1996: 3). They add that, in both approaches, 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. However, the teacher uses evidence from phonetics such as the use of visual transcription system and charts that explain the articulation of sounds.

The next approach is the **Cognitive Approach** which emerged in the 1960s. It is an approach that draws its roots to the Transformational – Generative Grammar by Chomsky (Celce-Murcia et al., 2010: 5). The cognitive approach considered language as a rule-governed behaviour rather than habit formation (Celce-Murcia et al., 1996, p. 4).

Another method of teaching pronunciation is called the **silent way** which is similar to the Audiolingualism and 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. That is, learners' focus is on how to make a combination of words to form phrases and how to place stress and produce intonation. Moreover, in the silent way, the teacher should be silent as much as possible. He directs and guides his learners through gestures to indicate what students should do. Also, in the silent way teachers have to use several essential tools such as a sound –colour chart, word charts and colored rods (Larsen-Freeman and Anderson, 2013: 71).

Finally, **the Communicative Approach** which emerged in the 1980s, and it is the dominant approach in the field of second language acquisition. Its main principle is that

communication is the primary purpose of learning a language. Celce-Murcia et al (1996: 7) claim that “*this focus on language as communication brings renewed urgency to the teaching of pronunciation, since both empirical and anecdotal evidence indicate that there is a threshold level of pronunciation for nonnative speakers of English*”.

IV. Factors Affecting Learning Pronunciation

Teaching pronunciation is not an easy task for teachers of English as a second and/or a foreign language who should take into account some factors. For instance, Zhang (2009: 37) asserts that internal factors focus on L2 learners themselves, and involve biological factors (i.e., age, ear perception, and aptitude) and individual differences (i.e., personality, attitude, motivation), in addition to external factors that involve L2 learners’ learning environment.

IV.1. Students’ Age: there is a difference between teaching pronunciation for young learners and adult learners. Zhang (2009: 37) argues that the younger the students are, the easier it is for them to acquire an accurate pronunciation, and he adds that, this theory is based on the assumption that the ability to adapt sounds diminishes after childhood. This does not mean that adult learners should not try to improve their pronunciation but they have to work harder. Accordingly, a critical period hypothesis (CPH) was proposed by Lenneberg 1967. It assumed that learning languages has a critical age period. And students who do not learn a foreign language before a certain age (age of puberty) cannot learn that language better than those who learn it in the supposed age.

IV.2. Learners’ Attitudes: Learners’ attitudes towards the target language may support or hinder the development of the target language skills. Accordingly, a learner will be more likely to improve his pronunciation of the target language if he likes that language. On the other side, Sedláčková (2009: 12) argues that individuals with a strong feeling of identity linked to their native country will accept a foreign accent less probably, that is, learners with negative attitudes towards the target language are less willing to learn and develop the language skills related to this language.

IV.3. Motivation: students’ motivation plays an important role in improving ones’ pronunciation. It is seen as a key that influences the rate and success of learning (Dornyei, 1998: 117). It is accepted by teachers and researchers that learners with a low level of learning motivation are unable to accomplish long-term goals; whereas, learners with high learning motivation are able to improve their learning of the target language.

IV.4. Native Language Interference: the way non – native users of English pronounce is caused by the transfer in which they are likely to carry the pronunciation rules from their first language to the second one. Besides, the rate of difficulty depends on how different the learners L1 from the L2. According to Zhang (2009: 11), “*it often relates to interference from mother tongue and to cause errors in aspiration, stress, and intonation in the target language*”

IV.5. Exposure to the Target Language: it is defined by Brown (2007: 186) as the length of time that the learners live in a target language environment. According to Sedláčková (2009: 11), it is beneficial to live in an English speaking environment. The researcher asserts that the degree to which they are exposed to English on a daily basis will certainly determine how learners will be able to improve their pronunciation.

VI.6 Individual Differences: the acquisition of a native like pronunciation may be affected by learners’ personality, learners who are sociable, risk takers, like making friends and make relationships with others, tend to speak and express them-selves actively. So, they create more opportunities to use the target language and improve their pronunciation. This kind of learners is called the extroverted learners. However, the other kind is introverted learners who seem to be afraid of making mistakes and of being negatively evaluated, and they usually feel uncomfortable when speaking the target language (Brown, 2007: 156).

V. Features of pronunciation

In order to achieve intelligibility, both segmental and suprasegmental features of language must be considered as the main components of good pronunciation. The following diagram shows a breakdown of the main features of pronunciation.

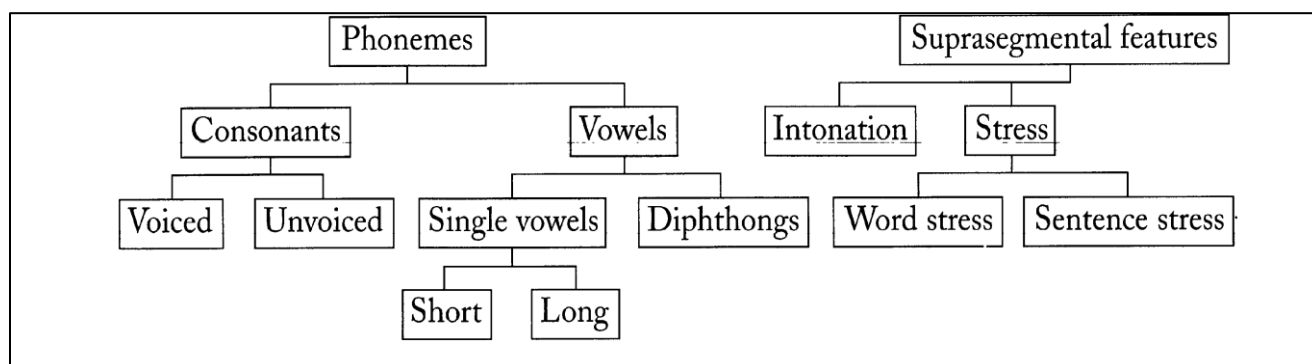


Figure 1. Features of Pronunciation (adapted from Kelly, 2000: 1).

V.1. Phonemes

They are the smallest units of sounds in language which can distinguish two words. Crystal (2008: 361) defines phonemes as “*the minimal unit in the sound system of a language*”. For example, the words **try** and **dry** differ in only the first initial sound /t/ and /d/. And the words **won** and **win** differ only in the vowel sounds /ɒ/ and /ɪ/; therefore, /p /, /t /, / ɪ / and / ɒ / are phonemes of the English language. When considering meaning, the sound realization of phonemes in the speech may totally change the meaning of the word. That is, the use of one sound instead of another makes contrasts in meaning. The number of phonemes is not the same in all languages. Hence, in English, for example, there are 44 phonemes (24 consonant and 20 vowels). (Richards and Schmidt, 2010: 432).

V.1.1.Vowels

They are all the speech sounds that 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 /, 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” /pəʊə/ (Roach, 1991: 20-23).

V.1.2. Consonants

Consonants are defined by Richards and Schmidt (2010: 120) as a speech sound where the airstream from the lungs is either completely blocked, partially blocked (lateral) or where the opening is so narrow that the air escapes with audible friction (fricative). English consonants are divided into two categories: voiced and voiceless.

V.1.2.1.Voiced and Voiceless Consonants

Voiced consonants are the consonants that are produced when the vocal cords are so close to each other so that they make kind of vibration. For example, /b, z/, whereas, those sounds which are produced with no vibration in the vocal cords are called voiceless /p, ʃ/ (Crystal, 2008: 515). The following table lists English phonemes with giving examples about each phoneme and the voiced and unvoiced consonants are tickly outlined.

Vowels		Diphthongs		Consonants			
i:	<u>b</u> ead	eɪ	<u>c</u> ake	p	<u>p</u> in	s	<u>s</u> ue
ɪ	<u>h</u> it	ɔɪ	<u>t</u> oy	b	<u>b</u> in	z	<u>z</u> oo
ʊ	<u>b</u> ook	aɪ	<u>h</u> igh	t	<u>t</u> o	ʃ	<u>ʃ</u> he
u:	<u>f</u> ood	ɪə	<u>b</u> eer	d	<u>d</u> o	ʒ	<u>m</u> ea <u>s</u> ure
e	<u>l</u> eft	ʊə	<u>f</u> ewer	k	<u>c</u> ot	h	<u>h</u> ello
ə	<u>a</u> bout	eə	<u>w</u> here	g	<u>g</u> ot	m	<u>m</u> ore
ɜ:	<u>sh</u> irt	əʊ	<u>g</u> o	tʃ	<u>ch</u> urch	n	<u>n</u> o
ɔ:	<u>c</u> all	aʊ	<u>h</u> ouse	dʒ	<u>j</u> udge	ŋ	<u>s</u> ing
æ	<u>h</u> at			f	<u>f</u> an	l	<u>l</u> ive
ʌ	<u>r</u> un			v	<u>v</u> an	r	<u>r</u> ed
ɑ:	<u>f</u> ar			θ	<u>th</u> ink	j	<u>y</u> es
ɒ	<u>d</u> og			ð	<u>th</u> e	w	<u>w</u> ood

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

V.2. Suprasegmental Features of Pronunciation

V.2.1. Stress

It is a term used to refer to the degree of prominence of individual syllables of single words (Gilakjani, 2012: 121). Crystal (2008: 454) asserts that it 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”. Hence, from a phonological view point, the main function of stress is to make a clear distinction of the degree of emphasis or contrast in sentences. In the same path, 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). Additionally, 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 a 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. Accordingly, Harmer (2001: 32) asserts that in multi syllable words, there is often more than one stressed syllable (the primary stress and the secondary stress).

In the example of the word “around” given by Roach (1991: 87), the stress is on the last syllable; he states that the pitch in this word does not remain at a single level and it moves from a higher pitch to a lower one. Thus, the prominence that results from the changes in the pitch of the voice leads to the production of a primary stress, whereas, a secondary stress is weaker than the primary stress.

V.2.2. Intonation

It is defined by Crystal (2008: 252) as “*a term used in the study of suprasegmental phonology, referring to the distinctive use of patterns of pitch, or melody*”. That is, it refers to the way the voice goes up and down according to the context and meanings of the communication. It is taking the role of a signal of a grammatical structure, it functions as punctuation in writing, the marking of 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).

According to Harmer (2001: 28), the tune of intonation helps in conveying certain messages as being surprised or frightened when asking a question as the one suggested by harmer “what’s going on”; whereas asking the same question with a low pitch indicates that the asker is not really interested in the answer of the hearer. Thus, intonation in this case “*is used to convey emotions, involvements and empathy*” (Harmer, 2001: 28). Also, it is used to show how much the speaker is certain of what he/she is saying. This can be illustrated by a very important example using the tag questions as “you are happy, aren’t you?” asking the previous question with a low and fall intonation means that the speaker is sure of the answer; whereas, asking the same question using a high pitch indicates that the speaker is uncertain of the answer of the listener (Harmer, 2001: 29).

Roach (1991: 163) summarizes the importance of intonation in the following points: intonation is considered as a crucial element of pronunciation that indicates the type of sentences produced by the speaker. From the fall and rise of the speakers’ voice, the listener may recognize if the statement is a question or a statement. Also, it indicates someone’s

politeness when requesting something and it is asserted that the falling of the voice at the last word of a request statement indicates politeness. Furthermore, intonation shows the attitudes and emotions of the speaker (Roach, 1998/ 135).

VI. Common Pronunciation Problems

VI.1. English Vowels

Generally, EFL students have difficulties in the production of English vowel sounds because of the dissimilarities between learners' vowel sound system and the English vowel system. This difference may hinder learners' production of some vowels that do not exist in their mother tongue sound system (Gilakjani, 2011: 16).

VI.2.English Consonants

English consonant is another problematic area for EFL learners, who usually have difficulties producing some English consonants that share some articulatory features rather than those with isolated sounds. Avery and Ehrlich (2013: 75) explained five problems that may occur in the EFL learners' production of English consonants; the first problem identified by Avery and Ehrlich is Aspiration, he argues that "Students fail to aspirate the voiceless stop /p/, / t / and /k / at the beginning of a word. Secondly, learners are unable to produce voiceless and voiced fricatives, for example 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 substitute a voiceless stop for a voiced one, e.g. a learner may say "cup" instead of saying "cub". The fourth problem introduced by Avery and Ehrlich (1992) is that EFL learners have problems in the pronunciation of initial consonant clusters especially the stops / p /, / t /, / k /, / b /, /d / and /g/ before / l/ and / r / as in the word blue and drew. Additionally, EFL learners may also find difficulties producing final consonant clusters such as / kt / as in 'walked', / ft / as in 'finished', /dzd/ as in 'judged' and /ld/ as in 'failed'.

All in all, in this section we covered the main approaches to teaching pronunciation, namely, the intuitive- imitative approach and the analytic-linguistic approach in addition to the different methods used by teachers during the process of teaching pronunciation. Moreover, we dealt with factors affecting the learning of pronunciation and we concluded with introducing features of pronunciation and the common problems related to those features.

Section Three

Error Analysis Theory

I.1 Error Analysis

Error analysis (EA) came as a reaction to the failure of contrastive analysis (CA) in explaining and studying learners' errors. It is an approach to the study of second language acquisition, and considered as one of the major ones in the field of second language research, based on describing and examining the learner's errors in L2. Saville-Troike (2006: 37) states that error analysis is the first approach to the study of SLA and it focuses on learners' creative ability to construct language. It is established in 1960s by Stephen Pit Corder and it replaces the contrastive analysis theory that focuses on predicting and explaining learner's difficulties and problems by making a comparison between the learner's L1 and the L2 to conclude similarities and differences. According to (Khansir, 2012: 1029), EA is a type of linguistic analysis that focuses on the errors learners make. That is, a linguistic analysis that focuses on learners' errors that are an integral part of language learning. Moreover, the basic task of error analysis is to describe how learning occurs by studying both the correct and the incorrect output of the learner (Khansir, 2012: 1029). In fact, Error analysis is not restricted to errors caused by the negative transfer or interlanguage only, but also it describes other types of errors such as the intralingual ones.

Saville- Troike (2006: 38) asserts that EA replaced CA by the early 1970s because the following developments: the predictions of CA did not "materialize" in the present learner's errors and the focus on the surface level such as forms and patterns shifted to exclusive focus on the underlying rules because of the change in linguistics. In the same idea James (1998: 5) asserts that EA came as an alternative to CA. He claims that EA is a new paradigm that came to substitute CA. This new paradigm involves both the learner's version of the target language (Interlanguage) and the target language itself.

II. Definition of Error

In the field of language teaching and learning, many language scholars discussed the notion of learners' errors and their significance in learning a language. To exemplify, Lennon (1991: 182) defines error as a linguistic form or a combination of forms which in the same context and under similar conditions of production would, in all likelihood, not be produced

by the speakers' native speaker counterparts. Also, it refers to the mistakes in spontaneous speaking or writing which are assumed to reflect in a systematic way, the level achieved by a learner. Also, Richards and Schmidt (2010: 10) define errors as "the use of a linguistic item (e.g. a word, a grammatical item, a speech act, etc.) in a way which a fluent or native speaker of the language regards as showing faulty or incomplete learning". Moreover, learners' errors can be "overt errors" or "covert errors"; the former occurs in utterances that are superficially well-formed but which do not mean what the learner intended them to occur, whereas overt errors are errors with a clear deviation in form (James, 1998: 69).

According to Ellis (1994: 54), the description of learners' errors needs "*a comparison of the learner's idiosyncratic utterances with a reconstruction of those utterances in the target language*". In other words, attention is on the surface features of errors made by learners and not the source of the errors.

III. Difference between Errors and Mistakes

According to Hall (2011: 67), errors are systematic representations of learners' L2 development. This can help teachers evaluate the progress of their learners during the process of learning a second language. However, mistakes are the result of slip of the tongue. That is to say, learners know the right form or the rule but, they fail to produce such correct form, or a failure to utilize a known system correctly. It is viewed by linguists that errors and mistakes are different. In this respect, Taylor (1997: 3) argues that "*errors are not mistakes; you cannot eliminate them by being very careful*". A clear distinction between errors and mistakes is made by Ellis (1994: 51) who argues that errors result from deviance from norms because of lack of knowledge; whereas, a mistake occurs when learners master the rules of the code but they fail to perform those rules. Moreover, errors are contrasted with mistakes that are related to being unable to perform correctly and appropriately the target language; whereas, errors are associated with failure in competence. Crystal (2008: 173) asserts that "*they are contrasted with 'mistakes', which are performance limitations that a learner would be able to correct*".

IV. Types of Errors

According to James (1998: 97), the classification of errors into categories is a significant procedure that shows the different types of errors made by the learner. Categorizing learners' errors is an area studied by several language scholars. The following classification is suggested by Lee (1990: 59) who develops four categories of learners' errors comprising:

Grammatical (morpho-syntactic) errors, Discourse errors, Phonologically–induced errors, and Lexical errors.

IV.1. Grammatical Errors: they are the errors that occur at the level of sentence concerning word structure (morphology) and other structures that are larger than the word (syntax). Therefore, morphology errors are the errors that occur as a result of a failure to fulfill the norms of the word classes. That is to say, noun, verb, adjective, adverb and preposition. Whereas, the syntactic errors are those that affect larger texts and compositions as clause, phrase, and paragraph (James, 1998: 156).

IV.2. 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 “pragmalinguistic deviations” (James, 1998: 164). These deviations occur when the speaker encodes a message in an incorrect way, or when a listener misdecodes the message.

IV.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).

IV.4. Phonological errors: they are the errors associated with committing errors in pronunciation and intonation including vowel production, stress, voiced and voiceless sounds. Phonological errors hamper and break communication flow and affect learners’ intelligibility.

V. 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 a number of different sources of competence errors:

V.1. Interlanguage Errors (IL): 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 for them. Therefore, they carry over their previous knowledge of their native language in order to perform the target language. Interference of the learners' native language features can be clear in various areas of linguistics components including phonology, morphology, grammar, syntax, lexis, and semantics, where learners cannot make a distinction and separate the two different 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.

V.2. Intralingual Errors: are the errors that reflect to global form of rule learning as faulty generalization, and failure to apply rules and conditions. This kind of errors generally occurs when learners have 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 the intralingual errors, occur when learners make hypotheses about the target language from their limited experiences. Saville-Troike (2006: 39) asserts that *“intralingual errors are also considered developmental errors and often represent incomplete learning of L2 rules or overgeneralization of them”*.

VI. Steps of Error Analysis

Many studies were conducted for the main purpose of providing descriptions of all the kinds of errors made by learners. Some studies were conducted to shed light on the assumption that learners make errors because of L1 interference and examining errors that are made by learners from different language backgrounds. Ellis (1994) explained different kinds of errors relating to the production and distribution of verb groups, prepositions, articles and the use of questions.

According to Ellis (1994: 68), the procedure for analyzing learner's errors includes the following steps:

VI.1.Collection of a Sample of Learner's Language: in the stage of collecting language samples from the learners, data should be gathered from many speakers who are doing the same test or task. Many researchers conducted their studies by collecting samples from a few learners in different periods of time (weeks, months, and years) in order to conclude and define forms of change in errors' occurrence (Ellis, 1994: 48).

VI.2.Identification of Errors: it is the first step of analysing the data collected about learners' errors. Here, all the elements of the learners' first language that deviate from the target language L2 and appear in the learners' target language should be identified (Ellis, 1994: 56).

VI.3.Description of Errors: at the stage of describing errors, usually they should be categorized according to the language level concerning phonology, morphology, syntax in addition to different linguistic categories and to more specific linguistic elements such as articles, prepositions, and verb form (Ellis, 1994: 54).

VI.4.Explanation of Errors: after identifying and describing errors, it is time to move to the next step which is explaining them. Explanation of errors is related to giving reasons behind committing such errors by learners of English and establishing the source of the error. According to Ellis (1994: 57), this stage is considered as the most important stage in L2 acquisition research.

VII. Significance of Errors

During the late 1950s, when the behaviouristic view about language was the dominant one, scholars of language considered learners' errors as an undesirable act by learners because they saw errors as weaknesses that affect learners' language development. However, with the application of linguistic and psychological theory to the study of language learning, a new dimension to the discussion of errors emerged. Corder (1967) in his article "*The significance of learners' errors*", asserts that linguists should not study learners' errors as if they are "bad

habits” that must be eliminated but as a source that provides a clear understanding of the learning process.

Also, Corder (1973: 119) argues that errors are significant unlike mistakes that are of no importance to the process of language learning. Errors provide teachers with information about the effectiveness of the teaching materials and techniques used inside the classroom. Corder (1967: 167) asserts that “*they provide to the researcher evidence of how language is learned or acquired*”, and what strategies or procedures the learner is employing in his discovery of the language. That is to say, from the analysis of learners’ errors, researchers will be able to conclude and discover the learners’ nature of language. In addition, they will also be able to realize the learner’s needs and what he still needs to learn; and they give researchers an idea about the most problematic features of language learning. Therefore, it provides syllabus designers with enough information about the program of teaching. According to Corder (1973: 125) errors are of significance to the learner him-self in that they give the learner the chance to test their hypothesis about the nature of language he is learning.

Finally, in this section, we dealt with Error Analysis Theory, identification of errors, the difference between errors and mistakes. Also, we covered the main reasons behind learners’ errors and the different types of errors. Finally, we concluded with steps of analysing errors and the significance of learners’ errors.

Chapter Two

Literature Review

Speaking good and intelligible English with correct pronunciation is the aim of many EFL learners. However, English pronunciation is the central problem of many EFL learners. Accordingly, many studies in the field of SLA discuss pronunciation problems that EFL learners face while learning English. Besides, they conclude that English pronunciation problems are widely common among non-native English speakers. Hence, the present chapter, presents a selection of previous related studies about errors in the pronunciation of English made by EFL/ESL students.

Cruz (2003) explores the pronunciation intelligibility of the Brazilian English learners and how much their intelligibility to native speakers is affected by the production of some errors at the level of vowels, consonants, epenthesis, and word stress. As a sample of study, six undergraduate Brazilian learners of English were included in the extracurricular course at UFSC (Federal University of Santa Catarina). The participants were three males and three females aged between 17 and 25. Moreover, they were interviewed individually for 20 minutes by an English teacher. During the interview, the participants were asked to convince the interviewer that Florianopolis is a good or a bad place to live in, by speaking about their life style, food, traditions, and so on. By the end of the interviews, a total of thirty speech samples were recorded from the six interviews. That is, five samples for each participant. The results of the study show that pronunciation errors are produced at many levels of English phonology. For instance, errors with the following consonants: / ð/ as [d], / θ/ as [t], / l/ as [w], and a lack of aspiration of voiceless stops. In addition, there are errors at the level of vowel sounds as in / æ / which is pronounced as [ɛ] and / I / as [i] and the misplacements of primary stress on the first syllable and sometimes placing it on the first syllable instead of the second syllable. Cruz gave support to two suggestions for further research. The first is to investigate the segmental errors in the Brazilian speech that hinder Non Native Speakers (NNSs) intelligibility to Native Speakers (NSs), who are not familiar with the Brazilian accent. The second is investigating how much word stress in the Brazilian English affects learners' intelligibility to NSs.

Mathew (2005) investigates the existing errors in the pronunciation of consonants by learners of English as a foreign language whose first languages are Indonesian, Gayo, and Acehnese. The study includes four tasks for twenty –four volunteer participants, comprising 4 women and 4 men for each of the three first language groups. All the participants had studied

English as a foreign language for six years in high school. The eight participants in each group were put together according to age and major field of study. The data of the study are collected by an audio-discrimination task based on minimal pairs, a word-repetition task, a passage reading, and an interview. The main aim of the study is to find out the most frequent errors made by learners during the process of learning English. The results of the study show that many errors were similar across the three first language group and participants had problems in the following pronunciation areas: final voiced consonants were mostly devoiced, lack of release and elision, segmental errors are largely limited to final stops [p] [b] [t] [d] [k] [g].

Binturki (2008) examines the difficulties in English pronunciation of Saudi learners and attempts to shed light on which environment within the words the errors occur. The study is conducted with a well-controlled group of five Saudi learners who are chosen from the center region of the Arabian Peninsula where Najdi dialect is the sole dialect of the region and the closest one to the classical Arabic. Also, age and gender were also controlled to eliminate their effect on the results of the study. Moreover, the subjects are all males and ranged from 20-29 years old. The main instruments used in the study are a word list and a reading passage, containing the same set of targeted words used to elicit the following targeted sounds (/p/, /v/ and /ɹ /). All errors produced by the subjects were recorded, analysed and classified into different categories. The results show that all participants face pronunciation difficulties at the level of voiced labiodental fricative /v/, the bilabial stop /p/ and the alveolar approximate /ɹ /. At the end of the work, the researcher suggests some recommendations for further research and some pedagogical implications that will reduce those problems and difficulties.

Bekleyen (2011) investigates the causes of pronunciation problems experienced by EFL Turkish learners. The participants of the study are 43 EFL students consisted of 11 males and 32 females at a state University in Turkey. The instruments of the study are as follows: a sample of recordings, an interview conducted with the same students who were asked which of the listed words they had pronounced in an incorrect way, and a questionnaire seeking to discover the causes behind their mispronunciation of English sounds. The results of the study show that English spelling plays an important role in the students' mispronunciation and errors production. Also, it is concluded that EFL learners make generalizations when they pronounce English sounds especially the weak and strong form of some English words.

Tajeldin (2011) examines speech intelligibility problems and pronunciation problems of Sudanese University learners of English. The aim of the study is to explain the causes behind such errors and to test the intelligibility of vowels, single and cluster consonants of English produced by the participants. The latter were grouped into three groups of different linguistic backgrounds and according to their nationalities (Sudanese EF learners, a model group of RP native speakers, a Dutch and American group of subjects participated as listeners only). For the data collection, Tajeldin (2011) used intelligibility tests to measure intelligibility and pronunciation of the subjects by using a Modified Rhyme Test. Hence, the participants were asked to read three lists of key words of English including the sounds under investigation in order to familiarize and guide the participants to the correct pronunciation of the target sounds. The third means of data collection used in the study is a written questionnaire used in order to get the EFL learners and their teachers' point of view about pronunciation problems that occur when speaking the target language. From the results of the study, it is asserted that Sudanese EFL learners have many problems when pronouncing different English sounds which hinder their intelligibility to NSs. At the end of the study, many suggestions are provided by the researcher for further studies and research.

Hashemian & Soureshjani (2011) study the difficulties of Iranian EFL learners in phonology and pronunciation. To achieve the goal of the study, the researcher selected three males participants from different levels of language proficiency; beginner, intermediate, and advanced levels from Sadi Institute. The participants were provided with three lists of de-contextualized words, some phrases, and a couple of sentences. In addition, three reading passages taken from authentic sources. The study was divided into four phases recorded for the purpose of further analysis. After Analysing the data, the results show that the most frequent errors among Persian-speaking learners were at the level of segmental features as in producing the following sounds: / ɪə/, /æ/, /ɑ:/, /ʊ/, /aɪ/ , /ɪ/, /əʊ/, /w/, /ð/, in addition to facing difficulties in placing the word stress and sentence stress. Intonation was flat for almost every sentence in the passage, even for the questions. Finally, the researchers suggest implications for both theoretical and practical applications; they claim that more research must be conducted with a larger sample of Farsi speakers of English. Also, it is suggested that researchers can use the findings of the study as an acceptable model to assist both L2 learners and teachers in English learning and teaching.

Geylanioglu & Dikilitas (2012) investigate English pronunciation errors by Turkish learners of English. The study investigates the most problematic sounds of English experienced by Turkish learners during communication. That is, the voiced dental fricative / ð/, the voiceless dental fricative/ θ / and schwa /ə/. The research was based on a mixed-method approach where the qualitative data were quantified through quantitative tools using percentages. Data were collected from 24 EFL adult students and each one was given ten words containing ‘schwa’, ‘θ’, and ‘η’ sounds respectively. Students’ pronunciations were recorded and transcribed using the International Phonetic Alphabet. Then, researchers made a comparison between the learners’ pronunciation and the phonetic transcription in Cambridge advanced learner’s dictionary. The results of the study show that Turkish EFL learners faced many difficulties in the pronunciation of the already mentioned sounds. Finally, the researchers suggested that in order to get rid of those pronunciation errors, learners must be trained through “conceptualization methodology, which helps learners to form an idea or principle about what is to be learnt” (Geylanioglu and Dikilitas, 2012).

Hismanoglu (2012) explores the problems causing of stress patterns of Turkish EFL learners. The study was conducted with participation of 30 students in the English language teaching department. They are selected randomly and they are given a word list made up of 49 English words classified into seven specific sub- categories. Data were collected by a cell phone with voice recording used to record the subjects’ productions of the primary stress in the 49 English words. Results of the study show that Turkish EFL learners face problems in the pronunciation of stress at the level of adjectives and verbs due to being unfamiliar with word stress patterns of L2. Finally, he suggests that other forms of stress such as phrase stress, sentence stress and emphatic stress must be covered in further researches.

Hojati (2013) explores the pronunciation errors made by a group of twenty post graduate Iranian students specialized in teaching English as a foreign language. The participants were thirteen females ranged between 24 and 34, whereas males were seven ranged between 25 and 31 studying at Sheikhabaee University. The material used in the study consists of twenty oral recorded presentations of the participants during their thesis defense sessions, where the researcher used a small recording device to record the oral performance of each participant. The collected data were carefully listened to and errors were classified into three categories namely grammatical errors, lexical errors, and pronunciation errors. The results show that pronunciation errors had the highest frequency among the two other categories. For instance, the placement of word stress and pronunciation of individual words. After diagnosing errors

in the oral performance of Iranian EFL students, the researcher suggests some pedagogical implications in the field of English as a Foreign Language.

El Zarka (2013), in his study entitled the Pronunciation Errors of L1 Arabic Learners of L2 English, investigates the pronunciation errors of the native Arabic learners who speak different Arabic vernaculars. The researcher collected the data from two different groups over more than 20 years; the first group was an uncontrolled group consisted of English teachers and Arabic students of English as a second language. The controlled group consisted of ten heterogeneous participants, nine of them were males and one was a female. Besides, they belong to different age groups, ranging between 17 and 55. The main aim of this study is shedding light on pronunciation errors that result from the impact of the vernacular dialect of the native speakers of Arabic. The data were collected by using a semi-structured observation, note taking and interviews. Then, the data is grouped and categorized in tables according to the error type made by the participants. Finally, the results of the study shows that Arabic learners of English have some difficulties pronouncing some consonant sounds as well as vowel sounds because of the mother tongue interference. In addition, the participants are unaware of the correct placement of word stress as well as sentence stress. The researcher ends the study by suggesting some pedagogical implications and suggestions for further research.

Benzies (2013) investigates pronunciation errors of advanced Spanish University students. The study aims at providing empirical data on the specific problem occurred in the pronunciation of vowels. The participants of the study are ten female University students. Five are in the third year and the other five participants were in their fifth and final years. All the participants are ranged between 20 and 24. The data are collected in three ways: a personal interview, a photo description, and reading tasks, all the data are transcribed by using the International Phonetic Alphabet (IPA). Results of the study show that the subjects made 209 mistakes concerning English vowels (long vowels and short vowels) especially schwa, palm and goat vowels that pose many difficulties at higher level of proficiency of Spanish students who lack sufficient practice in the production of English vowels. Finally, Benzies claims that pronunciation needs to be given greater focus in Spain not only at University but also at earlier stages of teaching.

Alqarni (2013) investigates the realization of the English voiceless post alveolar affricate /tʃ/ in Najdi Saudi ESL learners' pronunciation and investigates the alternatives used for substituting such English sound. The participants are 18 Najdi ESL learners who are living and studying in the United States, and randomly chosen from a US University. They are nine males and nine females ranged between the ages of 20 and 35 years. The instruments used for data collection are divided into two sections. The first section is about demographic information such as: age, gender, city of origin, dialect information. The second is a production task. The data are recorded and analysed using speech analyzer software and the students outputs are transcribed using the IPA (International Phonetic Alphabet). Results of the study show that Najdi Arabic speakers of English have problems in producing the sound /tʃ/, especially in word-final position and word-initial position. The researcher provides suggestions and recommendations for further studies.

Nosratinia and Zaker (2014) examine the phonological transfer and the pronunciation errors of Iranian learners of English as a foreign language. The aim of the study is to identify the common difficulties and pronunciation errors made by the participants. Researchers select 300 male and female EFL learners aged between 19 and 26 years old, who are randomly selected from different language schools. Moreover, the study is based on a participant-self report, teachers' reports, and learners' reading. Nosratinia and Zaker find out that the most frequently occurred pronunciation errors are replacing sounds that do not exist in their language with sounds that are present in Persian. Furthermore, the participants replace short vowels with long vowels and are unable to produce diphthongs and consonant clusters. Finally, the researchers suggest recommendations for the following researches.

Hassan (2014) investigates the pronunciation errors of Sudanese learners of English in order to discover the reasons behind these errors. The researcher collects the data from 50 first year students at the Sudanese University of Science and Technology (SUST) in addition to 30 English teachers at the same University. Furthermore, the participants' pronunciation is recorded. Hence, The 30 teacher are asked to answer a questionnaire. From the results of the study, we understand that most Sudanese students are unable to give the correct pronunciation of some consonant sounds and some English vowels that have more than one way of pronunciation. Finally, the researcher concludes with the main factors that contribute in the wrong production of English sounds for Sudanese learners.

Hago (2015) carried out a study with Saudi EFL learners of secondary school. He investigates pronunciation problems and difficulties of learners when pronouncing English consonants. The participants of the study are sixty students from first year, second year, and third year of El –Ehsan private school in Riyadh. They are asked to read some sentences individually in order to record them using a recorder and cassettes. Another group of thirty EFL/ESL teachers of the same school are asked to answer a questionnaire contained 33 items about the English pronunciation problems. Results of the study show that the participants have problems with some English consonant sounds and that some of the participants have include a vowel sound in English syllable to break up consonant cluster. Finally, Pedagogical implications were provided by the researcher to help learners improve their pronunciation and avoid errors in English pronunciation.

In the area of English language teaching and learning, many studies have discussed pronunciation errors made by EFL/ESL students. Most of the previous studies were discussing pronunciation errors of NNSs at the segmental level of pronunciation; the focus was on the vowel sounds and the consonant sounds such as the voiceless labiodental/p/ in the case of Saudi EFL students and the diphthong /æe/ in the case of Iranian students. However, little attention was given to the suprasegmental features of pronunciation “stress”; thus, the present study is similar with the above mentioned studies in the following: (1) it discusses pronunciation errors in an EFL classroom. (2) It investigates three patterns of English sound system namely consonants, vowels, and stress. However, the present study is different from the previous ones in the following: (1) it deals with a different setting which is an Algerian multilingual classroom. (2) It deals with a multilingual sample whose mother tongues are: Kabyle, Chaoui, and Arabic.

Chapter Three

Methods and Research Design

The present study is an investigation of the pronunciation errors that Bejaia Master two students of English might produce when speaking the target language. 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 hypothesis and questions. It is assumed by different researchers 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 Master two students of applied linguistics and English language teaching enrolled at the department of English at Bejaia University during February 2016.

I. Participants

The participants of the present study are Master two students of applied linguistics and English language teaching who are studying at the University Abderahmane Mira of Bejaia. The whole sample of the study consists of 17 students. 13 of them have Kabyle as their L1. Therefore, the sample of study comprises 17 participants who studied English at least for 8 years, but they did not experience phonetics classes for a long period of time. In this study, the participants have nearly the same age; they are ranged between 22 and 28. Additionally, there are 15 female and 2 males. Thus, in the present study age and gender are not taken into consideration.

II. Design and Methods

The aim of the present study is to investigate pronunciation errors among master two applied linguistics students and how these errors affect their intelligibility. So, to meet the objective of the study we have opted for a mixed-method in which the quantitative and the qualitative analysis complement each other, i.e. the strengths of the quantitative analysis compliments 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 a text chosen randomly for the aim of recording their readings, identifying the errors, classifying them, and finally discussing them. The participants are asked to read a passage of about 15 lines while the researcher records the students' readings using a recorder.

III. Data Collection Instruments and Procedures

For any study to be conducted, the data need to be collected in an adequate way in order to meet the objective of the study and answer the research questions and 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 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 are the primary tools used for collecting data, whereas the questionnaire is regarded as a secondary tool used for collecting data.

III.1. Corpus of Recordings

The primary tool that is used in this study is learners' speech samples. It is considered as 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 master two students might produce when reading the text in both segmental and suprasegmental levels of English. Moreover, total of 17 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.

III.1.a. Procedure

The samples of recordings were done at University of Abderahman Mira, with a group of applied linguistics and English language teaching. The participants were 14 females and 2 males. They were divided into two groups. The first group consists of 8 students who were recorded in a time period of about one week. Furthermore, the recording process was a little bit difficult with the second group who was not serious during the recording sessions; most 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 a great difficulty to decide on the date, the time, and the place where to make the recordings. We were obliged to meet each participant individually in different days, because all the participants were busy and unable to meet all at the same time. In a quite classroom, the researcher prepared his recorder and the text to be read by the students, every individual learner was given the text and was expected to read it aloud while they were being recorded by the researcher (see appendix 1). By the end of February, 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 analysing those errors.

III.2. Questionnaire

Questionnaire is a research instrument that is used in the current study as a secondary tool for data gathering. Its aim is to collect reliable data about the different types of pronunciation errors of the 17 participants. The questionnaire is distributed to the whole sample of study, but we have received back only 17 questionnaires. The aim of this questionnaire is to seek for 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 master two applied linguistics students studied English for at least 8 years, but they still lack some of pronunciation skills that play a major role in learners' intelligibility.

III.2.a. Procedure

The questionnaire is handed to 20 master two applied linguistics and English language students at the department of English (see appendix2). We distributed the questionnaire during the before the first semester exams for more than half of the participants and the copies were not given back to me in the same day because most of the participants preferred to read the questionnaire carefully at home in order to answer in an appropriate way. The left questionnaires were handed to the other students in different days because there were some students who were absent for many days, whereas some of the participants preferred to answer the questionnaire in the same day.

The questionnaire is divided into two parts. In the first part we seek to collect general information about the participants. These pieces of information includes students' age (item

1), students gender (item 2), and for how many years the participants have studied English starting from middle school till master two degree. Moreover, the second part consists of specific questions to the participants about phonetics, pronunciation and their attitudes towards their production of English. The participants were required to answer on the question by circling the pertinent answer and justifying when it is necessary.

The second part contains 12 items. The first item is whether speaking good English needs from the speaker to have the ability to speak fluently without pronunciation errors or without committing grammatical mistakes. Item 2 is about the period of time of learning phonetics. Then, the third item is about asking learners' point of view about their pronunciation level. The fourth question is devoted for checking students' awareness of the importance of phonetic classes. Furthermore, in the following two questions the participants are asked about the most problematic area in pronunciation and how often they commit such errors when speaking the target language. Also, items 7 and 8 investigate the teaching method used by the phonetics teachers the participants and how would they do if they do not know how to pronounce a word. And the last four items consist of different words to test students' awareness of the pronunciation features such as word stress and sentence 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 to 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 and instruments used for data gathering.

Chapter Four

Findings and Discussions

The main aim of the present research is to investigate pronunciation errors of EFL students at Bejaia University. In the present chapter, 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 four is divided into two sections. The first section is devoted for all the research findings and the discussion of each item in isolation. The second section covers the limitations of the study and suggestions for further research.

Section One: 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 with the samples of recordings which are transcribed using the International Phonetic Alphabet. Therefore, pronunciation errors are identified, discussed and explained.

I. 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.

I.1. General questions to the participants

I.1.1. Age

Table 02: Participants' age

Age	Number	Percentage
From 22 to 24	13	76.47%
From 27 to 36	4	23.52%

From table 02 we understand that the participants' age differs from one participant to another. 76.47% of them are between the age of 22 and 24 years old. However, 23.52% of them are aged between 27 and 36 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 period of time. Master two students try to show their awareness of the different features of English pronunciation. Thus, they try to speak correctly inside and outside the classroom.

I.1.2. Gender

Table 03: participants' gender

Gender	Number	Percentage
Males	02	11.76%
Females	15	88.23%

Table 03 shows that 88.23% of the whole sample of the study are females, whereas only 11.76% 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.

I.2. Specific questions to the participants

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

Table 04: Learners' opinions about the meaning of "speaking very good English"

option	Number	Percentage
a-Speaking fluently without pronunciation errors	10	58.82%
b-speaking correctly without grammatical mistakes	2	11.76%
C- Both	5	29.41%

It is clear from table 04 that the majority of the participants 58.82% agree that speaking a good English means that learners must speak fluently without any pronunciation problems. However, only 11.76% of them think that speaking a good English requires from the learner to master the grammatical rules and basics of the language. Besides, 29.41% of the participants tend to choose both having correct pronunciation and grammatical rules as the main component of a good intelligible English.

From the results shown 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 English language.

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

Table 05: Learners' period of studying phonetics

Option	Number	Percentage
One semester	5	29.41%
One year	4	23.52%
Two years	7	41.17%
Others	1	5.88%

It is obvious from table 05 that most of the participants 41.17% studied phonetics and phonology for two years. However, 29.41% of them replied that they experienced phonetics and phonology for a short period of time; they studied it for only one semester. Moreover, 23.52% of the questioned participants studied English phonetics and phonology for one year. Besides, only 5.88% which is a small number compared to the other options said that they studied phonetics only few days and that that period of time was not enough to master all the features and elements of English pronunciation.

Thus, it is clear from the table above that most of the Master two students studied phonetics and phonology at the University. 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, their aim is 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 period of time is not enough. 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 of phonetics and phonology. These few participants claim that they had only three sessions of phonetics.

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

Table 06: Learners' viewpoint about their pronunciation

Option	Number	Percentage
Excellent	0	0%
Very good	2	11.76%
Good	7	41.17%
Average	8	47.05%
weak	0	0%

Reading the results from table 06 above shows that most of the participants 47.05% 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, 41.17% assume that they have a good English pronunciation. It is fully proper from any errors or mistakes that may occur in their speech. However, 11.76% of the participants think that they have a very good English pronunciation. Besides, no one of the Master two learners think that he/ she speaks weak English.

It is clear from the results of the table above that the participants tend to have a 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?

Table 07: The importance of phonetics in improving pronunciation

Option	Number	Percentage
Very important	13	76.48%
Important	2	11.76%
Not important	2	11.76%

It is clear from table 07 that the majority of the participants 76.48% consider phonetics as a very important module that all the EFL learners should have in order to improve their pronunciation. However, only 11.76 % of the participants view phonetics with no importance

in improving EFL learners' pronunciation. Also, the same percentage of the Master two students, 11.76% think that phonetics is important for any EFL learner.

From the results of the table, 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?

Table 08: Learners' pronunciation errors

Option	Number	Percentage
Always	1	5.88%
Often	2	11.76%
Sometime	13	76.44%
Rarely	1	5.88%

Table 08 above indicates that 76.44% of the participants sometimes make pronunciation errors in their speech which effects their intelligibility. Moreover, 11.76% 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 5.88% 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 08 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. The participants also 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 six: the most problematic area in your pronunciation is:

Table 09: Problematic areas in learners' pronunciation

Option	Number	Percentage
Vowels	4	23.52%
Consonants	0	0%
Stress	8	47.05%
intonation	5	29.41%

Table 09 shows that most of the participants 47.05% have difficulties with English stress; they fail to put the stress on the right syllable. Besides, 29.41% of the questioned learners responded that the most problematic area in English sounds for them is intonation. They find it difficult to decide whether the tone of the voice is up or down. Furthermore, only 23.52% of the participants have difficulties with English vowels. However, no one of the participants face difficulties with English consonants.

Thus, it is clear from table 09 that Master two EFL learners tend to have pronunciation difficulties in three areas of English sound system. Most of them are unable to place stress correctly, cannot make a distinction whether the tone of the voice is falling or rising, and unable to differentiate between long vowels, short vowels, and diphthongs. These are the main pronunciation areas that Master two EFL learners find difficulties with. Thus, this idea is similar to the one obtained by Cruz (2003). That is, learners' intelligibility to native speakers is affected by the production of some errors at the level of vowels, consonants, epenthesis, and word stress.

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

Table 10: Learners answer on the question

Option	Number	Percentage
Say it as I feel it	6	35.29%
Ask my teacher	2	11.76%
Check it up in a dictionary	9	52.94%

Reading the results presented in table 10 above show that most of the participants tend to check up the correct pronunciation of the words using dictionaries. Whereas, 35.29% of them try to say the word as they feel it, they just combine sounds and pronounce them as if each sound is in isolation. Besides, only 11.76% of the questioned learners used to ask their teachers about the correct pronunciation.

It is obvious that the participants come to correct their mispronounced word either by looking for its 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 the Master two 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 eight: In a class of phonetics, how did you work with the teacher of this module?

Table 11: How learners worked with the teacher of phonetics

Option	Number	Percentage
I have worked with phonetic transcription	11	64.70%
I have check the correct pronunciation in a dictionary	3	17.64%
The teacher pronounced the words and I imitated him	1	5.88%
The teacher corrected me	1	5.88%
Others	1	5.88%

From table 11 above, we understand that the majority of the participants 64.70% worked with their teachers on phonetic transcriptions of words. The courses are based on the teaching of phonetics. Moreover, 17.64% of them replied that their teachers asked them to check the words' pronunciation in dictionaries. Whereas, a small number of the participants, 5.88% worked on improving their English pronunciation by imitating their teachers' pronunciation.

Some of the participants 5.88% assume that their teachers of phonetics never corrected their incorrect pronunciation. Also, the same percentage of the participants, 5.88% replied that the teacher gives them native speakers' videos to listen to get the correct pronunciation of English sounds.

From the results obtained in the table above, we conclude that the participants try their best to correct their pronunciation errors in different ways. Also, teachers of phonetics do not use different methods in teaching English pronunciation. Their methods of teaching pronunciation are traditional ones. They focus much more on providing learners with phonetic rules and transcriptions without providing them with listening materials that enable them to imitate native speakers' pronunciation. Moreover, teachers' correction of the improper pronunciation could be an effective way of improving learners' pronunciation.

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

Table 12: Learners' choice for stress placement

The word	Option	Number	Percentage
Unhealthy	UN healthy	8	47.05%
	un HEAL Thy	8	47.05%
	unhealth Y	1	5.88%
Incredible	in CR EDible	3	17.64%
	IN credible	12	70.58%
	incred IB LE	2	11.76%
Pronunciation	PR Onunciation	12	70.58%
	pro NUN ciation	03	17.64%
	pronun CI ation	02	11.76%

Table 12 above shows that in the first word “unhealthy”, almost half of the participants 47.05% replied in a correct way and choose second syllable as the one that the stress should be placed on. However, the same percentage of participants replied in an incorrect way. They put stress on the first syllable. Besides, only 5.88% of them place stress on the last syllable. In the second word “incredible”, more than half of the participants 70.58% replied in a wrong way, they put stress on the first syllable. On the other hand, 17.64% of the students stressed

the correct syllable. Moreover, 11.76% of Master two students stressed the last syllable. Additionally, in the third word “pronunciation” most of the participants 70.58% answered in an incorrect way, they place stress on the first syllable. Furthermore, 17.64% gave a correct answer by stressing the second syllable and 11.76% stress the third syllable.

From the results of the table shown above, we understand that most of the participants are unable 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.

Item ten: write the corresponding word for each transcription

Table 13: The participants’ transcription

Word	Option	Number	Percentage
[lait]	Correct	6	35.29%
	incorrect	11	64.70%
[θIŋK]	Correct	8	47.05%
	incorrect	9	52.94%
[ðeɪ]	correct	17	100%
	incorrect	0	0%

From table 13 above, we understand that most of the participants 64.70% failed to write the corresponding word for the first phonetic transcription. Moreover, 35.29% of them succeeded in writing the correct word. Furthermore, in the second word, the majority of the participants 52.94% tend to write the word in a wrong way; whereas, 47.05% of them succeeded and transcribed the word in a correct way. Concerning the third word, it is clear from the results that all the participants found it easy to transcribe the phonetic symbols into letters.

According to the results of this table, we understand that the majority of Master two students are unaware of the different phonetic transcriptions used in the questionnaire. That is, they have a limited knowledge about the different elements of English phonetics and

phonology. Therefore, this hinders learners' ability to speak the target language in a correct way, and many pronunciation errors will be produced in their speeches.

Item eleven: In the following compound noun, the main stress is on the second part.

“I was born in that green-**house**”

Table 14: learners' answer “Yes /No”

Option	Number	Percentage
Yes	11	64.70%
No	6	35.29%

From table 14 we notice that most of the participants 64.70% agree that in the compound noun mentioned above stress is on the second part. Besides, 35.29% of the replied that stress is not on the second part but, it should be on the first part.

It is obvious from the results mentioned in the table 14 that most of the participants fail to find the correct place of stress. Moreover, the results of the table show that the majority of master two students lack the competences that make them able to differentiate between word stress and phrase stress. Thus, they have limited skills in phonetics and phonology. In the same path, most of master two students of Bejaia University face difficulties in intelligibility because of the missproduction of English sounds namely stress and vowels.

II. Sample 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 details. Moreover, the data obtained from the participants is presented in tables and figures for a better illustration and discussion.

II.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 15: Student 1

English spelling	Technology is a broad concept that deals with human as well as other animal species' usage and knowledge of tools and crafts, and how it affects a species' ability to control and adapt to its environment.
The correct phonetic transcription	/tek' nɒlədʒɪ ɪz ə brɔ:d kɒnsept ðæt di:lz wɪð 'hju:mən æz wel æz 'lðər 'æniməl 'spi:fi:z 'ju:zɪdʒ ænd 'nɒlɪdʒ ɒv tu:lz ænd kra:fts, ænd haʊ ɪt ə'fekts ə 'spi:fi:z ə 'bɪlɪtɪ tə kən'trəʊl ænd ə'dæpt tə ɪts ɪn'vaɪərənmənt/
The transcription of the student's reading	/tuk' nɒləʒɪ ɪz ə brɔ:dəŋ kɒn'sept ðæt dɪlz wɪð 'hju:mənɪz æz wel æz 'lðər æniməl spi:'si:z 'ju:zɪŋ ænd 'nɒlɪdʒ ɒf tu:lz ænd kra:fts, ænd haʊ ɪt ə'fekts ə spi:'si:z ə 'bi:lɪti: tə kən'trəʊl ænd ə'dæpt tə ɪts ɪn'veɪrənmənt/

Table 16: Student 2

The English spelling	Technology can refer to material objects of use to humanity, such as machines, hardware or utensils, but can also encompass broader themes, including systems, methods of organization, and techniques. The term can either be applied generally or to specific areas examples include construction technology, medical technology, or state-of-the-art technology.
the correct phonetic transcription	/tek' nɒlədʒɪ kæn rɪ'fɜ: tu: mə'tɪəriəl 'ɒbdʒɪkts ɒv ju:s tə hju:'mænəti sʌf æz mə'fi:nz 'hɑ:dweər ɔ: ju:'tenslz bʌt kæn 'ɔ:lsəʊ ɪn'kʌmpəs 'brɔ:də θi:mz ɪn'klu:dɪŋ 'sɪstɪmz 'meθədʒ ɒv ,ɔ:gənəɪ'zeɪʃən ænd tek'ni:ks ðə tɜ:m kæn 'aɪðə bi: ə'plɑɪd 'dʒenərəli ɔ: tu: spi'sɪfɪk 'eəriəz: ɪg'zɑ:mplz ɪn'klu:d kæn'strʌkʃən tek' nɒlədʒɪ 'medɪkəl tek' nɒlədʒɪ ɔ: steɪt ɒv ðɪ a:t tek' nɒlədʒɪ/
The transcription of the student's reading	/tuk' nɒləʒɪ kæn rɪ'fɜ: tu: mə'tɪəriəl 'ɒbdʒɪkts ɒf ju:z tə 'hju:mænəti sʌf a:z mə'tfɪnz 'hɑ:dweər ɔ: ʊ'tensɪlz bʌt kæn 'ɔ:lsəʊ ɪn'kʌmpəns 'brɔ:dəŋ θi:mz ɪn'klu:dɪŋ 'sɪstem 'mɪθədʒ ɒf ,ɔ:gənɪzeɪʃən ænd 'tɪknɪks ðə tɜ:m kæn 'ɪ:ðə bi: ə'plɑɪd 'ʒenərəli ɔ: tu: spi'sɪfɪk 'eəriəz: ɪg'zɑ:mplz ɪn'klu:dɪŋ kæn'strʌ:kʃən tuk' nɒlədʒɪ 'mɪdɪkəl tuk' nɒləʒɪ ɔ: steɪt ɒf ðɪ ɜ:θ tuk' nɒləʒɪ/

Table 17: Student 3

The English spelling	Technology is a broad concept that deals with human as well as other animal species' usage and knowledge of tools and crafts, and how it affects a species' ability to control and adapt to its environment. However, a strict definition is elusive; technology can refer to material objects of use to humanity, such as machines, hardware or utensils
The correct phonetic transcription	/tek'nɒlədʒɪ ɪz ə brɔ:d 'kɒnsept ðæt di:lz wɪð 'hju:mən æz wel æz 'ʌðər 'æniməl 'spi:fi:z 'ju:zɪdʒ ænd 'nɒlɪdʒ ɒv tu:lz ænd kra:fts ænd haʊ ɪt ə 'fektz ə 'spi:fi:z ə'bɪlɪti tə kən'trəʊl ænd ə'dæpt tu: its ɪn'vaɪərənmənt haʊ'evə ə strikt 'defɪ'nɪʃən ɪz ɪ'lu:sɪv tek'nɒlədʒɪ kæn rɪ'fɜ: tu: mə'tɪəriəl 'ɒbdʒɪkts ɒv ju:z tə hju:'mænəti sʌf æz mə'fɪ:nz 'hɑ:dweər ɔ: ju:'tenslz/
The transcription of the student's reading	/ tɪk'nɒləʒɪ ɪz ə brɔ:d kɒn'sept ðæt di:lz wɪð 'hju:mən æz wɪl æz 'ʌðər æni'məl 'spi:si:z ju:'zeɪdʒ ænd 'nɒlɪdʒ ɒf tu:lz ænd kra:fts ænd haʊ ɪts ə'fekt ə 'spi:si:z ə'bɪlɪti tə kən'trɔ:l ænd ə'dæpt tu: its ɪn'vaɪərənmənt haʊ'evə ə strikt dɪfɪ'nɪʃən ɒf e'lu:zɪv tɪk'nɒləʒɪ kæn rɪ'fɜ: tu: mə'tɪəriəl ɒb'dʒɪkts ɒv ju:z tu: hju:'mænəti: sʌf æz mə'fɪ:nz 'hɑ:dweər ænd ju:'tenslz/

Table 18: Student 4

The English spelling	However, a strict definition is elusive; technology can refer to material objects of use to humanity, such as machines, hardware or utensils, but can also encompass broader themes, including systems, methods of organization, and techniques.
The correct phonetic pronunciation	/haʊ'evə ə strikt 'defɪ'nɪʃən ɪz ɪ'lu:sɪv tek'nɒlədʒɪ kæn rɪ'fɜ: tə mə'tɪəriəl 'ɒbdʒɪkts ɒv ju:z tə hju:'mænəti sʌf æz mə'fɪ:nz 'hɑ:dweər ɔ: ju:'tenslz bʌt kæn 'ɔ:lsəʊ ɪn'kʌmpəs 'brɔ:də θi:mz ɪn'klu:dɪŋ 'sɪstɪmz 'meθədz ɒv ,ɔ:gənər'zeɪʃən ænd tek'ni:ks/
The transcription of the student's reading	/haʊ'evə ə strikt 'dɪfɪ'nɪʃən ɪz ɪ'lu:sɪv 'tɪknɒlədʒɪ kæn hri'fɜ: tə mə'tɪəriəls 'ɒbdʒɪkts ɒf ju:z tu: ju:'mænəti sʌf æz mə'fɪ:nz 'hɑ:dweər ɔ: ju:'tensɔ:lz bʌt kæn 'ɔ:lsəʊ ɪn'kʌmpəs 'brɔ:də θi:mz ɪn'klu:dɪŋ 'sɪstɪmz 'mɪθədz ɒf ,ɔ:gənər'zeɪʃən ænd tek'ni:ks/

Table 19: Student 5

<p>The English spelling</p>	<p>The study of something, or the branch of knowledge of a discipline. However, a strict definition is elusive; technology can refer to material objects of use to humanity, such as machines, hardware or utensils, but can also encompass broader themes, including systems, methods of organization, and techniques.</p>
<p>The correct phonetic transcription</p>	<p>/ðə 'stʌdi ðv 'sʌmθɪŋ ə: ðə brɑ:nʃ ðv '<u>nɒlɪdʒ</u> ðv ə 'dɪsɪplɪn hæʊ'evə ə strikt ,<u>defɪ</u>'nɪʃən ɪz ɪ'lu:<u>sɪv tek</u>'nɒlədʒɪ kæn rɪ'fɜ: tə mə'tɪəriəl '<u>ɒb</u>dʒɪkts ðv ju:z tə hju:'mænəti sʌʃ æz mə'<u>fɪ:nz</u> 'hɑ:dweər ə: <u>ju:</u>'tenslɪz bʌt kæn 'ɔ:l<u>səʊ</u> ɪn'kʌmpəs 'brɔ:də θi:mz ɪn'klu:dɪŋ 'sɪs<u>tɪmz</u> '<u>me</u>θədz ðv ,ɔ:gə'<u>nai</u>'zeɪʃən ænd <u>tek</u>'ni:ks/</p>
<p>The transcription of the student's reading</p>	<p>/ðə 'stʌdi ðv 'sʌmθɪŋ ə: ðə brɑ:nʃ ðv '<u>neɒledʒ</u> ðv ə 'dɪsɪplɪn hæʊ'evə ə strikt ,<u>dɪ</u>fɪ' nɪʃən ɪz ɪ'lu:<u>zɪv tɪk</u>'nɒlədʒɪ kæn rɪ'fɜ: tə mə'tɪəriəl ɒb'<u>dʒɪkts</u> ðv ju:z tə hju:'mænəti sʌʃ æz mə'<u>tɪ:nz</u> 'hɑ:dweər ə: ə'tens<u>ɪlɪz</u> bʌt kæn 'ɔ:l<u>sə:</u> ɪn'kʌmpəs 'brɔ:də θi:mz ɪn'klu:dɪŋ 'sɪs<u>temz</u> '<u>mɪ</u>θədz ðv ,ɔ:gə'<u>nai</u>'zeɪʃən ænd <u>tɪk</u>'ni:ks/</p>

Table 20: Student 6

<p>The English spelling</p>	<p>Technology is a broad concept that deals with human as well as other animal species' usage and knowledge of tools and crafts, and how it affects a species' ability to control and adapt to its environment. However, a strict definition is elusive; technology can refer to material objects of use to humanity, such as machines, hardware or utensils.</p>
<p>The correct phonetic transcription</p>	<p>/<u>tek</u>'nɒlədʒɪ ɪz ə brɔ:d '<u>kɒnsept</u> ðæt <u>di:lz</u> wɪð 'hju:mən æz wel æz 'ʌðər 'æniməl 'spi:<u>fɪ:z</u> 'ju:zɪdʒ ænd 'nɒlɪdʒ <u>ɒv</u> tu:lz ænd kra:fts, ænd hæʊ ɪt ə'fekts ə 'spi:<u>fɪ:z</u> ə'bɪlɪti tu: kæn'trəʊl ænd ə'dæpt tə ɪts ɪn'vaɪərənmənt hæʊ'evə ə strikt ,<u>defɪ</u>'nɪʃən <u>ɪz</u> ɪ'lu:<u>sɪv tek</u>'nɒlədʒɪ kæn rɪ'fɜ: tu: mə'tɪəriəl '<u>ɒb</u>dʒɪkts <u>ɒv</u> ju:z tə hju:'mænəti sʌʃ æz mə'<u>fɪ:nz</u> 'hɑ:dweər ə: <u>ju:</u>'tenslɪz/</p>
<p>The transcription</p>	<p>/<u>tɪk</u>nɒlədʒɪ ɪz ə brɔ:d <u>kən</u>'sept ðæt <u>dɪlɪz</u> wɪð 'hju:mən æz wel æz 'ɔ:ðər 'æniməl 'spi:<u>sɪ:z</u> 'ju:zɪdʒ ænd 'nɒlɪdʒ <u>ɒf</u> tu:lz ænd kra:fts ænd hæʊ ɪt ə'fekts</p>

of the student's reading	ə 'spi: <u>sɪz</u> <u>er</u> 'bɪlɪti tu: kən'trəʊl ænd ə'dæpt tə its in'vaɪərənmənt həʊ'evə ə strikt , <u>dɪf</u> 'nɪʃən <u>i:z</u> ɪ'l <u>ʊ</u> sɪv <u>tɪk</u> 'nɒlə <u>ʒɪ</u> kæn ' <u>rɪ</u> fɜ: tu: mə'tɪərɪəl 'ɒ <u>b</u> <u>dʒ</u> ɪkt <u>tu:</u> ju:z tə hju:'mænəti sʌf æz ' <u>mæ</u> <u>fɪ</u> nz 'hɑ:dweər ɔ: <u>ʌn</u> 'tenslz/
---------------------------------	---

Table21: Student 7

The English spelling	However, a strict definition is elusive; technology can refer to material objects of use to humanity, such as machines, hardware or utensils, but can also encompass broader themes, including systems, methods of organization, and techniques. The term can either be applied generally or to specific areas: examples include "construction technology", "medical technology", or "state-of-the-art technology".
The correct phonetic transcription	həʊ'evə ə strikt , <u>de</u> fɪ'nɪʃən ɪz ɪ'l <u>lu:</u> sɪv <u>tek</u> 'nɒlə <u>dʒɪ</u> kæn ɪ' <u>rɪ</u> fɜ: tu: mə'tɪərɪəl ' <u>ɒb</u> dʒɪkts ɒv ju:z tə hju:' <u>mæ</u> nəti sʌf æz mə' <u>fɪ</u> :nz 'hɑ:dweər ɔ: <u>ju:</u> ' <u>tens</u> lz bʌt kæn 'ɔ:lsəʊ in'kʌmpəs 'brɔ:də θi:mz in'klu:dɪŋ ' <u>sɪ</u> stɪmz ' <u>me</u> θədz ɒv ,ɔ:gənər'zeɪʃən ænd tek'ni:ks ðə tɜ:m kæn ' <u>aɪ</u> ðə bi: ə'plaid 'dʒenərəli ɔ: tu: spɪ'sɪfɪk ' <u>eə</u> rɪz ɪg' <u>zɑ:</u> mplz in'klu:d kən'strʌkʃən <u>tek</u> 'nɒlə <u>dʒɪ</u> ' <u>me</u> dɪkəl <u>tek</u> 'nɒlə <u>dʒɪ</u> ɔ: steɪt ɒv <u>ði</u> a:t <u>tek</u> 'nɒlə <u>dʒɪ</u> /
The transcription of the student's reading	/həʊ'evə ə strikt , <u>dɪ</u> fɪ'nɪʃən ɪz ɪ'l <u>ʊ</u> sɪv <u>tɪk</u> 'nɒlə <u>ʒɪ</u> kæn ' <u>rɪ</u> fɜ: tu: mə'tɪərɪəl ɒb' <u>dʒ</u> æks ɒv ju:z tə hju:' <u>mæ</u> nəti sʌf æz ' <u>mæ</u> <u>fɪ</u> nz 'hɑ:dweər ɔ: <u>ʌn</u> 'tens <u>ɪ</u> lz bʌt kæn 'ɔ:lsəʊ in'kʌmpəs 'brɔ:də θi:mz in'klu:dɪŋ <u>sɪ</u> ' <u>tem</u> z ' <u>mɪ</u> θədz ɒv ,ɔ:gənər'zeɪʃən ænd tek'ni:ks ðə tɜ:m kæn <u>i:</u> 'ðə bi: ə'plaid 'dʒenərəli ɔ: tu: spɪ'sɪfɪk ' <u>ɪ</u> rəs ɪg' <u>zæ</u> mpl in'klu:d kən'strʌkʃən <u>tɪk</u> 'nɒlə <u>ʒɪ</u> ' <u>mɪ</u> dɪkəl <u>tɪk</u> 'nɒlə <u>ʒɪ</u> ɔ: steɪt ɒv <u>ðə</u> a:t <u>tɪk</u> 'nɒlə <u>ʒɪ</u> /

Table 22: Student 8

<p>The English spelling</p>	<p>a strict definition is elusive; technology can refer to material objects of use to humanity, such as machines, hardware or utensils, but can also encompass broader themes, including systems, methods of organization, and techniques. The distinction between science, engineering and technology is not always clear. Science is the reasoned investigation or study of phenomena, aimed at discovering enduring principles among elements of the phenomenal world by employing formal techniques such as the scientific method.</p>
<p>The correct phonetic transcription</p>	<p>/ ə strikt ,defɪ'nɪʃən ɪz ɪ'luːsɪv tek'nɒlədʒɪ kæn rɪ'fɜː tuː mə'tɪərɪəl 'ɒbdʒɪkts ɒv juːs tə hjuː'mænəti sʌtʃ æz mə'fiːnz 'hɑːdweər ɔː juː'tenslɪz bʌt kæn 'ɔːlsəʊ ɪn'kʌmpəs 'brɔːdə θiːmz ɪn'kluːdɪŋ 'sɪstɪmz 'meθədz ɒv ,ɔːgənəɪ'zeɪʃən ænd tek'niːks/</p> <p>/ðə dɪs'tɪŋkʃən bɪ'twiːn 'saɪəns ,endʒɪ'nɪəriŋ ænd tek'nɒlədʒɪ ɪz nɒt 'ɔːlweɪz kɪə 'saɪəns ɪz ðə 'riːznd ɪn ,vestɪ'geɪʃən ɔː 'stɑːdɪ ɒv fɪ'nɒmɪnə eɪmd æt dɪs'kʌvəriŋ ɪn'dʒʊəriŋ 'prɪnsəplz ə'mʌŋ 'elɪmənts ɒv ðə fɪ'nɒmɪnl wɜːld bɑː ɒm'plɔɪəriŋ 'fɔːməl tek'niːks sʌtʃ æz ðə ,saɪən'tɪfɪk 'meθəd/</p>
<p>The transcription of the student's reading</p>	<p>/ ə strikt ,dɪfɪ'nɪʃən ɪz ɪ'luːzɪv tɪk'nɒlədʒɪ kæn 'rɪfɜː tuː mə'tɪərɪəl 'ɒbdʒɪkts ɒf juːs tə hjuː'mænəti sʌtʃ æz 'məfɪnz 'hɑːdweər ɔː ʌn'tensɪlɪz bʌt kæn 'ɔːlsɔː ɪn'kʌmpəs 'brɔʊdə θiːmz ɪn'gluːdɪŋ 'sɪstemz 'mɪθədz ɒf ,ɔːgənɪzeɪʃən ænd tek'niːks/</p> <p>/ðə dɪs'tɪŋkʃən bɪ'twiːn 'saɪəns ,endʒɪ'nɪəriŋ ænd tɪk'nɒlədʒɪ ɪz nɒt 'ɔːlweɪz kɪə 'seɪəns ɪz ðə 'riːznd ɪn ,vɪstɪ'geɪʃən ɔː 'stɑːdɪ ɒv fɪ'nɒmɪnə eɪmd æt dɪs'kʌvəriŋ ɪn'dʒʊəriŋ 'prensəplz ə'mʌŋ 'elɪmənts ɒv ðə fɪ'nɒmɪnl wɜːld bɑː ɒm'plɔɪəriŋ 'fɔːməl tek'niːks sʌtʃ æz ðə ,sɪən'tɪfɪk 'mɪθəd/</p>

Table 23: Student 9

<p>The English spelling</p>	<p>Technology can refer to material objects of use to humanity, such as machines, hardware or utensils, but can also encompass broader themes.</p> <p>Technologies are not usually exclusively products of science, because they have to satisfy requirements such as utility, usability and safety. Engineering is the goal-oriented process of designing and making tools and systems.</p>
<p>The correct phonetic transcription</p>	<p>/tek' <u>nɒlədʒɪ</u> kæn rɪ'fɜ: tu: mə'tɪəriəl ' <u>nɒdʒɪkts</u> ɒv ju:s tə hju: ' <u>mænə'tɪ sɑtʃ æz</u> mə'fɪ:nz 'hɑ:dweər ɔ: <u>ju: 'tenslɪz</u> bʌt kæn 'ɔ:l<u>səʊ m</u>'kʌmpəs 'brɔ:də θi:mz/</p> <p>/ tek'nɒlədʒɪz ɑ: nɒt 'ju:zəli iks'klu: <u>sɪvli</u> ' <u>prɒdʌkts</u> <u>ɒv</u> 'saɪəns bɪ'kɒz ðeɪ hæv tu: 'sætɪsfai rɪ'kwaiəmənts <u>sɑtʃ æz</u> <u>ju:</u>'tɪlɪtɪ <u>ju:</u>zə'bɪlɪtɪ ænd 'seɪftɪ <u>'endʒɪ nɪəriŋ</u> ɪz ðə ɡəʊl'ɔ:riəntɪd ' <u>prəʊses</u> <u>ɒv</u> dɪ'zainɪŋ ænd 'meɪkɪŋ tu:lz ænd 'sɪstɪmz /</p>
<p>The transcription of the student's reading</p>	<p>/ ' <u>tekn</u>ɒlədʒɪ kæn rɪ'fɜ: tu: mə'tɪəriəl nɒ' <u>dʒɪkts</u> ɒv ju:s <u>ɒf</u> hju:mænə' <u>tɪ: sɑt sæz</u> mə'fɪ:nz 'hɑ:dweər ɔ: <u>ə</u>'ten<u>zɪlɪz</u> bʌt kæn 'ɔ:l<u>zu: ə</u>'kʌmpəs<u>ɪz</u> 'brɔ:də θi:mz/</p> <p>/tek'nɒlədʒɪz ɑ: nɒt 'ju:zəli iks'klu:<u>zɪvli</u> prɒ' <u>dʌkts</u> <u>ɒf</u> 'saɪəns bɪ'kɒz ðeɪ hæv tu: 'sætɪsfai rɪ'kwaiəmənts <u>sɑt sæz</u> <u>ɪ</u>'tɪlɪtɪ <u>ɪzə</u>'bɪlɪtɪ ænd 'seɪftɪ <u>'enɜ</u>'ɪəriŋ ɪz ðə ɡəʊl'ɔ:riəntɪd prəʊ' <u>ses</u> <u>ɒf</u> dɪ'zainɪŋ ænd 'meɪkɪŋ tu:lz ænd 'sɪstɪmz /</p>

Table 24: Student 10

<p>The English spelling</p>	<p>Technology is a broad concept that deals with human as well as other animal species' usage and knowledge of tools and crafts, and how it affects a species' ability to control and adapt to its environment. Technology is a term with origins in the Greek technologia, craft and logia, the study of something.</p>
<p>The correct phonetic transcription</p>	<p>/ <u>tek</u>'nɒlədʒɪ ɪz ə brɔ:d ' <u>kɒn</u>sept ðæt <u>di:lz</u> wɪð 'hju:mən æz wel æz 'ʌðər 'æniməl ' <u>spi:fi:z</u> 'ju:zɪdʒ ænd 'nɒlɪdʒ <u>ɒv</u> tu:lz ænd krɑ:fts ænd hɑʊ ɪt ə ' <u>fekts</u> ə 'spi:fi:z <u>ə</u> 'bɪlɪtɪ tə kən'trəʊl ænd ə'dæpt tə ɪts ɪn'vaɪərənmənt. <u>tek</u>'nɒlədʒɪ ɪz ə tɜ:m wɪð 'brɪdʒɪnz ɪn ðə <u>ɡri:k</u> <u>tekn</u>ɒlədʒɪ <u>krɑ:ft</u> ænd lɒɡɪeɪ ðə 'stʌdi <u>ɒv</u> 'sʌmθɪŋ/</p>

The student phonetic transcription	/ <u>tɪk</u> 'nɒlədʒɪ ɪz ə brɔ:d kɒn' <u>sæpt</u> ðæt <u>di:l</u> wɪð 'hju:mən æz wel æz 'lðər 'æniməl ' <u>speɪsɪz</u> 'ju:zɪdʒ ænd 'nɒlɪdʒ <u>ɒf</u> tu:lz ænd kra:fts ænd haʊ ɪt ə ' <u>fekt</u> ə ' <u>speɪsɪz</u> ' <u>ɑ:bɪlɪti</u> tə kən'trəʊl ænd ə'dæpt tə ɪts ɪn'vaɪərənmənt <u>tɪk</u> 'nɒlədʒɪ ɪz ə tɜ:m wɪð 'brɪ <u>dʒɪn</u> ɪn ðə <u>grek</u> <u>tɪk</u> nɒlədʒɪ <u>græf</u> ænd lɒgeɪ ðə 'stædi <u>ɒf</u> 'sæmθɪŋ/
---	---

Table 25: Student 11

The English spelling	But can also encompass broader themes, including systems, methods of organization, and techniques. The term can either be applied generally or to specific areas: examples include "construction technology", "medical technology", or "state-of-the-art technology".
The correct phonetic transcription	/ bʌt kæn 'ɔ:lsəʊ ɪn ' <u>kʌmpəs</u> 'brɔ:də <u>θi:mz</u> ɪn'klu:dɪŋ 'sɪst <u>ɪmz</u> ' <u>meθədz</u> <u>ɒv</u> ,ɔ:gən <u>əɪ</u> 'zeɪʃən ænd <u>tek</u> 'ni:ks ðə tɜ:m kæn 'aɪðə bi: ə'plɑɪd 'dʒenərəli ɔ: tu: spɪ'sɪfɪk 'eə <u>rɪəz</u> ɪg ' <u>zɑ:mplz</u> ɪn'klu:d kən'strʌkʃən <u>tek</u> 'nɒlədʒɪ ' <u>med</u> ɪkəl <u>tek</u> 'nɒlədʒɪ ɔ: steɪt <u>ɒv</u> <u>ði</u> <u>ɑ:t</u> <u>tek</u> 'nɒlədʒɪ/
The transcription of the student's reading	/ bʌt kæn 'ɔ:lsəʊ ɪn ' <u>kɒmpæs</u> 'brɔ:də <u>ðəmz</u> ɪn'klu:dɪŋ 'sɪst <u>em</u> ' <u>mɪ</u> θəd <u>ɒf</u> ,ɔ:gən <u>ɪ</u> 'zeɪʃən ænd <u>tɪk</u> 'ni:ks ðə tɜ:m kæn 'aɪðə bi: ə'plɑɪd 'dʒenərəli ɔ: tu: spɪ'sɪfɪk 'eə <u>rɪə</u> ɪg ' <u>zɑ:mpl</u> ɪn'klu:d <u>kɒn</u> 'strʌkʃən <u>tɪk</u> 'nɒlədʒɪ ' <u>mɪ</u> ɪkəl <u>tɪk</u> 'nɒlədʒɪ ɔ: steɪt <u>ɒf</u> ðə <u>ɑ:t</u> <u>tɪk</u> 'nɒlədʒɪ/

Table 26: Student 12

The English spelling	is often a consequence of science and engineering, although technology as a human activity precedes the two fields. For example, science might study the flow of electrons in electrical conductors, by using already-existing tools and knowledge.
The correct phonetic transcription	/ ɪz ' <u>ɒfən</u> ə 'kɒnsɪkwəns <u>ɒv</u> 'saɪəns ænd ,endʒɪ'nɪəriŋ ɔ:l ' <u>ðəʊ</u> tek'nɒlə <u>dʒɪ</u> æz ə 'hju:mən æk'tɪvɪtɪ prɪ'sɪ:dz ðə tu: fɪ:ldz fɔ:r ɪg'zɑ:mpl 'saɪəns maɪt 'stædi ðə fləʊ <u>ɒv</u> ɪ'lek <u>trɒnz</u> ɪn ɪ'lektrɪkəl kən'dʌktəz baɪ 'ju:zɪŋ ɔ:l'redi-ɪg'zɪstɪŋ tu:lz/

The transcription of the student's reading	/ ɪz 'nftən ə 'kɒnsɪkwəns ɒf 'saɪəns ænd ,endʒɪ'nɪəriŋ ɔ:l' ðu tek'nɒləʒɪ æz ə 'hju:mən æk'tɪvɪtɪ pri'si:dʒ ðə tu: fi:ldz fɔ:r ɪg'zɑ:mpl 'saɪəns maɪt 'stɑ:di ðə fləʊ ɒf ɪ'lekt reɒnz ɪn ɪ'lektrɪkəl kən'dʌktəz baɪ 'ju:zɪŋ ɔ:l' redɪ ɪg'zɪstɪŋ tu:lz/
---	--

Table 27: Student 13

The English spelling	Technology is a broad concept that deals with human as well as other animal species' usage and knowledge of tools and crafts, and how it affects a species' ability to control and adapt to its environment. Technologies are not usually exclusively products of science, because they have to satisfy requirements such as utility, usability and safety.
The correct phonetic transcription	/ tek 'nɒlədʒɪ ɪz ə brɔ:d ' kɒn sept ðæt di:lz wɪð 'hju:mən æz wel æz 'ʌðər 'æniməl 'spi:fɪ:z ' ju: zɪdʒ ænd 'nɒlɪdʒ ɒv tu:lz ænd kra:fts ænd haʊ ɪt ə'fekts ə 'spi:fɪ:z ə'bɪlɪtɪ tu: kən'trəʊl ænd ə'dæpt tə ɪts ɪn'vaɪərənmənt/ / tɪk 'nɒlədʒɪz ɑ: nɒt 'ju:zəʊli ɪks'klu: sɪv li ' prɒ dʌkts ɒv 'saɪəns bɪ'kɒz ðeɪ hæv tu: 'sætɪsfai rɪ'kwaɪəmənts sʌfj æz ' ju: 'tɪlɪtɪ ' ju:zə 'bɪlɪtɪ ænd 'seɪftɪ /
The transcription of the student's reading	/ tɪk 'nɒlədʒɪ ɪz ə brɔ:d kɒn' sept ðæt di:lz wɪð 'hju:mən æz wel æz 'ʌðər 'æniməl 'spi:fɪ:z ju: ' zi: dʒ ænd 'nɒlɪdʒ ɒv tu:lz ænd kra:fts ænd haʊ ɪt p 'fekts ə 'spi:fɪ:z ə'bɪlɪtɪ tu: kən'trəʊl ænd ə'dæpt tə ɪts ɪn'vaɪərənmənt/ / tɪk 'nɒlədʒɪz ɑ: nɒt 'ju:zəʊli ɪks'klu: zɪv li prɒ' de kts ɒf 'saɪəns bɪ'kɒz ðeɪ hæv tu: 'sætɪsfai rɪ'kwaɪəmənts sʌfj æz ' u 'tɪlɪtɪ ' u 'zɒbɪlɪtɪ ænd 'seɪftɪ/

Table 28: Student 14

The English spelling	As other animal species' usage and knowledge of tools and crafts, and how it affects a species' ability to control and adapt to its environment. The study of something, or the branch of knowledge of a discipline. The term can either be applied generally or to specific areas: examples include "construction technology", "medical technology".
The correct phonetic	/ æz 'ʌðər ' æ niməl ' spi: fɪ:z 'ju:zɪdʒ ænd 'nɒlɪdʒ ɒv tu:lz ænd kra:fts ænd haʊ ɪt ə'fekts ə ' spi: fɪ:z ə'bɪlɪtɪ tu: kən'trəʊl/

transcription	/ ðə 'stɑ:di ɒv 'sʌmθɪŋ ɔ: ðə brɑ:nɪʃ ɒv 'nɒlɪdʒ ɒv ə 'dɪsɪplɪn/ / ðə tɜ:m kæn 'aɪðə bi: ə'plaɪd 'dʒenərəli ɔ: tu: spɪ'sɪfɪk 'eəriəz ɪg'zɑ:mplz m'klu:d kæn 'strʌkʃən tek 'nɒlədʒɪ 'medɪkəl tek 'nɒlədʒɪ/
The transcription of the student's reading	/ æz 'ʌðər ænɪməl 'spɪsɪz 'ju:zɪdʒ ænd 'nɒlɪdʒ ɒf tu:lz ænd krɑ:fts, ænd haʊ ɪt ə'fektz ə 'spɪsɪz ə'bɪlɪti tu: kæn'trəʊl/ / ðə 'stɑ:di ɒv 'sʌmθɪŋ ɔ: ðə brɑ:nɪʃ ɒf 'nɒlɪdʒ ɒf ə 'dɪsɪplɪn/ / ðə tɜ:m kæn 'aɪðə bi: ə'plaɪd 'dʒenərəli ɔ: tu: spɪ'sɪfɪk 'eəriə ɪg'zɑ:mplz m'klu:d kɒn 'strʌkʃən tɪk 'nɒlədʒɪ 'mɪdɪkəl tɪk 'nɒlədʒɪ/

Table 29: Student 15

The English Spelling	Is a term with origins in the Greek technología, 'craft' and -logía, the study of something. Science is the reasoned investigation or study of phenomena, aimed at discovering enduring principles among elements of the phenomenal world by employing formal techniques such as the scientific method.
The correct Transcription	/ ɪz ə tɜ:m wɪð 'prɪdʒɪnz ɪn ðə gri:k teknɒlədʒi kɹɑ:ft ænd lɒdʒi ðə 'stɑ:di ɒv 'sʌmθɪŋ/ / kæn rɪ'fɜ: tʊ mə'tɪərɪəl 'ɒbdʒɪkts ɒv ju:s tə hju:'mænəti sʌfj æz mə'fi:nz 'hɑ:dweər ɔ: ju: 'tenslz bʌt kæn 'ɔ:lsəʊ ɪn'kʌmpəs 'brɔ:də θi:mz ɪn'klu:dɪŋ 'sɪstɪmz 'meθədz ɒv ɔ:gənərɪ'zeɪʃən ænd tek'ni:ks/ /'saɪəns ɪz ðə 'ri:znd ɪn 'vestɪ'geɪʃən ɔ: 'stɑ:di ɒv fi'nɒmɪnə eɪmd æt dɪs'kʌvərɪŋ ɪn 'dʒuərɪŋ 'prɪnsəplz ə'mʌŋ 'elɪmənts ɒv ðə fi'nɒmɪnl wɜ:ld bərɒm'plɔ:ɪŋ 'fɔ:məl tek 'ni:ks sʌfj æz ðə ,saɪən'tɪfɪk 'meθəd/
The transcription of the student's reading	/ ɪz ə tɜ:m wɪð 'ju:ɪdʒɪnz ɪn ðə gri:k teknɒlədʒi kɹɑ:ft ænd lɒdʒi ðə 'stɑ:di ɒv 'sʌmθɪŋ/ / ænd rɪfɜ: tʊ mə'tɪərɪəlz 'ɒbdʒɪkts ɒv ju:s tə hju:'mænəti sʌfj æz mæfɪnz 'hɑ:dweər ɔ: ʊ 'tenslz bʌt kæn 'ɔ:lsəʊ ɪn'kʌmpəsis 'brɔ:d θɪmz ɪn'klu:dɪŋ 'sɪstɪmz 'mɪθədz ɒv ɔ:gənərɪ'zeɪʃən ænd tɪk 'ni:ks/ /'saɪəns ɪz ðə 'ri:zənəd ʌn 'vɪstrɪ'geɪʃən ɔ: 'stɑ:di ɒv fi'nɒmɪnə eɪməd æt dɪs'kʌvərɪŋ ʌn 'd ɔ: rɪŋ 'prɪnsəplz ə'mʌŋ 'elɪmənts ɒv ðə fi'nɒmɪnl wɜ:ld bərɒm'plɔ:ɪŋ 'fɔ:məl tɪk 'ni:ks sʌfj æz ðə ,saɪən'tɪfɪk 'mɪθəd/

Table 30: Student 16

<p>The English spelling</p>	<p>and how it affects a species' ability to control and adapt to its environment. a term with origins in the Greek technología, 'craft' and -logía, the study of something, or the branch of knowledge of a discipline. Technology is often a consequence of science and engineering although technology as a human activity precedes the two fields.</p>
<p>The correct phonetic transcription</p>	<p>/ænd haʊ it ə'fektz ə 'spi:fi:z ə'bɪlɪti tə kən'trəʊl ænd ə'dæpt tə its m'vaɪərənmənt/ / tɜ:m wɪð 'brɪdʒɪnz ɪn ðə 'gri:k tek'nɒlədʒi kɹɑ:ft ænd lɒdʒi ðə 'stɑ:di nʌ 'sɑ:mθɪŋ ɔ: ðə brɑ:nʃ nʌ 'nɒlɪdʒ nʌ ə 'dɪsɪplɪn/ /tek'nɒlədʒɪ ɪz 'ɒfən ə 'kɒnsɪkwəns nʌ 'saɪəns ænd ,endʒɪ'nɪəriŋ ɔ:l'ðəʊ tek'nɒlədʒɪ æz ə 'hju:mən æk'tɪvɪti pri'si:dz ðə tu: fi:ldz/</p>
<p>The transcription of the student's reading</p>	<p>ænd haʊ it 'æfektz ə 'spi:sɪz ə'bɪlɪti tə 'kəntrəʊl ænd ə'dæpt tə its m'vaɪərənmənt/ / tɜ:m wɪð 'brɪdʒɪnz ɪn ðə 'gri:k tɪknɒlədʒi kɹɑ:ft ænd lɒdʒi ðə 'stɑ:di nʌ 'sɑ:mθɪŋ ɔ: ðə brɑ:nʃ nʌ 'nɒlɪdʒ nʌ ə 'dɪsɪplɪn/ / tek'nɒlədʒɪ ɪz 'ɒfən ə 'kʌnsɪkwəns nʌ 'saɪəns ænd ,endʒɪ'nɪəriŋ ɔ:l'ðəʊ tɪk'nɒlədʒɪ æz ə 'hju:mən æk'tɪvɪti pri'si:dz ðə tu: fɔldz/</p>

Table 31: Student 17

<p>The English spelling</p>	<p>can refer to material objects of use to humanity. hardware or utensils, but can also encompass broader themes. by employing formal techniques such as the scientific method.</p>
<p>The correct phonetic transcription</p>	<p>/ kæn rɪ'fɜ: tə mə'tɪəriəl 'ɒbdʒɪkts ɒv ju:s tə hju:'mænəti/ / 'hɑ:dweər ɔ: ju:'tenslz bʌt kæn 'ɔ:lsəʊ ɪn'kʌmpəs 'brɔ:də θi:mz / / baɪ ɒm'plɔɪɪŋ 'fɔ:məl tek'ni:ks sʌf æz ðə ,saɪən'tɪfɪk 'meθəd/</p>
<p>The transcription of the student's reading</p>	<p>/ kæn 'rɪfɜ: tə mə'tɪəriəl 'ɒbdʒɪkts ɒv ju:s tə hju:'mænəti/ / 'hɑ:dweər ɔ: ʌ'tensɪlz bʌt kæn 'ɔ:lsəʊ ɪn'kʌmpəs 'brɔ:də θi:mz / / baɪ ɒm'plɔɪɪŋ 'fɔ:məl tɪk'ni:ks sʌf æz ðə ,saɪən'tɪfɪk 'meθəd/</p>

II.2. Collection and Discussion of Students' Pronunciation Errors

We start by reporting all the pronunciation errors made by 17 University EFL students from the applied linguistics option. Table 32 reports the frequencies of the students' errors. Besides, figure 2 is a clear demonstration of those errors.

Table 32: Frequency of students' errors

	Vowel production	Consonants	Stress
St1	6	6	1
St2	16	9	2
St3	10	9	4
St4	6	5	1
St5	11	2	1
St6	12	5	3
St7	18	5	4
St8	17	6	2
St9	8	12	5
St10	9	7	2
St11	13	7	2
St12	2	4	0
St13	5	2	4
St14	8	5	0
St15	19	2	2
St16	9	5	3
St17	2	0	1
Frequencies	171	88	35
Total	294		

Table (32) presents the frequency of pronunciation errors that are found in Master two students' speeches. Besides, the table (33) bellow presents all the categories of errors made by

the participants. Thus, each category of errors is presented with its frequency and percentage, and then, it is demonstrated in figure (2).

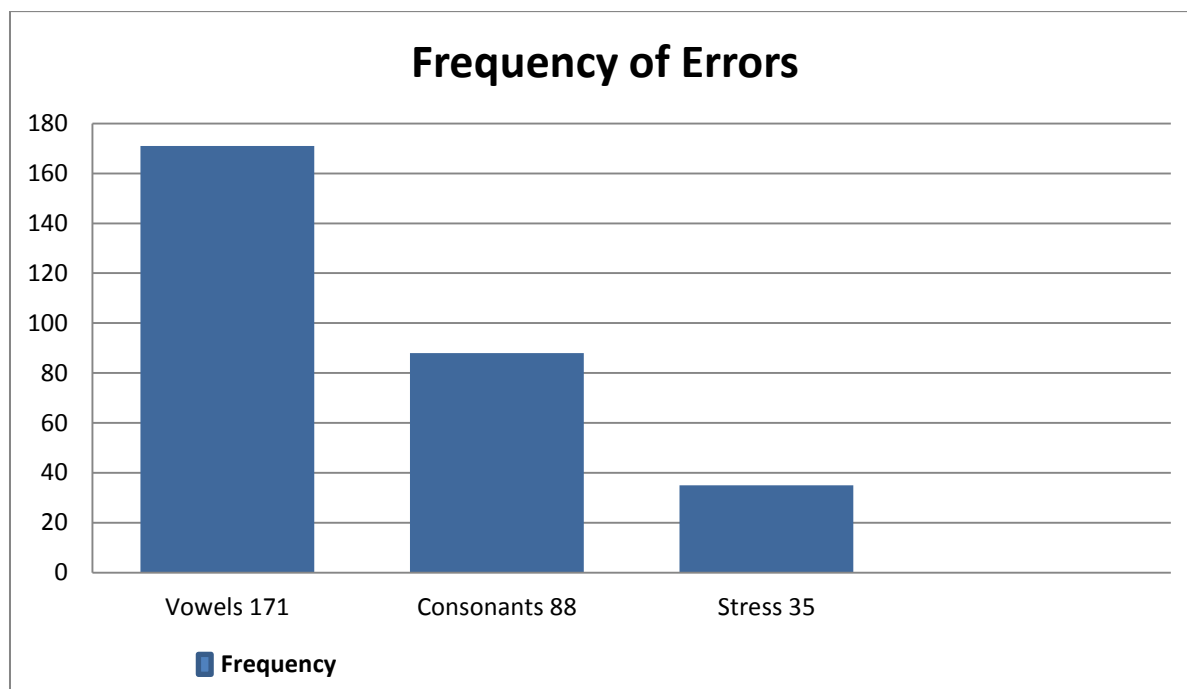


Figure2. Classification of Errors According to their Frequencies

Table 33: errors' categories in terms of frequencies and percentages

Error category	Vowel production	consonants	stress
Frequency	171	88	35
Percentage %	58.16%	29.93%	11.90%

Table 33 above presents the major errors made by 17 Master two students of applied linguistics. The pronunciation errors are collected from the students' reading of a text, and then are identified in terms of categories into three groups: vowel production, consonants, and stress placement. It is understood from the table that the major score of errors 58.16% is made by the students at the level of vowel production. Then, it is followed by errors at the level of consonants with 29.93%. After that, comes stress placement, where the students made less errors in comparison to vowels and consonants, with only 11.90%. To a better demonstration of pronunciation errors' categories, the following figure (3) demonstrates these errors categories according to their percentages.

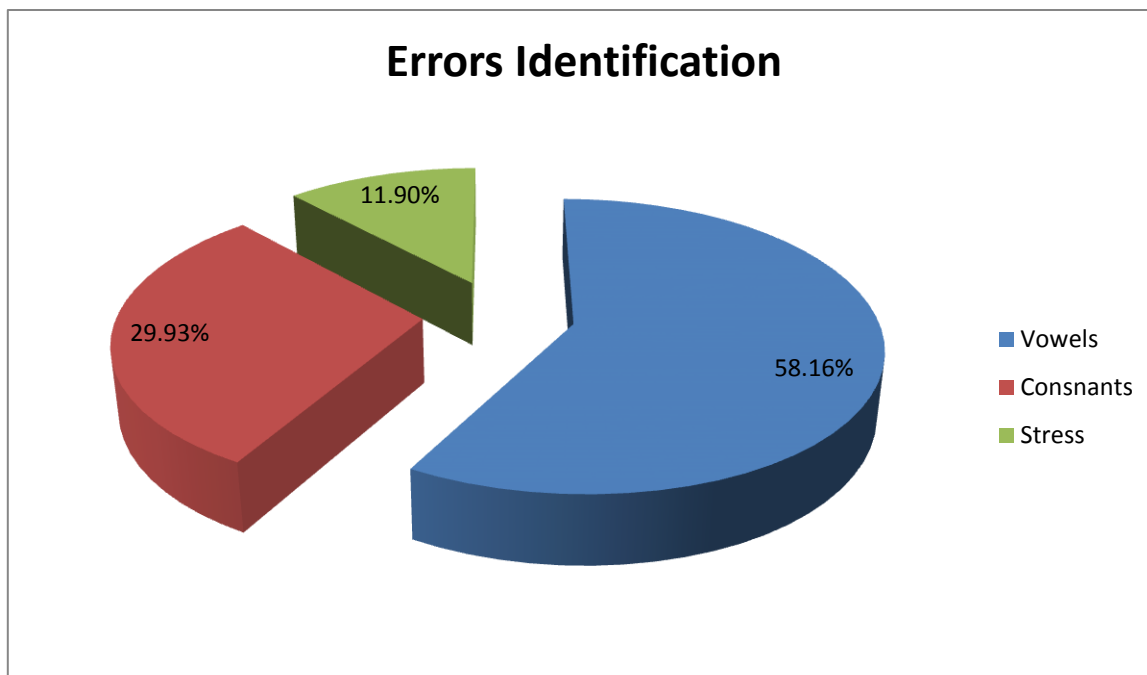


Figure3. Learners' Errors and their Categories

I.3. Error Identification and their correction

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

I.3.1.Errors at the level of vowel production

As it is showed in table 33, the highest score 58.16% of errors is at the level of vowel production. Furthermore, the following tables present different examples about the most produced errors at the level of vowels, namely long vowels, short vowels, and diphthongs.

Table 34: Examples of errors at the level of long vowels

Long Vowels	
The Error	The Correction
1- /sʌf æz mə'ʃɪnz 'hɑ:dweər ɔ: <u>ʊ</u> 'tenslz/	1- /sʌf æz mə'ʃɪ:nz 'hɑ:dweər ɔ: <u>ju</u> :'tenslz/
2- /'medɪkəl tek'nɒləʒɪ ɔ: steɪt ɒf ði ʒ:θ tek'nɒləʒɪ/	2- /'medɪkəl tek'nɒləʒɪ ɔ: steɪt ɒv ði <u>ɑ:t</u> tek'nɒləʒɪ/
3- /ænd hɑʊ ɪt ə'fekts ə'spi:ʃɪz ə'bɪlɪtɪ/	3- ænd hɑʊ ɪt ə'fekts ə'spi:ʃɪ:z ə'bɪlɪtɪ/
4- /bʌt kæn 'ɔ:lsəʊ ɪn'kʌmpəs 'brɔ:də <u>ðəmz</u> /	4- /bʌt kæn 'ɔ:lsəʊ ɪn'kʌmpəs 'brɔ:də <u>θi:mz</u> /

5- /sʌf æz ɪ 'tɪltɪ ju:zə'bɪlti ænd 'seɪftɪ/	5- /sʌf æz ju: 'tɪltɪ ju:zə'bɪlti ænd 'seɪftɪ/
6- /'ʌðər 'æniməl ' speisɪz 'ju:zɪdʒ ænd 'nɒlɪdʒ/	6- /'ʌðər 'æniməl ' spi:fɪ:z 'ju:zɪdʒ ænd 'nɒlɪdʒ/
7- /bʌt kæn 'ɔ:lsəʊ m'kʌmpəs ' braʊdə θi:mz /	7- /bʌt kæn 'ɔ:lsəʊ m'kʌmpəs ' brɔ:də θi:mz /
8- /ə strikt ,defɪ'nɪʃən ɪz ɪ 'lʊsɪv /	8- /ə strikt ,defɪ'nɪʃən ɪz ɪ 'lu:sɪv /
9- /tɜ:m wɪð 'brɪdʒɪnz ɪn ðə grɪk tɪknɒlədʒi/	9- /tɜ:m wɪð 'brɪdʒɪnz ɪn ðə grɪ:k tɪknɒlədʒi/
10- /ɪz ə brɔ:d 'kɒnsept ðæt dɪlz wɪð 'hju:mən /	10- /ɪz ə brɔ:d 'kɒnsept ðæt dɪ:lz wɪð 'hju:mən /

In table 34 above, there are ten (10) examples of pronunciation errors at the level of long vowels, made by 17 students. These errors are the most frequently occurring in the students' readings of the text. From a close sight to the examples, we understand that most of the participants have difficulties in pronouncing the long vowels, namely /i:/, /u:/, and /ɔ:/. Throughout the students' recorded readings, we have noticed that most of the participants substituted the long vowel /i:/ with a short vowel as in the examples "1, 3, 4, 8" above. Moreover, they produce the short vowel /ʊ/ instead of the long vowel /u:/ as in the example "1". Also, the diphthong /aʊ/ is produced instead of the long vowel /ɔ:/ in the example "7". Furthermore, we have noticed that the participants do not distinguish between a long vowel and a short vowel.

Table35: Examples of Errors at the Level of Short Vowels

Short Vowels	
The Error	The correction
1- / ɪ k' nɒlədʒɪ ɪz ə brɔ:d 'kɒnsept/	1- / te k' nɒlədʒɪ ɪz ə brɔ:d 'kɒnsept/
2- /ænd haʊ ɪt ʌ 'feks ə 'spi:fɪ:z ə bɪ:lɪ tɪ/	2- /ænd haʊ ɪt ʊ 'feks ə 'spi:fɪ:z ə bɪ lɪtɪ/
3- /m'klu:dɪŋ ' sɪstɛ mz 'meθədz ɒv ,ɔ:gənər'zeɪʃən ænd tek'ni:ks/	3- /m'klu:dɪŋ ' sɪstɪ mz 'meθədz ɒv ,ɔ:gənər'zeɪʃən ænd tek'ni:ks/
4- / kən 'str ʌ kʃən tek'nɒlədʒɪ ' mɛ dɪkəl	4- / kən 'str ʌ kʃən tek'nɒlədʒɪ ' mɪ dɪkəl

tek'nɒləʒɪ ɔ: steɪt ɒf ði ɜ:θ tek'nɒləʒɪ/ 5- /æz wɪl æz/ 6- /'æniməl 'spi:ʃi:z 'ju:zeɪdʒ ænd 'nɒlɪdʒ/ 7- /'ɒbdʒɪkts ɒv ju:z tu: hju:'mænəti/ 8. /hɑʊ'evə ə strikt dɪfɪ'nɪʃən ɪz r'lu:sɪv/ 9. /ðə brɑ:nʃ ɒv 'nɒlɪdʒ ɒv ə 'dɪsɪplɪn/ 10. / ,ɔ:gənər'zeɪʃən ænd tɪk'ni:ks/	tek'nɒləʒɪ ɔ: steɪt ɒf ði ɜ:θ tɪk'nɒləʒɪ/ 5- /æz wɛl æz/ 6- /'æniməl 'spi:ʃi:z 'ju:zɪdʒ ænd 'nɒlɪdʒ/ 7. /'ɒbdʒɪkts ɒv ju:z tə hju:'mænəti/ 8- /hɑʊ'evə ə strikt dɛfɪ'nɪʃən ɪz r'lu:sɪv/ 9- /ðə brɑ:nʃ ɒf 'nɒlɪdʒ ɒf ə 'dɪsɪplɪn/ 10- / ,ɔ:gənər'zeɪʃən ænd tɛk'ni:ks /
--	---

Table 35 above includes ten examples of the most problematic short vowels, which the students have difficulties with. These short vowels are /ɪ/, /e/, /ʌ/, and /ə/. Furthermore, it is clear from the table that the students have serious difficulties choosing the appropriate short vowel. Generally, they substitute the short vowel /e/ with the short vowel /ɪ/, as it is illustrated in the examples “1 and 5” above. Additionally, some students tend to produce long vowels instead of short ones, as in the word “ability” mentioned in the examples “2 and 4”. Also, the students pronounce some short vowels as diphthongs. This is clear from the example “6”. Thus, these pronunciation errors at the level of short vowels remain an obstacle between the students and their intelligibility.

Table 36: Examples of Errors at the Level of Diphthongs

Diphthongs	
The Error	The Correction
1- /'meθədʒ ɒv ,ɔ:gənɪ'zeɪʃən/ 2- /ðə tɜ:m kæn 'ɪðə bi: ə'plaɪd/ 3- /ə 'spi:ʃi:z ə'bɪlɪti tə kæn'trɔ:ɪl ænd ə'dæpt/ 4- /rɪ'fɜ: tə mə'tɪəriəl 'ɒbdʒɪkts/ 5- /bʌt kæn 'ɔ:lsɔ: ɪn'kʌmpəs/	1- /'meθədʒ ɒv ,ɔ:gənər'zeɪʃən/ 2- /ðə tɜ:m kæn 'aɪðə bi: ə'plaɪd/ 3- /ə 'spi:ʃi:z ə'bɪlɪti tə kæn'trəʊl ænd ə'dæpt/ 4- /rɪ'fɜ: tə mə'tɪəriəl 'ɒbdʒɪkts/ 5- /bʌt kæn 'ɔ:lsəʊ ɪn'kʌmpəs/

6- /bʌt kæn 'ɔ:lzu: m'kʌmpəs 'brɔ:də θi:mz/	6- /bʌt kæn 'ɔ:lsəʊ m'kʌmpəs 'brɔ:də θi:mz/
7. /ɔ:l'ðʊ tek'nɒlədʒɪ æz ə 'hju:mən æk'trɪvɪtɪ /	7. /ɔ:l'ðəʊ tek'nɒlədʒɪ æz ə 'hju:mən æk'trɪvɪtɪ /
8. /eɪmd æt dɪs'kʌvəriŋ ʌn'dʒ:riŋ 'prɪnsəplz	8. /eɪmd æt dɪs'kʌvəriŋ m'dʒuəriŋ 'prɪnsəplz

In the table 36 above, there are eight examples of pronunciation errors at the level of diphthongs. We have noticed that the students face difficulties in choosing the appropriate diphthong. They are commonly using short vowels and long vowels instead of diphthongs. Examples of the most problematic diphthongs include: /əʊ/, /aɪ/, /ʊə/, and /ɪə/. Moreover, the students use the long vowels /ɔ:/ and /u:/ to substitute the diphthong /əʊ/ as in the examples “3, 5, and 6”. Also, they substitute the diphthong /aɪ/ with either a short vowel as in the example “1” or with a long vowel, as in the example “2”. Additionally, few students fail to pronounce the diphthong /ʊə/ in a proper way; instead, they produce the long vowel /ɔ:/ as it is mentioned in the example “8”.

I.3.2. Errors at the Level of Consonants

The total number of consonants’ pronunciation errors as it is mentioned in table 32 is 88 errors, with a percentage of 29.93% which ranks it in the second position after vowels. Then, it is considered as the second category of errors that is highly made by master two applied linguistics students. The following table (37) below exemplifies some pronunciation errors at the level of consonants.

Table 37: Example of Errors at the Level of Consonants

Consonants	
The Error	The Correction
1- /ɪz 'ɒftən ə 'kɒnsɪkwəns ɒf 'saɪəns/	1- /ɪz 'ɒfən ə 'kɒnsɪkwəns ɒf 'saɪəns/
2- /mə'fɪ:nz 'hɑ:dweər ɔ: ju:'tenzɪlz/	2- /mə'fɪ:nz 'hɑ:dweər ɔ: ju:'tenslz/
3- /ju:s ɒf hju:mənə'tri: sʌt sʌz/	3- /ju:s ɒf hju:mənə'tri: sʌtʃ æz/
4- /'brɔ:də θi:mz m'glu:dɪŋ 'sɪstɪmz/	4- /'brɔ:də θi:mz m'klu:dɪŋ 'sɪstɪmz/
5- /ʃʌtʃ æz ðə ,saɪən'tɪfɪk 'meθəd/	5- /sʌtʃ æz ðə ,saɪən'tɪfɪk 'meθəd/

6- /mə'tʃi:nz 'hɑ:dweər ɔ: ju:'tenslz/	11- /mə'fi:nz 'hɑ:dweər ɔ: ju:'tenslz/
7- /ə strikt defɪ'nɪʃən ɪz ɪ'lu:zɪv/	12- /ə strikt defɪ'nɪʃən ɪz ɪ'lu:ʒɪv/
8- /ə 'spi:ʒi:z ə'bɪlɪtɪ tə kən'trəʊl/	13- /ə 'spi:fi:z ə'bɪlɪtɪ tə kən'trəʊl/
9- /tek'nɒləʒɪ kæn rɪ'fɜ:	14- /tek'nɒlədʒɪ kæn rɪ'fɜ:/
10- /'nɒlɪdʒ ɒf tu:lz ænd krɑ:fts/	6- /'nɒlɪdʒ ɒv tu:lz ænd krɑ:fts/

Table 37 above, shows some examples of the students' pronunciation errors at the level of consonants. After analysing the students' speeches, we find that there are some specific consonants, with which the students find difficulties in pronunciation. These consonants include the following consonant sounds: /v/, /ʒ/, /s/. Additionally, the students pronounce some silent letters in different words as in the example (1). From the example (2), we understand that the students substitute the alveolar fricative /s/ with the postalveolar fricative /ʒ/. Furthermore, other consonant sounds are pronounced in different ways. For instance, the sound /s/ is substituted with /z/ or /ʒ/ sound in many words, as in the examples "2, 5, and 7". Even though the score of errors at the level of consonants is not high, but it represents a challenge for the students. Almost in all the recorded speeches we find at least two errors at the level of consonants.

I.3.3. Errors at the Level of Stress

The total number of errors related to stress placement is 35 with a percentage of only 11.90%. This category of errors represents the least category of pronunciation errors that are made by the EFL students. These errors are made either by changing the place. i.e., stressing the wrong syllable, or by omitting the stress.

Table 38: Examples of Errors at the Level of Stress placement

Stress	
The Error	The Correction
1- /ə brɔ:d kɒn'sept/	1- /ə brɔ:d 'kɒnsept/
2- /'æniməl spi:'fi:z/	2- /'æniməl 'spi:fi:z/
3- /ɒv ju:s tə 'hju:mænəti/	3- /ɒv ju:s tə hju:'mænəti/
4- /,ɔ:gənər'zeɪʃən ænd 'teknɪks/	4- /,ɔ:gənər'zeɪʃən ænd tek'ni:ks/
5- /'æniməl 'spi:fi:z ju:'zeɪdʒ/	5- 'æniməl 'spi:fi:z 'ju:zɪdʒ/

6- /'tɪknɒlədʒɪ kæn rɪ'fɜː/	6- /tek'nɒlədʒɪ kæn rɪ'fɜː/
7- /tə mə'tɪəriəl ɒb'dʒɪkts/	7- /tə mə'tɪəriəl 'nɒdʒɪkts/
8- /sʌʃ æz 'mæʃiːnz/	8- /sʌʃ æz mə'ʃiːnz/
9- /ɪ'luːsɪv tek'nɒlədʒɪ kæn 'rɪ:fɜː/	9- /ɪ'luːsɪv tek'nɒlədʒɪ kæn rɪ'fɜː/
10- /'meθədʒ ɒv ɔːgənɪzeɪʃən/	10- /'meθədʒ ɒv ,ɔːgənɪ'zeɪʃən/

Table 38 above, illustrates ten examples of the main errors made by the students at the level of stress placement. The table shows that in almost all the recorded speeches there are 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. Also, it is obvious that the students tend to change both the vowel and the stress accompanying the vowel, as in the examples “5, 6, 8, and 9”.

III. Conclusion

In this section, we have presented the results of the present study. The total number of pronunciation errors made by 17 students is 294 errors. This number of errors shows that pronunciation represents a challenge for EFL learners. Furthermore, these errors are classified into three categories (table 33), and they are classified from the high frequent to the less frequent.

After identifying and classifying the errors, the results show that Bejaia University EFL students have many pronunciation errors. These errors are first, at the level of vowels. Second, at the level of consonants, and third, at the level of stress. Furthermore, the results show that vowel errors are the most problematic issue of Bejaia University 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 a good or a very good pronunciation. Also, the majority of them assumed that they face problems mainly in the stress placement and few errors in vowels. 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: vowels with a high percentage, consonants with a considerable percentage, and stress with a low percentage. After discussing the results and answering the research questions we state that the hypothesis upon which the investigation is based is confirmed.

Section Two: Limitations, Implications, and Suggestions for Further Research

In this study, we assume that pronunciation errors are a major issue for Master 2 EFL students. Moreover, they produce different errors at the levels of vowels, consonants, and stress placement. Since we have confirmed our hypothesis and we reached interesting findings concerning EFL learners' attitudes and pronunciation difficulties. The present section is devoted to the limitations of the study, and then, it provides teachers and students with some implications to be used in the classroom. At the end, it concludes with suggestions for further research.

I. 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 the participants involved in the study is the first limitation we have faced. Master II applied linguistics option consists of only a group of 20 students and the data were collected from only 17 students as the whole sample of the study. Additionally, results of the study are limited to only females because we could make an appointment for making recordings with only two males.

The second limitation is that we spent a long period of time 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 a 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.

II. Implications

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 of phonetics 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. **Engaging learners in role-play sessions:** Students should be given the opportunity to prepare role-plays or dialogues, in order to be presented in front of the class. This kind of activities push learners to check up the correct pronunciation of words and sounds. This would certainly improve their pronunciation.
5. **Making the students aware about 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.
6. **Teaching phonetics and Phonology module for an enough period of time:** Teaching features of English pronunciation for a short period of time is not enough for learners to raise their awareness about all the aspect 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.

III. Suggestions for Further Research

In the light of the limitations of the present study, future studies can be conducted in the same area of pronunciation errors, taking into consideration the following suggestions. First, other researchers can investigate the sources behind such errors in a detailed way. Second, since the present study contains a big number of females participants unlike males and the data is collected from a small group of students, future researchers may conduct studies with larger samples of population in order to make the generalization of the results easy. Third, other data collection tools might be used to support the findings such as teachers' interview.

In this section, we have presented the limitations of the study that we have encountered along the period of investigation. After that, we have dealt with implications for both EFL

teachers and learners. Finally, we have provided some suggestions for future researchers who will conduct research on similar topics.

In this chapter, we have introduced the most common pronunciation errors that are made by Master II EFL students of applied linguistics. These errors are divided into three categories, namely vowels, consonants, and stress using tables and figure in order to show the frequencies and percentages of errors. Moreover, our hypothesis is confirmed through the analysis of the samples of speeches and the questionnaire. Besides, we come to the conclusion that master II EFL students face pronunciation difficulties mainly at the level of vowels.

General Conclusion

The present research has investigated the pronunciation errors made by Master 2 EFL students at the University of Bejaia. In this study, we hypothesized that EFL learners encounter difficulties with English sound system, and they produce errors at the level of English pronunciation. Also, we suggested that the main problematic areas of errors are at the levels of vowels, consonants, and stress. For the research objectives, we have aimed at identifying the common errors made by Master two students and finding implications and solutions to improve the learners' pronunciation. To reach the main objectives of the study, we have opted for two data collection tools: a corpus of recordings and a students' questionnaire.

The present study is composed of four chapters. The first two chapters are theoretical. and the second two chapters are practical. The first theoretical chapter aimed at explaining the different variables of the present study. The second theoretical chapter aimed at exploring and presenting some of the previous studies that are related to the present study. The third chapter is a practical one where we described the study including the participants, design and methods, data collection tools, and the procedures. The second practical chapter aimed at presenting the results and discussing the findings.

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' questionnaire. Accordingly, the findings we have interpreted from both questionnaire and recordings showed that the participants make a great deal of pronunciation errors at different levels of pronunciation. Also, results showed that the majority of participants made errors, firstly, at the level of vowels and secondly, 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 a less exposure to the target language.

By the end of our research, we provided some implications for both teachers and learners. First, teachers should provide a special care and attention to their way of teaching phonetics and phonology and the techniques used to explain all the features of pronunciation. Also, they should encourage learners to listen to native speakers in order to improve their pronunciation, in addition to provide enough time for the teaching of pronunciation features in a detailed way. On the other hand, learners are required to give much more importance to their

pronunciation and should not focus only on mastering grammar and vocabulary. They should develop their pronunciation through different activities that are new and effective.

To overcome the limitations of the present study, we have provided some suggestions for future researchers. We suggested a replication of the study with a large population including both genders. Moreover, it is important to give much focus on the factors affecting learners' pronunciation.

References

- Alqarni, A. A. (2013). *The Realization for the English Voiceless Post Alveolar Affricate /tʃ/ in Najdi Saudi ESL Learners Production*. US. Southern Illinois University Carbondale.
- Avery, P., & Ehrlich, S. (1992). *Teaching American English Pronunciation: A Text Book and Reference Manual on Teaching the Pronunciation of North American English, Written Specifically for Teachers of English as a Second Language (ESL)*. Oxford: Oxford University Press.
- Avery, P., & Ehrlich, S. (2013). *Teaching American English Pronunciation*. Oxford: Oxford University Press.
- Al Zarka, A. M. E-S. (2013). *The Pronunciation Errors of L1 Arabic Learners of L2 English: The Role of Modern Standard Arabic and Vernacular Dialects Transfer* (MEd Thesis, British University in Dubai, Dubai, UAE).
- Bekleyen, N. (2011). Pronunciation Problems of the Turkish EFL Learners. *Electronic Journal of Social Sciences*, 10 (02), 94-107.
- Benzies, Y. J. C. (2013). Advanced Spanish University Student' Problems With The Pronunciation of English Vowels: Identification, Analysis and Teaching Implications. Retrieved from http://www.ual.es/odisea/Odisea14_Calvo.pdf
- Binturki, T. A. (2008). Analysis of Pronunciation Errors of Saudi ESL Learners (Master's thesis, Southern Illinois University: US).
- Brown, H. D. (2007). *Principles of Language Learning and Teaching* (5th ed.). NY: Pearson Education.

- Catford, J. (1950). *Intelligibility*. *English Language Teaching Journal*, 1(1), 7-15.
- Celce-Murcia, M., Brihton, D.M., & Goodwin, J. M. (1996). *Teaching Pronunciation: A Reference for Teachers of English to Speakers of Other Languages*. Cambridge: Cambridge University Press.
- Celce-Murcia, M., Brihton, D.M., Goodwin, J. M., & Grinner, B. (2010). *Teaching Pronunciation: A Course Book and Reference Guide* (2nd ed.). Cambridge: Cambridge University Press.
- Corder, S. P. (1967). The Significance of Learners' Errors. *International Review of Linguistics*, 5, 161-170.
- Corder, S. P. (1973). *Introducing Applied Linguistics*. England: Penguin Books.
- Crystal, D. (2008). *A Dictionary of Linguistics and Phonetics* (6th ed.). USA: Blackwell.
- Cruz, N. C. (2003). An Exploratory Study of Pronunciation Intelligibility in the Brazilian Learners' English. *The ESPecialist*, 24 (2), 155-175.
- Dale, P., Poms, L. (2005). *English Pronunciation Made Simple*. NY: Pearson Education.
- Dornyei, Z. (1998). Motivation in Second and Foreign Language Learning. *Language Teaching*, 31 (3), 117-135.
- Ellis, R. (1994). *The Study of Second Language Acquisition*. Oxford: Oxford University Press.

- Ellis, R. (1986). *Understanding Second Language Acquisition*. Oxford: Oxford University Press.
- Geylanioglu, S., & Dikilitas, K. (2012). Pronunciation Errors of Turkish Learners of English: Conceptualization Theory as a Teaching Method. *The journal of language teaching and learning*, 2(1), 38-50.
- Gilakjani, A. P. (2011). A study on the situation of Pronunciation Instruction in ESL/EFL Classroom, *Journal of Studies in Education*, 1 (1), 2162-6952.
- Gilakjani, A.P. (2012). A study of Factors Affecting EFL Learners' English Pronunciation Learning and the Strategies for Instruction. *International Journal of Humanities and Social Science*, 2 (3).
- Hago, O. E. (2015). The Pronunciation Problems Faced by Saudi EFL Learners at Secondary School. *Educational linguistic research*, 1(2), 3277-1356.
- Hashemian, M. (2011). An Analysis of Pronunciation Errors of Iranian EFL Learners. *TJRELT* , 1(1), 5-18. TJRELT, 1(1), 5-18.
- Hassan, E.M.I. (2014). Pronunciation problems: A case study of English language students at University of science and technology. *English language literature studies journal*, 4(4), 1925-4768.
- Harmer, J. (2001). *The Practice of English Language Teaching* (3rd ed.). Harlow, UK: Pearson Education.

- Haynes, J. (2007). *Getting Started with English Language Learners: How Educators can Meet The Challenge*. Virginia, USA: Association for Supervision and Curriculum Development.
- Hismanoglu, M.(2012). Teaching Word Stress to Turkish EFL (English as a Foreign Language) Learners Through Internet- Based Video Lessons. *US-China Educational Review*, Retrieved from <http://ojs.academypublisher.com/index.php/jltr/article/viewFile/jltr0502262273/8627>
- Hojati, A. (2013). An Investigation of in The Oral Performance of Advanced- Level Iranian EFL Students. *Mediterranean journal of social sciences*, 4(4).
Doi: 10. 5901/mjss.2013.v4n4p171.
- James, C. (1998). *Errors in Language and Use: Exploring Error Analysis*. Malaysia: Addison Wesley Longman.
- Khansir, A. A. (2012).Error Analysis and Second Language Acquisition. *Theory and Practice in Language Studies*, 2 (5), 1027-1032.
- Kelly, G. (2000). *How to Teach Pronunciation*. England: Pearson Education.
- Krashen, S.D. (1982). *Second Language Acquisition and Second Language Learning*. Cambridge: Cambridge University Press.
- Krashen, S. D. (2013). *Second Language Acquisition: Theory, Applications and Some Conjectures*. Cambridge: Cambridge University Press.
- Larsen-Freeman, D., Anderson, M. (2013). *Techniques and Principles in Language Teaching* (3rd ed.). Oxford: Oxford University Press.

- Lee, N., (1990). Notions of “Error” and Appropriate Corrective Treatment. *Hong Kong Papers in Linguistics and Language Teaching*, 13(14), 55-70.
- Lennon, P. (1991). Error: Some Problems of Identification and Distinction. *Applied Linguistics*, 12 (2), 96-180.
- Littlewood, W. T. (1984). *Foreign and Second Language learning: Language Acquisition Research and its Implications for the Classroom*. Cambridge: Cambridge University Press.
- Mahon, Mc. A. (2002). *An Introduction to English Phonology*. Edinburgh: Edinburgh University Press.
- Mathew, I. (2005). *Errors in Pronunciation of Consonants by Learners of English as a foreign Language whose First Languages are Indonesian, Gayo and Acehnese*. Monash: Monash University Linguistics .
- Mirzaei, M., Araghi. S. M., & Hasannejad, M. R. (2009). *A Phonological Analysis of Errors Made By Iranian Intermediate EFL Learners: A focus on Prosodic Features*. Retrieved from www.hltmag.co.uk/aug14/mart02.rtf
- Nosratina, M., & Zaker, A. (2014). An Analysis of Iranian EFL Learners’ Pronunciation Errors. *International journal of language learning and applied linguistics world*, 5(3), 97- 108.
- Odlin, T. (1989). *Language Transfer: Cross- Linguistic Influence in Language earning*. Cambridge: Cambridge University Press.

- Richards, J. c., & Schmidt, R. (2010). *Longman Dictionary of Language Teaching and Applied Linguistics* (4th ed.). Malaysia: Pearson Education.
- Roach, P. (1991). *English Phonetics and Phonology: A practical Course* (2nd ed.). Cambridge: Cambridge University Press.
- Saville-Troike, M. (2006). *Introducing Second Language Acquisition*. Cambridge: Cambridge University Press.
- Sedláčková, K. (2009). Non-Native Acquisition of English Pronunciation in Spanish Speakers (Diploma Thesis, University of Masaryk, Brno, Czech Republic). Retrieved From: http://is.muni.cz/th/160409/pdf_m/DIPL.IS.pdf
- Tajeldin, A. (2011). *Speech Intelligibility Problems of Sudanese Learners of English: An experiential Approach*. Showak: Soedan .
- Taylor, J.R. (1997). *An Introduction to Error Analysis: The study of Uncertainties in Physical Measurements* (2nd ed.). Sausalito, California: University Science Books.
- Tergujeff, E. (2013). *English Pronunciation Teaching in Finland*. Jyväskylä: Jyväskylä University Printing House.
- Zhang, Q. M. (2009). Affecting Factors of Native-Like Pronunciation: A literature review. *Education and Research of Korea*, 27(2), 33-52.

Appendices

Appendix 1: The Text given to the Students in Order to Read it

Technology is a broad concept that deals with human as well as other animal species' usage and knowledge of tools and crafts, and how it affects a species' ability to control and adapt to its environment. Technology is a term with origins in the Greek *technología*, 'craft' and *-logía*, the study of something, or the branch of knowledge of a discipline. However, a strict definition is elusive; "technology" can refer to material objects of use to humanity, such as machines, hardware or utensils, but can also encompass broader themes, including systems, methods of organization, and techniques. The term can either be applied generally or to specific areas: examples include "construction technology", "medical technology", or "state-of-the-art technology".

The distinction between science, engineering and technology is not always clear. Science is the reasoned investigation or study of phenomena, aimed at discovering enduring principles among elements of the phenomenal world by employing formal techniques such as the scientific method. Technologies are not usually exclusively products of science, because they have to satisfy requirements such as utility, usability and safety. Engineering is the goal-oriented process of designing and making tools and systems to exploit natural phenomena for practical human means, often (but not always) using results and techniques from science. The development of technology may draw upon many fields of knowledge, including scientific, engineering, mathematical, linguistic, and historical knowledge, to achieve some practical result.

Technology is often a consequence of science and engineering — although technology as a human activity precedes the two fields. For example, science might study the flow of electrons in electrical conductors, by using already-existing tools and knowledge. This new-found knowledge may then be used by engineers to create new tools and machines, such as semiconductors, computers, and other forms of advanced technology. In this sense, scientists and engineers may both be considered technologists; the three fields are often considered as one for the purposes of research and reference.

Appendix 2: The Students Questionnaire

Questionnaire for students

Dear students

This questionnaire is a tool for investigating learners' mastery of English pronunciation and their attitudes towards errors in their pronunciation, which is a Master research work. We will be very grateful if you provide us with full and honest answers or tick the appropriate answer among the provided ones. Your answers will be kept anonymous and will be only used for research purpose.

(Circle the appropriate answer)

Questions:

1. Age:
2. Gender:
3. For how long have you been learning English?years.
4. In your opinion, speaking very good English means:
 - a- Speaking fluently without any pronunciation errors.
 - b- Speaking correctly without grammatical mistakes.
5. For how many years have you studied phonetics?
 - a- One semester
 - b- One year
 - c- Two years
 - d- Others.....
- 6- In your point of view, how good is your English pronunciation?
 - a- Excellent
 - b- Very good
 - c- Good
 - d- Average
 - e- Weak

7- How important is phonetics in improving pronunciation?

- a- Very important
- b- Important
- c- Not important

8- Explain

9- How often pronunciation errors occur in your speech

- a- Always
- b- Often
- c- Some times
- d- Rarely

9-The most problematic area in your English pronunciation is:

- a- Vowels
- b- Consonants
- c- Stress
- d- Intonation

10. Explain how.....

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

Word?

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

12. In a class of phonetics, how did you work with the teacher of this module?

- a- I have worked with phonetic transcriptions
- b- I have check the correct pronunciation in a dictionary
- c- The teacher pronounced the words and i imitated him.
- d- The teacher corrected me when I miss pronounced words.
- e- Others.....

13. Below are three examples of the same word. Which one of the examples has the stress placed on the correct syllable? (Capital letters = stressed

Syllable)

- a- UNhealthy
- b- unHEALTHy
- c- unhealthyY

- a- inCREDible
- b- INcredible
- c- IncredIBL

- a- PRONunciation
- b- proNUNciation
- c- pronunciaTION

14. Mentioned below are English words written in phonetic transcription,

What does it say? (Write the English word in each line)

- a- [laɪt].....
- b- [θɪŋk].....
- c- [ðeɪ].....
- d- [ledʒəbl].....

15. In the following **phrase**, the main stress is on the second part.

I was born in that green **house**. a- Yes

b- No

.....

Thank you,

Résumé :

La présente étude examine les erreurs de la prononciation des apprenants d'Anglais comme Langue Etrangère (ALE) à l'université de Bejaia. Les sujets de l'étude sont les master deux linguistique appliquée et l'enseignement de la langue Anglaise. Dans cette étude, nous avons l'intention d'examiner si les apprenants ALE ont des difficultés de prononciation ou non lorsque l'on parle la langue cible. Par conséquent, nous avons l'intention de mettre en évidence les domaines principaux d'erreurs, afin d'éclaircir cette question et d'aider les enseignants et les apprenants à surmonter ces difficultés. Aussi, donner une grande importance aux activités de prononciation, pour le but de rendre les apprenants conscients des différentes réalisations des sons d'Anglais et les caractéristiques de prononciation. Pour atteindre cet objectif, la chercheuse a opté pour une méthodologie mixte basée sur des méthodes quantitatives et qualitatives. La méthode qualitative consiste en l'analyse des discours enregistrés de 17 étudiants, alors que, la méthode quantitative se compose d'un questionnaire pour les étudiants. Les résultats de l'étude ont montré que les participants font un grand nombre d'erreurs de prononciation. En plus, les erreurs des participants ont été classés en trois catégories : les erreurs au niveau des voyelles, des erreurs au niveau des consonnes, et des erreurs au niveau de l'accent. Après cela, nous avons conclu notre recherche en proposant des solutions et des implications pour les enseignants et les étudiants, afin de surmonter ces erreurs de prononciation.