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The Importance of Pronunciation in English Language Learning
A Case Study of First Year LMD Students at Abdelhamid Ibn Badis
University of Mostaganem

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Dedication

To my dear and precious parents

To all my brothers and sister

To all my friends

To all people who know me

To all people who support me

To all people whom I love

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Initially, I am genuinely thankful for Allah the most graceful and the most compassionate the almighty who has provided me with lots of blessings and surrounded me with peace and stability.

I would like to express my deepest appreciation and special thanks to my supervisor Mrs. Ouali Farida for her guidance and advice, her encouragement and patience.

I wish also to express my sincere gratitude to all teachers of English Department, who did their best to provide us with the fundamental knowledge of the English Language. Finally, I hope that this paper will open the door for further scientific researches.

Abstract

The current study investigates the importance of pronunciation in English language learning at Abdelhamid Ibn Badis University of Mostaganem. Since the time devoted to phonetics is not enough at the level of first year which in turn led to lack of practice of pronunciation an urgent need to conduct this research to show the importance of pronunciation in adequately learning the English language. In light of this problem, the research's aim is to highlight the crucial role of pronunciation in improving learners' English language and in the development of English speaking skills. To achieve this aim and confirm the research hypothesis which insist on the importance of pronunciation in learning English, besides to, learners' learning styles and strategies as well teacher student relationships, a questionnaire is administered for the teachers of phonetics and first year English LMD students; the questionnaire intends to reflect both teachers and students attitudes about the importance of pronunciation and to raise their awareness about it so as to focus on it in phonetics module; it seeks also to see whether students use learning styles and strategies or not. The analysis of the findings demonstrated that both teachers and students are highly aware about the significance of the pronunciation, but due to a range of inappropriate working circumstances, pronunciation is not sufficiently and efficiently practiced; in fact it is dealt with more theoretically which can be the main cause of learners' pronunciation errors and negative attitudes towards phonetics learning. Accordingly, it is recommended that phonetics should be given the time and the materials required.

List of Abbreviations

CPH: Critical Period Hypothesis

Fig: Figure

EFL: English as a Foreign Language

FL: Foreign Language

L1: Mother Tongue/ First Language

L2: Second language

TL: Target Language

LMD: License Master Doctorate

VS: Versus

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General Introduction

The ultimate aim of learning English as a foreign language or as a second language for the majority of adult learners is to communicate effectively; namely, to have an accurate accent that enable them to understand and to be understood by others. In our present life English becomes a vehicle for international communication and any communication process requires that the speaker and the listener understand each other, otherwise it breaks down. One of the most important factors to ensure effective communication is good pronunciation without which communication is hard or even impossible. Having good knowledge of grammar and lexis is crucial, but a good pronunciation is the most important since it can cover gaps in other aspects of language such as grammar. Most first-year students are aware of the importance of pronunciation but they complain about the insufficiency of time devoted to it. Moreover, the concept of good pronunciation does not necessarily refer to native-like pronunciation but it is to be understood.

Pronunciation is a major tool by which a message can be transmitted clearly. Learning English language means learning its phonology, vocabulary, grammar, syntax, and even the culture of TL. This research is devoted to pronunciation -its importance in learning English language- and learning styles and strategies as well as relationship between teacher and students. The goal of learning pronunciation is not to sound like native speakers, but learning the core elements of the spoken language so that students will be understood by others on one hand and to negotiate meaning on the other hand. Pronunciation plays an important role in helping second or foreign language learners to acquire the basis of English' phonological rules and to improve their speaking skills. Hence pronunciation is the most important tool by which a message can be conveyed and also it reflects our identity. Furthermore, in the learning of English pronunciation there are many factors that contribute to it such as age, motivation, aptitude (phonetic ability), attitude, exposure to the target language, and the native language. This study seeks to shed the light on the importance of pronunciation in the

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English language learning. Moreover, it aims at reflecting both teachers and students' attitudes towards the importance of Pronunciation, learning styles and strategies and teacher student relationship. The reason behind this study is to show the significance of pronunciation because I have noticed that pronunciation is not given much more time by phonetics teachers. However, all phonetics teachers confirm that pronunciation is very crucial in learning English but the insufficiency of time disallow them to focus on it more.

EFL students learn English language by using multiple of learning strategies and styles in order to be good learners. In addition to this, good language learners use effective learning strategies that help them in developing their mental abilities as well allow them to accomplish the higher level of proficiency. Eventually, the relationship between teacher and student is the pillar of any learning and teaching process. So, the following research questions are put:

1. To what extent is pronunciation important in English language learning?
2. Do students use effective learning strategies and styles in their learning?
3. Does a good teacher student relationship have an effect on students' learning of English?

This study will focus on the importance of pronunciation, the learning styles and strategies as well as the relationship between teacher and his/her students. In this respect, the first hypothesis presumes that first year students are aware of the importance of pronunciation in improving their English language. The second hypothesis assumes that learners may use effective learning strategies and styles in order to facilitate their learning. The third hypothesis believes that a good relationship between teacher and his/her students may affect positively students' leaning of English in general and pronunciation in particular. The significance of this study is set, first, to show that pronunciation is a very significant and influential area in the overall process of language teaching and learning; that is why it should be given priority and immense importance by both students and teachers. However, the phonetics module is given little time at the level of first year at Abdelhamid Ibn Badis University of Mostaganem.

General Introduction

This research is conducted aiming at drawing attention to the importance of pronunciation that ease the learning and the acquisition of phonological rules of English.

To answer the research questions and test the hypotheses, the study is divided into three chapters:

The first chapter (Literature Review) will represent definition of pronunciation, features of English pronunciation, the importance of pronunciation, pronunciation and identity, pronunciation and intelligibility, and factors affecting the learning of pronunciation.

The second chapter (Learning Styles and Strategies) is a general review on different learning styles and learning strategies. First, it will define the learning strategies and learning styles with mentioning types of each one. Then, it will handle characteristics of learning strategies and characteristics of a good language learner; lastly, it will deal with teacher-student relationship.

The third chapter (The Field Work) is devoted to the analysis of the research findings provided by both teachers' and students' questionnaires. As long as the aim of this research is to show the importance of pronunciation in English Language Learning, the suitable method seems to be the descriptive one. In order to answer the research questions and confirm the hypothesis of the current investigation, a questionnaire was addressed to both teachers and first year English students at Abdelhamid Ibn Badis University.

This study aims to show the importance of pronunciation in English language learning as well as the learning styles and strategies of learners.

Chapter One

Literature Review about Pronunciation

Introduction

English has become the language for international communication in order to meet the demands of the present society. Therefore, students of English need to pay more attention to the importance of pronunciation in enhancing their English language. Unfortunately, phonetics course is given a little time by the English Department of Mostaganem since First-year LMD students study only one hour and half per week. For that reason, many English students still not able to remove the fossilized pronunciation mistakes, achieve a high level of pronunciation in relation to both the segmental and suprasegmental features of English pronunciation, improve speaking skills in terms of both accuracy and fluency, and improve pronunciation skills.

The aim of learning pronunciation is not to sound like native speakers, but learning the core elements of the spoken language so that students can be understood by others on one hand and to negotiate meaning successfully on the other hand.

The learning of English pronunciation influences by internal (age, motivation, aptitude, and attitude) and external (exposure to the target language, the learners' native language) factors which can support or hinder students to achieve better pronunciation learning.

1.1 Definitions of Pronunciation

There are many definitions for pronunciation. Pronunciation refers to the production of sounds that we use to convey meaning. It comprises attention to the particular sounds of a language (segments), aspects of speech beyond the level of the individual sound, such as intonation, phrasing, stress, timing, rhythm (suprasegmental aspects), voice quality, and in its broadest definition, attention to gestures and expressions that are closely related to the manner we speak a language. A broad definition of pronunciation includes both suprasegmental and segmental features. Although these aspects of pronunciation are different but they all work in combination when we speak, and are therefore usually best learned as an integral part of spoken language. Burgess and Spencer (2000:191) define pronunciation as “the practice and meaningful use of target language phonological features in speaking, supported by practice in interpreting those phonological features in TL discourse that hears”. They noticed that, in pronunciation it is naturally to practice listening and speaking by interpreting and producing phonological features correspondingly. So pronunciation as a skill includes both recognition and production. For Cook (1996 cited in Pourhosein Gilakjani, 2016) defined pronunciation as the production of English sounds. Pronunciation is learnt by repeating sounds and correcting them when produced incorrectly. Paulston & Burder (1976), “pronunciation is the production of a sound system which doesn’t interfere with communication either from the speakers’ or the listeners’ viewpoint”. “Pronunciation is the way of uttering a word in an accepted manner” (Otlowski, 1998).

1.2 Features of English Pronunciation

Pronunciation includes suprasegmental and segmental features. Although they are different aspects but they complement each other when we speak, and are therefore habitually learned as an integral part of spoken language. Therefore, students need to practice them

correctly. The former approaches of pronunciation have often focused on segmental aspects rather than suprasegmental aspects. The recent pronunciation approaches have supposed that suprasegmental aspects of pronunciation may have the most result on intelligibility for some speakers, in fact learners benefit from attention to both aspects.

1.2.1 Suprasegmental Features of Pronunciation

Jenkins (2002) emphasizes that effective communicative pronunciation competence can be achieved more through improving suprasegmental production in preference to segmental. Linking, intonation and stress are important features for effective pronunciation at the suprasegmental level (Burns, 2003).

1.2.1.a Stress

Most teachers support that stress should be the starting point of teaching pronunciation. Stress refers to the prominence given to certain syllables within words, and to certain syllables or words within utterances. It is signaled by volume, force, pitch change and syllable length. One noticeable feature of English is the reduced nature of unstressed syllables. Hence, not only are stressed syllables longer, louder, more forceful and at different pitch, but unstressed ones are often different in quality. Stress is important at three different levels:

- Word level- multisyllabic words have one or more syllables that are stressed.
- Sentence level- the most important words tend to be stressed.
- Contrastive stress- the most important words carry greater stress.

1.2.1.b Intonation

Intonation is a part of language system. We produce melodies by changing the frequency of the vocal cords, mostly at the accented syllable. We recognize falling and rising

tunes of different length-long fall and short fall, long rise – and short rise and a combination of these tunes (Kreidler, 2004, p.163). Intonation, or change of pitch, is important in showing speaker meaning, specifically interpersonal attitudes. Intonation changes are tightly related to stress. Students need to be aware of pronunciation features so as to avoid misunderstanding with native speakers of English. Intonation can be defined as the way the voice goes up and down according to the context and meanings of the communication.

Burns (2003), “even where learners produce minor inaccuracies in vocabulary and grammar, they are more likely to communicate effectively when they have good pronunciation and intonation”.

1.2.1.c Linking

Linking refers to the way the last sound of one word is joined to the first sound of the next word. To produce connected speech, we run words together to link consonant to vowel, consonant to consonant, and vowel to vowel, also shorten some sounds and leave others out altogether.

- Consonant to vowel e.g. an-Australian-Animal.
- Consonant to consonant e.g. next-week.
- Vowel to vowel e.g. Where (r) are you?
- Sounds that are left out e.g. Does (-h) e like?

1.2.2 Segmental features of pronunciation

Learning to pronounce the sounds of English is a salient part of learning pronunciation in English. Many learners may face complexity with particular sounds. According to Seferoglu (2005), “segmental aspects of the sound system include individual vowels and

consonants’’. Some studies focus on studying segmental phonology in preference to suprasegmental features, “because segmental phonology is relatively more easily explained and taught than the suprasegmental features”(Coniam, 2002).

The sound system of English is made up of phonemes, and these are vowels, diphthongs (combinations of two vowel sounds), triphthongs (combinations of three vowel sounds) or consonants.

1.2.2.a Vowels

Small (2005:49) defines vowels as “phonemes that are produced without any appreciable constriction or blockage of the airflow in the vocal tract”.

Vowel sounds are articulated as single sounds. They can be short (like in cat) or long (like in car). Vowels are usually described in terms of:

- Length, although remember that length depends on stress, and that even short vowels In English may appear rather long when stressed.
- The position in the mouth in which they are made (in terms of their position from high to low and front to back).
- The degree to which the lips are rounded, spread or neutral.

English may have many more vowel sounds or longer vowels than the learners’ first language, and so learners need to pay more attention when listening to vowel sounds, and should know how to distinguish between them as well as how they should produce them in the mouth.

1.2.2.b Consonants

A more detailed definition is provided by the Longman Dictionary of Language Teaching and Applied Linguistics which defines a consonant as:

A consonant is a speech sound where the airstream from the lungs is completely blocked (Stop), partially blocked (Lateral) or where the opening is so narrow that the air escapes with audible friction (Fricative). With some consonants (Nasals) the airstream is blocked in the mouth but allowed to escape through the nose (Schimt, 2002, p.19).

Consonants are made by causing a blockage or partial blockage in the mouth. Consonant sounds can be voiced or unvoiced. Consonants can be described in terms of place of articulation (i.e. the place of sound in the mouth), the manner of articulation (i.e. how sounds are produced, articulated), and the position of vocal cords (i.e. whether they vibrate or not). Consonant sounds may appear together and form clusters in English that can be somewhat a difficulty for learners of English.

1.3 The Importance of Pronunciation:

Having a good pronunciation of the English language can help in normal communication, particularly intelligibility (Derwing and Munro, 2005). First, sound is important because it is used as part of a code of a particular language. In this sense, we can talk about pronunciation as the production and reception of sounds of speech. Second, sound is important because it is used to achieve meaning in contexts of use, so the way we speak instantly conveys something about ourselves to people around us.

Pronunciation is so crucial because students need it to speak understandable English in real life contexts when communicating with both native speakers and non-native speakers of English. Even if students' grammar and vocabulary are excellent, if their pronunciation is

poor and hard to be understood, they will be unsuccessful in communication. Hence, pronunciation is an important skill that enables students to communicate successfully in English. It is not difficult to see the importance of pronunciation in a foreign language (FL) and its classrooms (Brown, 2002).

If a student has poor and incomprehensible pronunciation, a successful communication cannot place even if s/he has fluent speech with precise grammar and vocabulary use. Similarly, if a student is not aware of the phonological features of the foreign language (FL), so it will hard for the receiver to understand what the interlocutor means, thus leads to unsuccessful negotiating meaning.

Furthermore, studies have shown how important it is for learners of a foreign language (FL) to have a good pronunciation. Without a clear pronunciation, communication is unworkable because it causes misunderstanding with both native speakers and non-native speakers of English in one conversation. Good pronunciation may direct to a positive psychological disposition (i.e. feelings of confidence, self-assurance or lack of inhibition) which can help in maximizing the learning opportunities.

Fraser (2000:7) stated that “pronunciation is the aspect that most affects how the speaker is judged by others, and how they are formally assessed in other skills”. That means students with poor pronunciation may be judged as incompetent, uneducated or lacking in knowledge. Thus, students ‘learning about the target language pronunciation helps them develop their abilities to understand spoken English. Moreover, pronunciation skill may contribute in developing the other skills, as Wong demonstrated that a lack of knowledge of pronunciation could even affect students ’reading and spelling.

Brown (1991) maintains that “no one would deny the importance of pronunciation as a contributor towards learners’ proficiency in English”. One cannot deny the importance of pronunciation and the role it plays in language use as well as in language learning.

1.4 Pronunciation and Identity

As human beings, we are individuals, but we cannot forget that we belong to the same speech community. Thus by almost everything we do consciously or unconsciously convey something about ourselves and relate to others. Thus for establishing our identity, the language we use is not only to communicate but also to establish a sense of community.

Jones (2001) said that “the way people speak (accent) reveals who they are (identity)”. Pronunciation is one of the major determinants of identity construction, intentionally or not, manipulate it either to diverge from or converge towards the target speech communities. Hence, there are delicate and complex interrelationships between pronunciation (accent) and identity through which “language (in particular pronunciation) becomes a determinant of identity construction and individuals manipulate it to exaggerate or downplay their identity” (Jones, 2001). Moreover, the relationship between native-like accent and identity can be seen in two distinct dimensions. First, ‘convergence’ when language learners accommodate their speech to that of the interlocutor in order both to be liked and understood and to proclaim themselves members of the interlocutors’ communities (Giles and Coupland, 1991, Cited in Jenkins, 2000; and Jenkins, 2002). Second, divergence in which the language learners try to distance their speech from that of the interlocutor (Jenkins, 2002) in order to keep their own in-group identity intact and stay loyal to their speech communities (Gatbonton et al., 2005).

Learners who converged in the target speech community, they may be seen as unfaithful to their own speech community by native speakers of English. “Speaking with a foreign accent identifies the other as a member of an out-group and is likely to evoke negative

stereotypes” (Bresnahan et al., 2002), because “accent has been deemed one of the most effective markers of identity” (Seidlhofer, 2001; Sifakis & Sougari, 2005).

On one hand, a foreign accent can place the learner outside the power game in the native speaker community, and may therefore be an affirm rather than a handicap. On the other hand, power is not the only defining feature of social relations, but there is also solidarity. By adapting his or her (students) accent to that of the native speaker community, the student may express solidarity with that community.

The motivation for this maybe integrative if the learner wishes to be accepted by the target speech community as an ‘honorary member’. Furthermore, it may be seen as unpleasant to oblige students to conform to an alien code of conduct. It may even be seen as forcing them to eliminate their own identity. Pronunciation is so much a matter of self-image that while students may prefer to keep their accent intentionally in order to retain their self-respect.

As it stated by Porter & Garvin (1989:15) “learners should be given what they want, which underlines the necessity to find out what they want”. However, giving learners what they want may not always be possible or desirable, but it is apparent that students’ attitudes should be taken into account in pronunciation as well as other aspects of language. Eventually, it can be said that pronunciation is closely interlinked with individual and social identity as well as pronunciation expresses a sense of individual identity. In sum, particular ways of speaking can be seen as an asset in identity, therefore careful consideration needs to be giving to both the feasibility and the desirability of forcing students into a mould of accurate pronunciation based on native speaker norms.

1.5 Pronunciation and Intelligibility

In today's increasingly international world, it is not only necessary to understand what other English speakers say but it is also crucial to make your own speech intelligible for the others. Each speaker and listener carries the responsibility to be understood; each must make an effort to understand (Berns, 2008, p.329).

It is often said that what is important for learners is to acquire an accent which is “intelligible” or to achieve “comfortable intelligibility” (Kenworthy 1987:3).

The general aim of these goals is for the learner to develop spoken English that is easy to understand, serves the learner's individual needs, and allows a positive image of himself as a speaker of a foreign language. According to Morley (1991:488), “Intelligible pronunciation is an essential component of communication competence”. That is to say, the most important thing for learners is to be understood by both native speakers and non-native speakers of English and not to have native-like accent. Additionally, Anna Baker & Sharou Goldstein (1990) claimed “...the primary objectives of the most language learners are to understand and to be understood-to hear and speak clearly- crucial for meeting these objectives is the ability to recognize and pronounce the sounds of the target language...”. Therefore, teachers need to give much more importance and time to pronunciation teaching in classrooms because their students will speak with both native and non-native English speakers outside the classroom or their own country.

1.6 Factors Affecting the Learning of Pronunciation

Many things contribute to learning pronunciation, from students' ages, motivation, aptitude and attitude—which depend on the learners themselves—to the exposure of the target language and the students' first language—which are outside factors.

1.6.1 Age Factor

The age is a crucial factor in acquiring a new language. Biologically, it has determined period of life when language can be acquired more easily and beyond the period language learning is more and more difficult to acquire.

Critical Period Hypothesis (CPH) was proposed by Lenneberg in 1967, which claimed that there is a critical age period for language learning (perhaps around puberty). If learners do not learn a foreign language at early age, they cannot attain a better pronunciation than those who learn a foreign language at a proper age.

Adult learners of a foreign language tend to have limited opportunities to use language in meaningful situations. Moreover, adult learners often have the habit of expecting relatively complex language already at the early stages of learning, and difficulties might lead to feelings of embarrassment (Lightbown and Spada 2001:36).

Odisho (2003) “Age as a biological factor does not predetermine overall success in learning a language, even if native-like mastery might for most be an improbable result” (p.11).

1.6.2 Motivation

Motivation is some kind of internal drive which pushes someone to do things in order to achieve something. As H Douglas Brown points out, a cognitive view of motivation includes factors such as the need for exploration, activity, stimulation, new knowledge, and ego enhancement (Brown 2000:160-166). There are two types of motivation:

1-Extrinsic motivation is caused by any number of outside factors, e.g., the need to pass an exam, or the possibility to travel.

2-Intrinsic motivation, by contrast, comes from within the individual. Thus, a person might be motivated by the enjoyment of the learning process itself or by a desire to make himself or herself feel better. The learners' motivation and the desire to be integrated in the target language and be an indistinguishable member of the target society (known as integrative motivation) serves as a very strong factor to help learners acquire native-like or near-native pronunciation (Celce-Murcia et al., 1996).

It is said high learning motivation can facilitate language learning and lower learning motivation can influence language learning. Consequently, if the learners have highly motivation to have a better pronunciation, they will become more excited to take part in the activities and become able to distinguish the sounds of the target language, and take hold of any opportunities for using the target language.

1.6.3 APTITUDE (Phonetic Ability)

In fact, there are some learners who have an aptitude for language learning and seem to attain a good pronunciation than others. Aptitude plays an essential role in learners' pronunciation improvement. Nevertheless, it does not mean that learners who have higher aptitude will be successful but the others will not.

Saville-Troike (2006) and Carroll (1965, 1981 cited in Celce- Murcia, 2009) cite another kind of traits that constitute language aptitude:

1. Phonemic coding ability: the ability to differentiate code and recall foreign sounds.
2. Grammatical sensitivity: the capacity to analyze language and to discover rules.
3. Inductive language learning ability: the ability to acquire a language through exposure.
4. Memory: the ability to memorize language aspects.

Celce-Murcia, Briton, and Goodwin (1996) pointed out some learners are in fact fairly balanced in these four traits (phonetic coding ability, grammatical sensitivity, inductive language learning ability, and memory), whereas others have very strong patterns of strength and weakness. Learners weak in phonemic coding ability would therefore have much more difficulty achieving a readily intelligible pronunciation than those with high aptitude in this domain. Teachers need to be sensitive to such learner differences and not expect all learners to achieve the same level of success in the same amount of time (p.17).

1.6.4 Attitude

This is also another important factor affects the pronunciation of EFL learners in a bad way if the learners have negative attitudes for the target language community or they are introvert learners. In others words, students who have some prejudices on the target language and its member, this outlook will have an effect on their approach to the language. On one hand, students who are shy and introvert they do not like to engage in classroom activities, so they cannot develop their pronunciation. On the other hand, courageous or extrovert students have more chance to improve their pronunciation. Students' attitude toward the foreign language has an efficient role in pronunciation learning. If the learner has positive attitudes for the target language, s/he can easily achieve pronunciation that is more accurate.

Learning can be associated with negative attitudes towards the target language culture or its members; this may seriously affect learners' involvement in the classroom and its activities, their determination to progress and continue in the language learning process (Gardner & Lambert, 1972; Oller et al., 1977, 1978; Chihara & Oller, 1987; Gardner, 1985 cited in Steinberg & Sciarini, 2006).

1.6.5 Exposure to the Target Language

Students' pronunciation learning is also influenced by how much English they have a chance to hear in their daily lives. Learners who live in an English-speaking country where they are always surrounded by the language will be more familiar with the sounds and melodies they are trying to imitate than those who live in non-English speaking environment. They will have no chance or opportunity to use the target language in a real environment or even to hear it unless during English classes for a few hours per week.

Kenworthy (1987:6) mentions that exposure can be a contributory factor, but it cannot be a whole and necessary factor for the development of pronunciation. If a learner is aware of the necessity of being exposed to the target language, s/he should make use of its opportunities. If the learner does that, s/he will be more successful in case of improving his/her pronunciation. The best ways of being exposed would be native speakers, videos shows, films, cds, radio or TV programs, computer assisted language teaching programs, and etc. In addition, the amount of exposure is crucial and it must make the students creative and active, not passive and dull. Therefore, the dose of exposure must be adjusted with caution.

Teachers should always encourage learners to be exposed to the English language, not only to enhance their pronunciation but also to develop the other language aspects such as grammar, and vocabulary (Celce-Murcia al.2009). Teachers should maximize their students' opportunities of exposure by providing adequate authentic models of English inside the classroom; also, teachers should make sure that their learners have enough chance for exposure outside the classroom.

1.6.6 The Native Language factor

A learner's first language (L1) has a strong influence on the way he or she learns the pronunciation of a second language (L2) or foreign language (FL). Often this influence is helpful, such as when some sounds are very similar in the two languages.

Learners of a language speak the target language in a different way: sometimes slightly different and sometimes highly different than the native speakers' do, which we call "foreign accent", the nature of which is determined to a large extent by a learner's native language (Avery & Ehrlich, 1987:9). This is called native language interference or language transfer. In sum, the native language is a crucial factor in learning English pronunciation.

Conclusion

Pronunciation is an integral part of foreign language learning and it is seen as one of the most difficult skill for EFL learners to master. The nature of English pronunciation is complicated, so it can be challenging and difficult for EFL students, especially when learners' native language sound system is different from the target language (our case is English). The goal of pronunciation has changed from native-like accent mastery to intelligible pronunciation since pronunciation is the only tool by which a message can be conveyed intelligibly. English pronunciation learning can be interfered with a range of internal and external factors that may affect positively or negatively students' pronunciation mastery in one hand. On the other hand, English pronunciation mastery is not impossible especially when learners are highly motivated in learning pronunciation. To conclude, pronunciation plays an essential role in improving the learners' English language.

Chapter Two

Learning Styles and Strategies

Introduction

Language learning styles and strategies are among the main factors that help to determine how students learn a second or a foreign language. They are key variables influence the students' ability to learn. The chapter is a general review on different learning styles and learning strategies. First, it will define the learning strategies and learning styles with mentioning types of each one. Then, it will handle characteristics of learning strategies and characteristics of a good language learner; lastly, it will deal with teacher-student relationship.

2.1 Definition of Learning Strategies

Learning strategies are “operations employed by the learner to aid the acquisition, storage, retrieval, and use of information...(they are) specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations” (Oxford, 1990, p. 8).

As Wenden (1987a:7-8) says, “Learning strategies are the various operations that learners use in order to make sense of their learning”. It means that learning strategies have a big influence in the process of learning and they are very helpful for learners since they facilitate learning”.

Schumaker and Deshler (2006) define a learning strategy as “an individual’s approach to a task. It includes how a person thinks and acts when planning, executing, and evaluating performance on a task and its outcomes”.

Learning strategies are defined as “specific actions, behaviors, steps, or techniques - such as seeking out conversation partners, or giving oneself encouragement to tackle a difficult language task - used by students to enhance their own learning” (Scarcella & Oxford, 1992, p. 63). Thus, Learning strategies are techniques used by students in order to improve their learning and to facilitate it. Learners who choose an appropriate strategy that fit their

learning styles as well as relate it to the target language (TL) task are more successful in their own learning than others who do not do that.

2.1.1 Types of learning strategies

Six major groups of learning strategies have been identified by Oxford (1990). Alternative taxonomies have been offered by O'Malley and Chamot (1990) and others. They are cognitive, metacognitive, memory strategies, compensatory, affective, and social.

2.1.1.1 Cognitive strategies

Cognitive strategies means how students think about their learning and it allow the learner to control the language material in direct ways, e.g. reasoning, analyzing, note-taking, summarizing, synthesizing, outlining, reorganizing information to build up stronger schemas (knowledge structures), practicing in naturalistic settings, and practicing structure and sounds properly. They are mental processes which enable learners to deal with the information given in tasks and materials by working on it in different way.

Cognitive strategies are procedures that involve manipulation or transformation for the target language (Oxford 1990).

Cognitive strategies mean constructing and revising internal mental models and involving manipulation or transformation of the target language by the learner.

2.1.1.2 Metacognitive strategies

Metacognitive strategies permit learners to take control of their cognition and they involve planning, arranging, focusing, and evaluating their learning. Metacognitive strategies mean how students manage their own learning.

Oxford (2003) metacognitive strategies as —identifying one's own learning style, preferences and needs, planning for an L2 tasks, gathering and organizing materials, arranging a study space and schedule, monitoring mistakes, and evaluating task success, and evaluating

the success of any type of learning strategy —(p.12). Metacognitive strategies are techniques of managing the learning process and dealing with the task perfectly.

Metacognitive strategies have a crucial effect on the cognitive strategies since Purpura (1999) found that metacognitive strategies had "a significant, positive, direct effect on cognitive strategy use, providing clear evidence that metacognitive strategy use has an executive function over cognitive strategy use in task completion" (p. 61).

Metacognitive strategies is planning for learning which mean reflecting about learning and how to make it successful .They are all about self monitoring during the learning process and assessment of how successful learning has been after working on language in some way.

2.1.1.3 Memory strategies

Memory strategies are all about remembering and retrieving new information, they relate to how students remember language. In addition, memory strategies help in forming mental connection, relating images and sounds, reviewing well, and using action.

2.1.1.4 Compensatory strategies

Compensatory strategies allow students to make up for limited knowledge like using mime, synonyms, paraphrases, and cognate words from their first language to maintain conversation.

Compensatory strategies mean guessing intelligently and overcoming restriction in speaking and writing (e.g., guessing from the context in listening and reading; using synonyms and “talking around” the missing word to assist speaking and writing; and firmly for speaking, using gestures or pause words).

Cohen (1998) asserted that compensatory strategies that are used for speaking and writing (often known as a form of communication strategies) are intended only for language use and must not be considered to be language learning strategies. Compensatory strategies are all about using the language regardless of lack of knowledge.

2.1.1.5 Affective strategies

Affective strategies is recognizing one's affective behaviors and knowing how to administer them, e.g. lowering anxiety, encouraging one's self, taking risks etc.

Affective strategies such as identifying one's mood and anxiety level, talking about feelings, rewarding oneself for good performance, and using deep breathing or positive self talk. In other words, they allow student to regulate feelings, motivation, and emotions.

2.1.1.6 Social strategies

Social strategies mean learning by cooperating and interacting with others. In addition, they assist the learner to work with others besides understand both the target culture and language (e.g. asking for clarification of a confusing point, talking with native speaker, asking for aid in doing a language task. Social strategies push learners interact with each other or use affective control to support learning, it is when learners cooperate and work with each other as group so as to share information, get feedback, and fulfill the task at hand.

In sum, social strategies are all about collaboration and teamwork; also, they aim to rise up the spirit of union, solidarity, cooperation, sharing, negotiation and assistance.

2.1.2 Characteristics of Learning Strategies

When learners learn the target language they make efforts to learn a second language which are called "learning strategies" that mirror their own personal way of learning and learners are free of charge to follow one strategy or to join many strategies so as to speak to his teacher and class members. Consequently, good language learners use effective learning strategies that assist them in enhancing their mental abilities as permit them to achieve the preferred level of proficiency. Felder and Soloman (1992) stated some advantages of learning strategies; we point out some of them in the following:

- Learning strategies contribute in promoting communicative competence in addition to grammatical, socio-linguistics, discourse and strategic competence.

- They make the learner self-directed when they control and manage their own learning.
- They are problem oriented; each strategy is used as a response to a particular problem.
- They are specific action and response taken by learner because of specific needs, for example to guess meaning of word. In contrast of learning styles, personality, or motivation are general aspects.
- They involve the cognitive, social and effective aspects of the learners.
- They sustain and promote learning both directly and indirectly.
- They are not always observable because they can be also invisible.
- They are conscious because strategy training helps learners to be aware of the appropriate strategy use at the right time and place. In other words, it becomes to the learners automatic.
- They can be thought through strategy training.
- They are flexible, because the learner is free to choose the strategy he wants and he can combine many strategies.
- They are influenced by different factors such as sex, age, learning style, motivation, and purpose for learning, task requirement and stages of learning.

2.2 Learning Styles

Learning styles are the general approaches –for instance, global or analytic, auditory or visual –that students use in acquiring a new language or in learning any other subject. These styles are “the overall patterns that give general direction to learning behavior” (Cornett, 1983, p. 9). “Learning style is the biologically and developmentally imposed set of characteristics that make the same teaching method wonderful for some and terrible for others” (Dunn & Griggs, 1988, p. 3).

Learning styles generally operate on a continuum or on multiple, intersecting continua. For example, a person might be more extraverted than introverted, or more closure-oriented than open, or equally visual and auditory but with lesser kinesthetic and tactile involvement. Few if any people could be classified as having all or nothing in any of these categories (Ehrman, 1996).

According to Molightbown (2006, p. 59), “learning style has been used to describe an individuals’ natural habitual and preferred way of absorbing, processing, and retaining new information and skills”.

Hewitt defined learning style (2008, p. 50), “as the qualitative difference among individuals’ habits, preferences, or orientation towards learning and studying”.

EFL students' learning styles mean techniques, behaviors, actions, habits and steps employed by learners learning English as a Foreign Language to improve and develop their different language skills: speaking, listening, reading, and writing. Moreover, the term learning style refers to the general approach preferred by the student when learning a subject, acquiring a language, or dealing with a difficult problem (Oxford 2001; Reid 1998).

2.2.1 Types of Learning Styles

2.2.1.1 Sensory Preference

Sensory preferences can be divided into four main parts: visual, auditory, kinesthetic (movement-oriented), and tactile (touch-oriented). Sensory preferences refer to the physical, perceptual learning channels with which the student is the most comfortable.

Visual students like to read and attain a great deal from visual stimulus. For them, lectures, conversations, and oral sessions without any visual backup can be very perplexing.

Visual learners learn best from what they see such as pictures, films, diagrams, and charts. Those visual learners have some difficulty to process information which is presented verbally.

On the contrary, auditory students feel at ease without visual contribution and thus get pleasure and profit from lectures, conversations, and oral sessions. They are motivated by classroom interactions in role-plays and parallel activities. Auditory learners understand best from the information which is spoken and written and thus they need to express verbally what they learn, however they sometimes, have difficulty with written work.

Kinesthetic and tactile students like lots of movement and enjoy working with concrete things, collages, and flashcards. Sitting at a desk for very long is not for them; they like better having repeated breaks and moving around in the classroom. Kinesthetic and tactile learners like learning by experience and being involved physically in classroom experiences.

Tactile learning “suggests learning with one’s hands through manipulation or resources, such as writing, drawing, building a model, or conducting a lab experiment” (Kinsella, 1995, p. 172).

2.2.1.2 Personality types

Personality type (often called psychological type) is a construct derived from the work of psychologist Carl Jung. Personality type is another aspect of learning style which consists of eight types of learners: extrovert vs. introvert, intuitive, sensory, thinking, feeling, closure-oriented/Judging, Open/Perceiving.

2.2.1.2 a. Extrovert vs. Introvert Learners

Extroversion and introversion are a part of a continuum. Extroverts are sociable and impulsive. They seem to dislike solitude, take risks, impulsive. Whereas, introverts are introspective, quiet, retiring and reserved. An extrovert is the one who receive energy from outside sources, whereas an introvert is more concerned with the inner world of ideas and is more likely to be involved with solitary activities. This trait does not just describe whether a person is outgoing or shy, but considers whether a person prefers working alone or feels energized and at home working in a team (Dawaele and Furnham 1999).

Extrovert learners get their most energy from the external world and they want interaction with people as they have many friends. Whereas, introvert learners derive their power from the interior world as they are looking for solitude and tending to have just few friends. Extrovert and introvert learners can work together with the assistance of the teacher by giving chance to both introvert and extrovert to discuss and participate equally in the classroom.

2.2.1.2 b. Intuitive Learners

Intuitive learners think in theoretical, extensive, and important ways, they are good at creating theories and new possibilities. In addition to that, they prefer to learn by their own selves. Intuitive learners get bored by details, and welcome complications and dislike repetition.

2.2.1.2 c. Sensory Learners

Sensory learners like facts rather than theories and tend to solve problems. They prefer to be guided by specific instruction from the teacher and look for consistency. They dislike surprises, complications and lessons which have no clear link with the real world. Sensory learners are good at memorization and practice.

To teach both intuitive and sensory learners through offering them a range of choices sometimes extremely organized structure for sensory learners and sometimes enhancement activities for intuitive learners.

2.2.1.2 d. Thinking Learners

Thinking learners are oriented toward the stark truth, even if it hurts some people's feelings. They want to be viewed as competent and do not tend to offer praise effortlessly – even though they might secretly wish to be praised themselves and sometimes they seem isolated.

2.2.1.2 e. Feeling Learners

Feeling learners value other people in very personal way as they show empathy through words, not just behaviors. However, they often wear their hearts on their sleeves as they want to be respected for their personal contribution. Teacher of L2 or FL can assist thinking learners express their empathy to their feeling classmates and he can propose that feeling learners can tone down their emotional expression while working with thinking learners.

2.2.1.2 f. Closure Oriented /Judging Learners

Closure-oriented students want to achieve judgments or completion rapidly and want clarity as soon as possible. These students are serious, hardworking learners who like to be given written information and enjoy specific tasks with deadlines. Sometimes their desire for closure hampers the development of fluency (Ehrman & Oxford, 1989). They like to be given written information and enjoy specific task with deadliness too.

2.2.1.2 g. Open / Perceiving Learners

Open oriented/judging desire to stay accessible for new perception and they take L2 learning less seriously, treating it like a game to be enjoyed rather than a set of tasks to be finished.

Closure and open learners afford a good balance for each other in the L2 classroom and in fact the good teacher construct cooperative group that contain both types and they can profit from cooperation from each other.

2.2.1.3 Desired Degree of Generality

This aspect contains two kinds of learning style: global and analytic learners. Global learners like interactive communicative actions in which they accentuate on the main idea and evade analysis of grammatical details as they are comfortable even when they do not have all the data and they sense free to estimate it from the context.

Analytic students tend to focus on grammatical details and frequently avoid more free flowing communicative activities. Because of their concern for exactness, analytic learners characteristically do not take the risks necessary for presuming from the situation except if they are quite sure of the correctness of their speculations. The global student and the analytic student have much to learn from each other.

2.2.1.4 Biological Differences

Learning style can also be connected to biological reasons such as: biorhythms, sustenance, and location.

Biorhythms mean the time when students feel good and do their best to learn. Some L2/FL learners are morning people while others do not want to begin learning until the afternoon and still others who are creatures in the evening.

Sustenance mean the need for food or drink while learning .There are some learners who do not feel comfortable without a chocolate bar, a cup of coffee, or a soda in hand.

Location involves the nature of the setting, temperature, lighting, sound, and even the fairness of the chair to learn. The biological aspects of L2/FL learning style are often forgotten, but watchful teachers can often make accommodations and compromises when required.

2.3 Characteristics of a Good Language Learner

A number of current studies on language learning styles and strategies have tried to define the “Good” language learner. Brown (2007) says that, “Certain people appeared to be endowed with abilities to succeed; other slacked those abilities” (p.132). Rubin and Stern (as cited in Brown, 2000, p. 123) described “good language learner” in terms of personal characteristics, styles, and strategies as the one who:

- Finds his own way, taking responsibility for his own learning.
- Organizes information about language.

- Is creative, and tries to feel the language by experimenting its grammar and words.
- Creates opportunities for practice in using the language inside and outside the classroom.
- Learns to live with uncertainty by not getting confused and by continuing to talk or listen without understanding every word.
- Uses memory strategies to bring back what has been learned.
- Makes errors work for them and not against them.
- Uses linguistic knowledge, including knowledge of the first language, in learning a second language.
- Uses contextual cues to help him in comprehension.
- Learns to make intelligent guesses.
- Learns chunks of language as wholes and formalized routines to help him perform “beyond his competence”.
- Learns to use certain tricks to keep conversations going.
- Learns certain production strategies to fill in gaps in his own competence.
- Learns different styles of speech and writing and learns to vary his language regarding the formality of the situation. (pp. 1 – 2).

Lightbown and Spada’s list showed that learners should also have a high intelligence, good academic skills and enjoy the process of learning. They implied that if a learner had good skills and was able to learn other subjects, they could then apply those same skills (e.g. looking for patterns etc.) to learning a language.

Lightbown and Spada’s Characteristics of a ‘Good Language Learner’ {1997}

- Good learners are willing and accurate guessers.
- Good learners are willing to make mistakes.
- Good learners try to communicate even without language.

- Good learners look for patterns.
- Good learners practice whenever possible.
- Good learners analyze their own speech.
- Good learners pay attention to their own standards.
- Good learners enjoy grammar.
- Good learners begin learning in childhood.
- Good learners have above average IQs.
- Good learners have good academic skills.
- Good learners have good self-image and self-confidence.

Overall, these characteristics are considered as effective features of a good language learner that help him to be successful and high achiever in learning a second language.

2.4 Teacher-Student relationship

A good and supportive relationship is needed to create safe environments and give students confidence to work without pressure and become motivated to learn. Specifically, when students are exposed to positive emotional stimuli, they are better able to recall newly learned information (Nielson & Lorber, para.1, 2009). Students feel motivated and stimulated to learn and actively collaborate with the teachers when the classroom is running in a safe and supportive environment. Thus, the teacher's role is vital to the effect of the language learning.

It is important to have a teacher who cares for their students' needs and strengths, and who holds a supportive relationship with their students, giving them the same chances and opportunities to participate in the learning process. These opportunities make students feel comfortable and free to interact in the classroom and improve their academic skills.

A teacher who cares about their students transmits knowledge affectively and has a good interaction with them. In addition, he/she also provides the students the opportunity to create an emotional link. Allen also notes that Hamre and Pianta developed an assessment

approach that organizes features of teacher-student interactions into three major domains: emotional supports, classroom organization, and instructional supports (p.77).

The emotional relation makes the students feel comfortable in front of the teacher and class, which is crucial the student's success or failure. Classroom organization is the way teachers administer the classroom in order to realize numerous aims, first classroom goals, which encompass the way that teachers physically organize the classroom for learning. Instructional supports are important to help teachers to provide the best strategies, support which will better assist them to distinguish instruction and meet all students' needs and promote their engagement in the learning process.

Normally, teachers have an important role and effect on students. Students' successes and failures can be directly linked or attributed to a teacher's effectiveness and how he or she leads and manages his or her classroom and how he or she communicates and motivates students to learn. When students have supportive relationships with their teacher they feel more motivated and engaged in the learning process. A considerate teacher attempts to establish a good classroom environment is the one who students will react to, and the students will be more capable to learn.

Weber, Martin, & Cayanus, 2005 (Mazer, at al., 2013, p.255), found that when students consider their classroom work to be meaningful, have the chance to show their competence, and believe their input is vital to the course, they are motivated to communicate with their teachers for relational, purposeful, and participatory reasons.

Teacher attitudes, conducts, and activities also influence teacher-student relationships. A substantial body of research points out those teachers who hold high expectations of students in terms of their levels of success and their social behaviors in the classroom can have an effect on student motivation and engagement (National Research Council, 2004).

Classroom structure is essential to avoid classroom misbehavior, so it is significant to construct a good environment capable of developing students' learning process.

According to Murray & Pianta (2009), "Classroom structures, rules, routines, and activities convey a sense of community and continuity to students. All teachers are aware of the importance of creating classroom environments that have structures in place that ensure the safety of students, promote positive behavior, and ensure the flow of classroom activities in ways that minimize distractions and disruptions" (p.108).

Murray & Pianta (2009) also believe that:

Such structures can also promote positive relationships within classrooms. A classroom environment provides students with a consistent, safe setting where expectations for appropriate behaviors are clearly stated and consistently reinforced. Such settings allow students to develop a sense of trust and comfort with all members of the classroom community. Such environments also provide teachers with an increased number of opportunities to develop and sustain meaningful relationships with individual members of the classroom because teachers in such settings have the freedom to engage in more positive interactions with students rather than constant disciplinary duties. Although most teachers recognize the importance of establishing clear rules and routines in the classroom, the methods through which these rules and routines are conveyed to students can vary radically. (p.108)

Jones and Jones (2004), identify several areas of knowledge and skill in the conceptualization of classroom management: establishing teacher-students and peer relationships that creates a supportive environment, using instructional methods that optimize learning, gaining a commitment from students to apt behavior standards, creating safe and caring classroom community, and using counseling and behavioral methods to change

students' unsuitable behavior. Classroom management is perhaps the most fundamental aspect of teaching that one must master in order to be an effectual teacher.

Classroom management refers to the teacher's ability to administer successfully time, room, resources, student roles and student behaviors to provide a climate that encourages the learning process.

A good and well-organized classroom management is significant to set up the rules, manage time and space in order to give students all the circumstances, and sustain to be and feel engaged in the learning process. A good classroom management permits the students to act well and be motivated and focused improving their interaction with the whole class.

2.5 Student-Teacher Relationship

A Student-Teacher relationship is one aspect that can make a great difference in students' learning success. Pianta (1999) defines the student-teacher relationship, as "emotions-based experiences that emerge out of teachers' on-going interactions with their students". When students sense that their teachers are dependable people, they start constructing a relationship with their teacher and begin to see their teachers as someone who is there to look after them and give them all the chance to develop their learning and in the same time perform well.

A good classroom environment is important because the social-emotional atmosphere a teacher creates with students will give chances to see themselves as capable, praiseworthy and confident members of the classroom community and make them feel part of the learning process. Trickett and Moos 1973 state that the classroom environment composes of three overarching dimensions: the ability for students to develop relationships with their instructors and peers, the extent to which students engage in learning activities, and the general structure and order of the classroom provided by the instructor (cited in Myers & Claus, 2012 p.389).

Social and psychological relationships with students are very important since they create a positive relationship and promote social development and self-esteem among students. Darling & Civikly 1987 claimed that, “When teachers communicate with their students in a supportive manner, they establish a classroom atmosphere in which communication is efficient and characterized by few distortions, effective listening behaviors, and clear message transmission” (cited in Myers et al., 2012 p. 389). In contrast Rosenfeld, 1983 stated that “when instructors communicate with their students in a defensive manner, they establish a classroom climate in which students feel in danger and react by engaging in resistance, rebellion, and disobedience” (cited in Myers et al., 2012 p. 389).

Students’ response towards learning depends on how they feel engaged or not by their teacher. The method their teachers manage the classroom, are encouraging to their students, and converse with them will assist students discovered their role in the classroom and be an active part of the learning process by making the communication an effectual means.

Research in the area of motivation shows that the quality of teacher student relationships influences students’ emotional and behavioral engagement in school (National Research Council, 2004; Rosenfeld, Richman, & Bowen, 2000).

Koplow (2002) proposed that successful student teacher relationships encourage greater confidence and classroom engagement in much the same way as sensitive parenting encourages a greater sense of security and confidence. Students need the confidence and motivation to learn, which can be stimulated by the relationship they hold with their teachers. Students also perform well when they feel that the teacher is passionate about what they are teaching and pass security and confidence to the students. When teachers believes in students’ ability to succeed it stimulates them because students don’t want to let them down but it also makes students believe that they are more capable than they even expected.

Conclusion

The chapter has discussed the general overview on learners' learning styles and strategies in which second language or foreign language learners are different. It presented learning English as foreign language and definition of learning styles and strategies with mentioning types of each one. Then, it handled characteristics of good language learners, characteristics of learning strategies.

In a view of what has been said earlier in this chapter, it is clear that students are not the same because they possess different personalities, abilities, attitudes and most important is the different cognitive styles and strategies.

Therefore each individual has his/her own personal way of learning and this appears clearly in the way they observe, process and retain new information about the language. Furthermore, good teacher-student and student teacher relationships can be the reason for students' achievement and success in their study and vice-versa.

Chapter Three

The Field Work

Introduction

The two previous chapters dealt with the importance of pronunciation and learning styles and strategies as well as teacher student relationships. The third chapter will be devoted to the analysis of the research findings. As long as the aim of this research is to show the importance of pronunciation in English Language Learning, the suitable method seems to be the descriptive one. In order to answer the research questions and confirm the hypothesis of the current investigation, a questionnaire was addressed to both teachers and first year English students at Abdelhamid Ibn Badis University.

3.1 The Sample and Administration of the Questionnaire

This research has dealt with first year English LMD students and five phonetics' teachers at Abdelhamid Ibn Badis University of Mostaganem, in the second semester during the academic year 2016-2017. The sample consists of 40 students who are randomly selected to represent 524 students who form the whole population of the first year students. The questionnaire was handed out in the Amphi theatre. The choice to work with first year students was on purpose because they study phonetics for one hour and half per week; which means that they do not have enough time for pronunciation and have few insights about it, so it would be more reliable to deal with the first year students. In addition, the questionnaire was administered to five teachers of phonetics who are teachers at the level of the first year. The administration was at the English Department; the five teachers asked for time to answer the questionnaire, so they returned it back in the same day; their answers were very fruitful and serious, contrary to some students who did not answer the whole questionnaire.

3.2 Teachers' Questionnaire

3.2.1 Description of Teachers' Questionnaire

Teachers' questionnaire was administered to phonetics teachers of English Department at Mostaganem University; this questionnaire is composed of 19 questions which most of them yes/no questions. Moreover, it provides teachers with the opportunity to express their opinions about the importance of pronunciation in English language learning. It is divided into three main sections:

Section One: it consists of 05 questions aimed at determining general information about Teachers' gender, qualifications, training, experience, and their attitude towards phonetics teaching.

Section Two: it consists of 07 questions. This section is about the teachers' opinions about the importance of pronunciation.

Section Three: it consists of 07 questions. This section is about teachers' views on learners' role in English language learning, and also about learning styles and strategies as well relationship between teacher and his students.

3.2.2 Teachers' Questionnaire Analysis

Section One: Background Information Questions

Question 01: Teachers' gender

Response	Number	Percentage
Male	00	00
Female	05	100%

Table 01: Teachers' gender

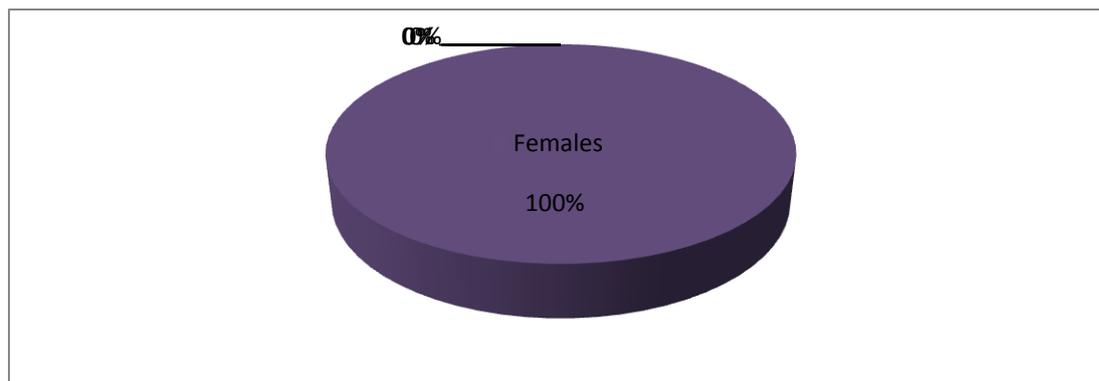


Fig. 01: Teachers' gender

This question attempted to know the gender of teachers whether males or females.

All the teachers of phonetics were females.

Question02: Teachers' qualifications

Response	Number	Percentage
License; B.A	00	00
Magister; M. A	05	100%
Doctorate; P.H.D	00	00

Table 02: Teachers' qualification

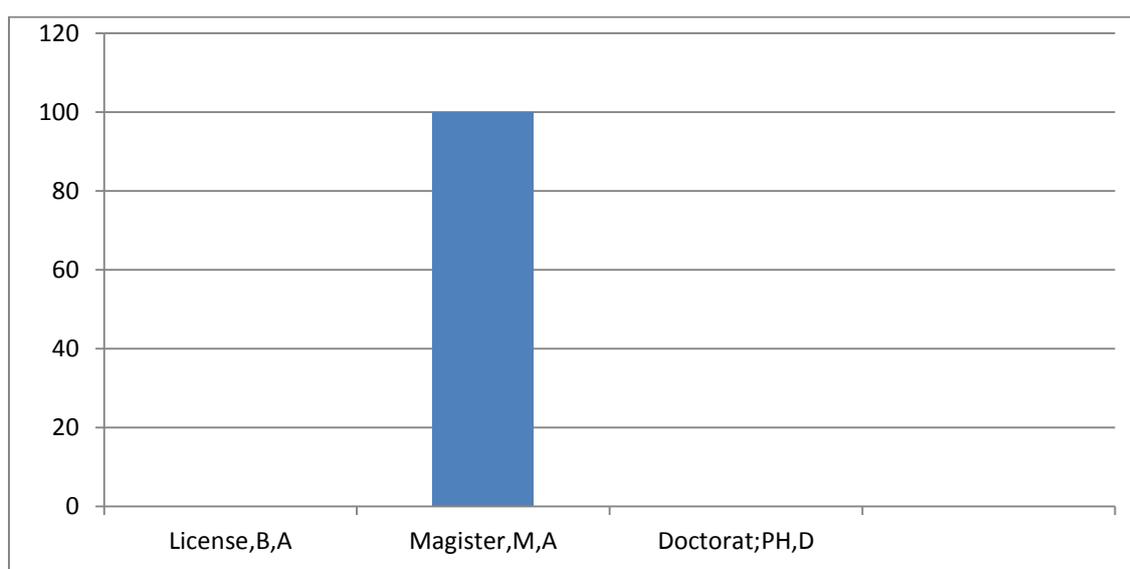


Fig. 02: Teachers' qualifications

This question was asked because teachers' qualification has an important role in the efficiency of learning phonetics by students as well as teaching it. Teachers' answers reveal that all of them have a magister degree; this means that they are qualified enough to teach phonetics.

Question 03: Teachers' possibility of having training in teaching phonetics

Answers	Number	Percentage
Yes	01	20%
No	04	80%

Table 03: Teachers' possibility of having training in teaching phonetics (pronunciation)

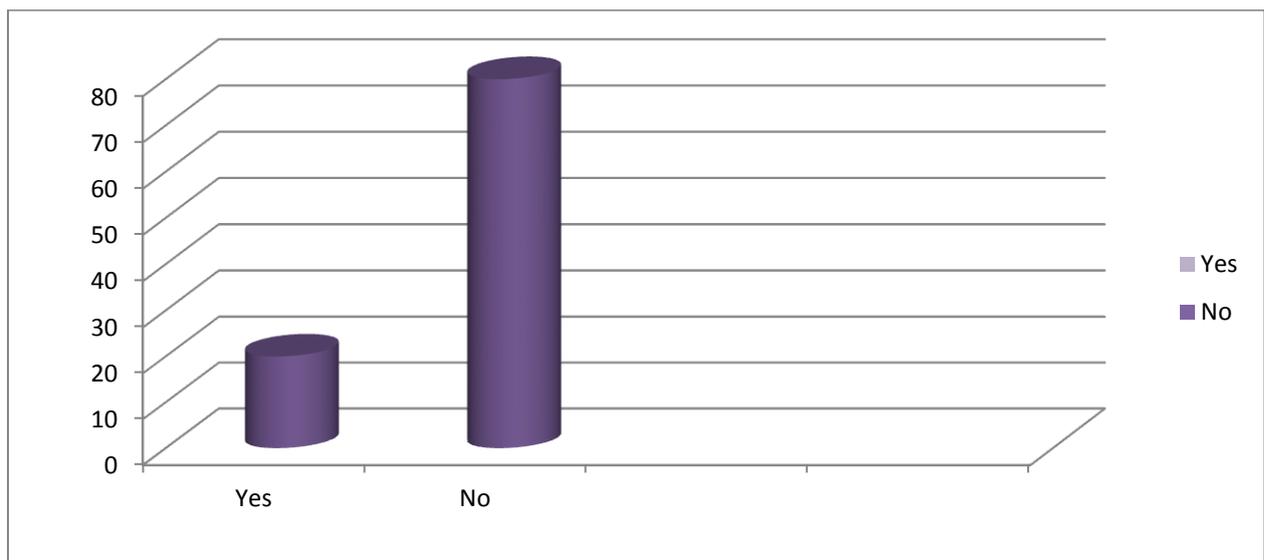


Fig. 03: Teachers' possibility of having training in teaching phonetics (pronunciation)

The fact that pronunciation is a difficult and complex language aspect to teach, teachers need some kind of training before going to the classroom and presenting lessons to students on a module that they have no experience in. A training in phonetics would help teachers to be knowledgeable about the efficient teaching phonetics' strategies, methods, technique, and materials; this also would show how to be flexible and adaptive with the learners problem and needs, but four teachers said that they received no training in teaching

phonetics just one teacher who that she received training; this means that it is up to the teacher to work hard to develop hisbackground about teaching phonetics or to start teaching with zero experience.

Question 04:Numbers of years of teaching phonetics

Finding revealed that the majority of the teachers have not a long time teaching phonetics just only one teacher that she has been teaching since 1999 (18 years). This signifies that they need to have more training in which teachers are still acquiring for themselves more than searching knowledge for their students in order to get experience, competency, and the desired level of proficiency.

Question 5: Teachers' attitudes towards phonetics teaching

Answers	Number	Percentage
Yes	05	100%
No	00	00

Table 04: Teachers' attitudes towards phonetics teaching

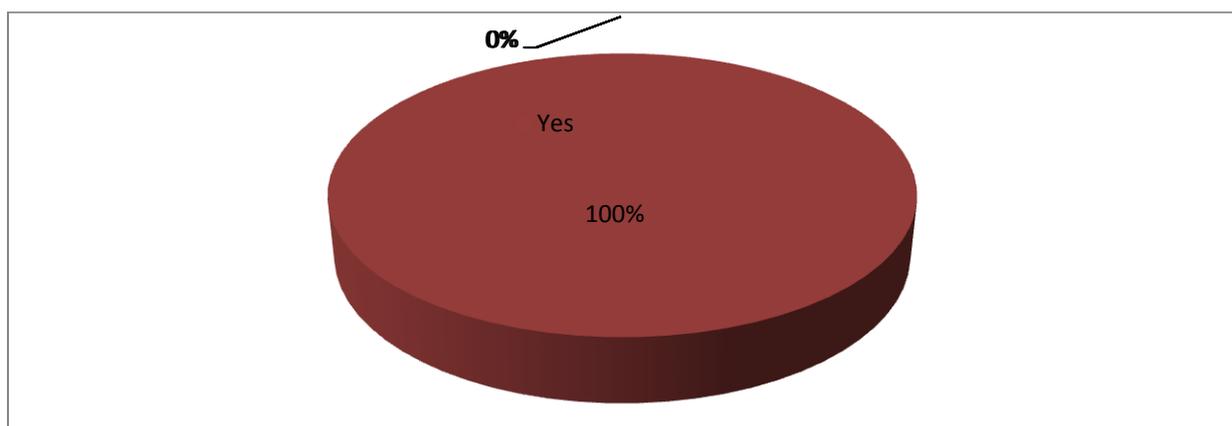


Fig. 04: Teachers' attitudes towards phonetics teaching

This question aimed to reveal how important teachers' attitudes towards phonetics module, because when the teacher likes phonetics module he/she will affect positively students' learning of phonetics (pronunciation).

Section Two: Teachers' Opinions about the Importance of Pronunciation**Question 01:** Teachers' opinions about the time devoted to phonetics sessions

This question was asked to show the time given to phonetics courses per week.

Suggested answers

The majority of teachers' answer was one tutorial per week of one hour and half to phonetics courses.

Question 02: Teachers' satisfaction with the amount of time devoted to phonetics module at the level of first year.

Answers	Number	Percentage
Yes	00	00
No	05	100%

Table 05: Teachers' satisfaction with the amount of time devoted to phonetics module at the level of first year

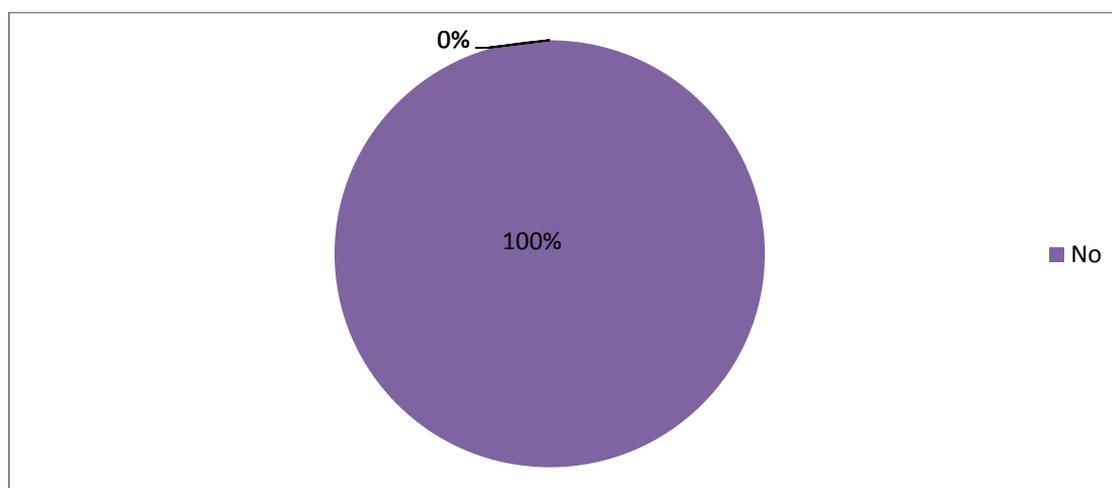


Fig. 05: Teachers' satisfaction with the amount of time devoted to phonetics module at the level of first year

Suggested answers: All teachers agree that the time devoted to phonetic courses is not enough since phonetics is divided to theory and practice. Students need time to practice speaking English. They claim that the longer time devoted to teaching pronunciation the

better it is for the learners. Moreover, they claim that students need more practice; materials are not provided especially in teaching suprasegmentals. At last, they said that students need more session and a lecture.

Question 03: Teachers' role in improving students' pronunciation

Answers	Number	Percentage
Yes	05	100%
No	00	00

Table 06: Teachers' role in improving students' pronunciation

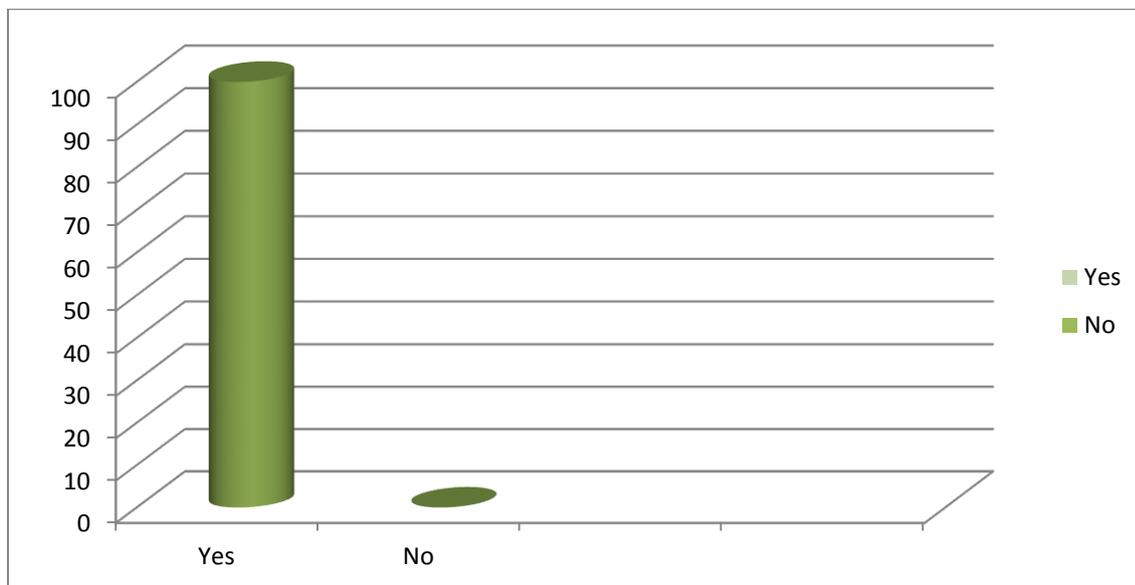


Fig. 06: Teachers' role in improving students' pronunciation

Suggested answers: All teachers answered yes which means they do efforts to help their students enhance their pronunciation.

Question 04: Teachers' views on students' motivation to learn pronunciation

Answers	Number	Percentage
Yes	03	60%
No	02	40%

Table 07: Teachers' views on students' motivation to learn pronunciation during the class of phonetics

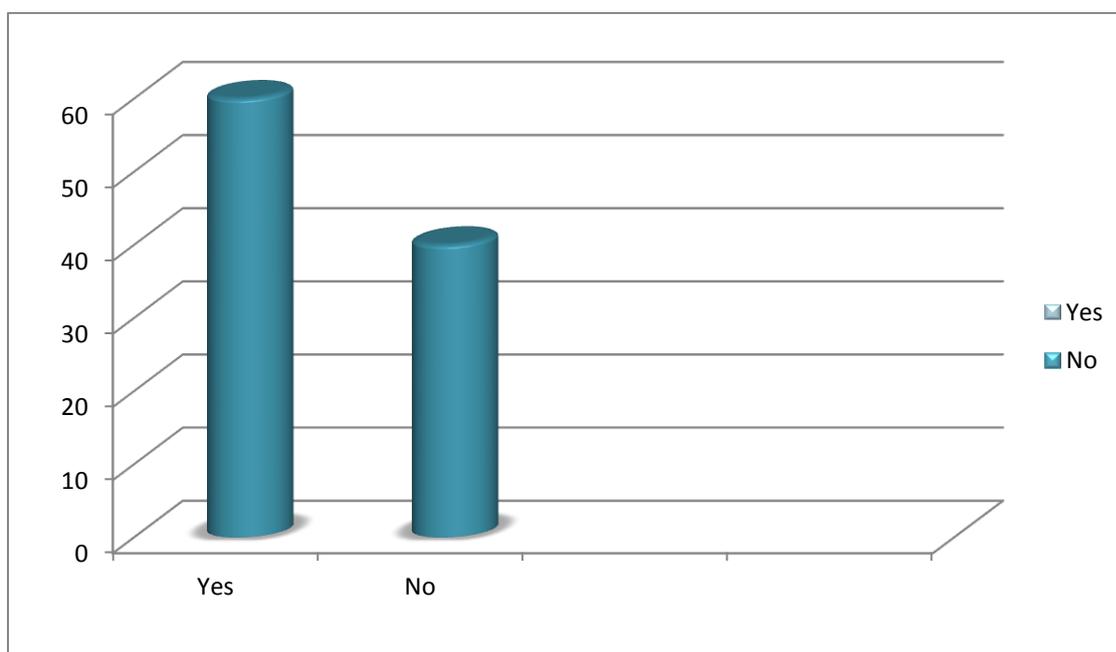


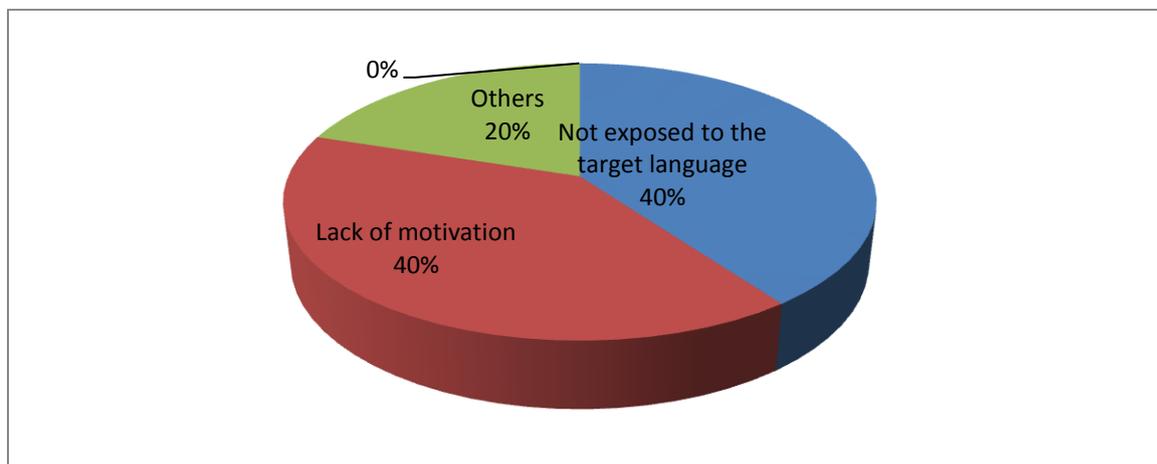
Fig. 07: Teachers' views on students' motivation to learn pronunciation during the class of phonetics

Suggested answers:

Most of the (60%) teachers said that their students are motivated to learn pronunciation during the class of phonetics, and 40% of them said that students are not motivated to learn it.

Question 05: Teachers' opinions on reasons behind students' low level in pronunciation

Reasons	Number	Percentage
They are not exposed to the target language	02	40%
Lack of motivation	02	40%
The age	00	00
Negative attitudes towards the target language	00	00
Others	01	20 %

Table 08: Teachers' opinions on reasons behind students' low level in pronunciation**Fig. 08:** Teachers' opinions on reasons behind students' low level in pronunciation**Suggested answers:**

The majority of teachers agreed on that the main reasons behind students' low level in pronunciation are because of the lack of motivation and they are not exposed to the target language as well as others.

Question06: Teachers' agreement/disagreement on the importance of intelligibility in teaching and learning pronunciation

Answers	Number	Percentage
Yes	03	60%
No	02	40%

Table 09: Teachers' agreement/disagreement on the importance of intelligibility in teaching and learning pronunciation

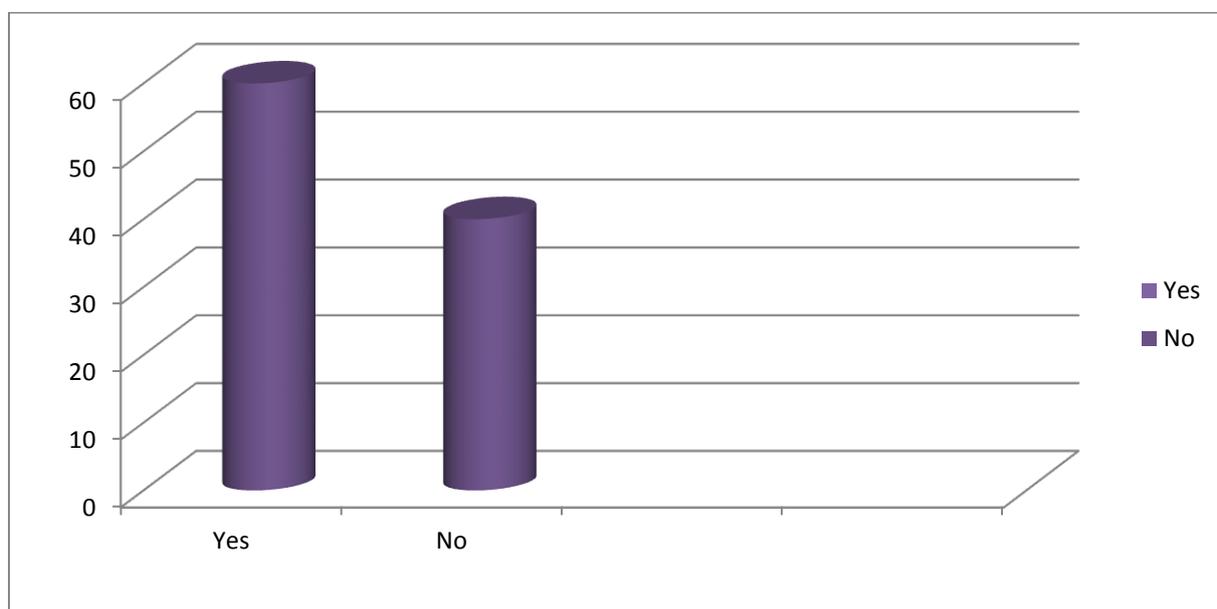


Fig. 09: Teachers' agreement/disagreement on the importance of intelligibility in teaching and learning pronunciation

Suggested answers: Two teachers answered with no, another three teachers answered with yes which shows the importance of intelligibility. Besides, the three teachers wanted their learners to understand and be understood by others.

Question 07: Teachers' view on which aspects of pronunciation that is difficult for their students (segmental or suprasegmental)

Suggested answers: Four teachers said that suprasegmental aspects are difficult for students because of the lack of fixed rules. One teacher said that it depends.

Section Three: Teachers' views on learners' role in English language learning as well as learning styles and strategies

Question 01: Teachers' agreement/disagreement on the importance of learners' role in their learning of English language

Answers	Number	Percentage
Yes	05	100%
No	00	00

Table 10: Teachers' agreement/disagreement on the importance of learners' role in their learning of English language

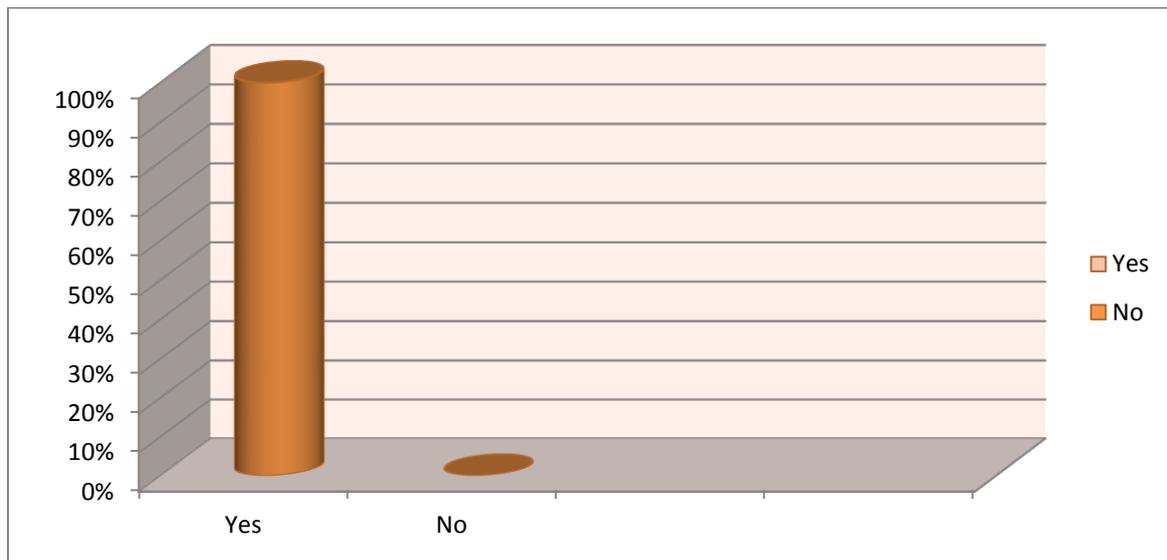
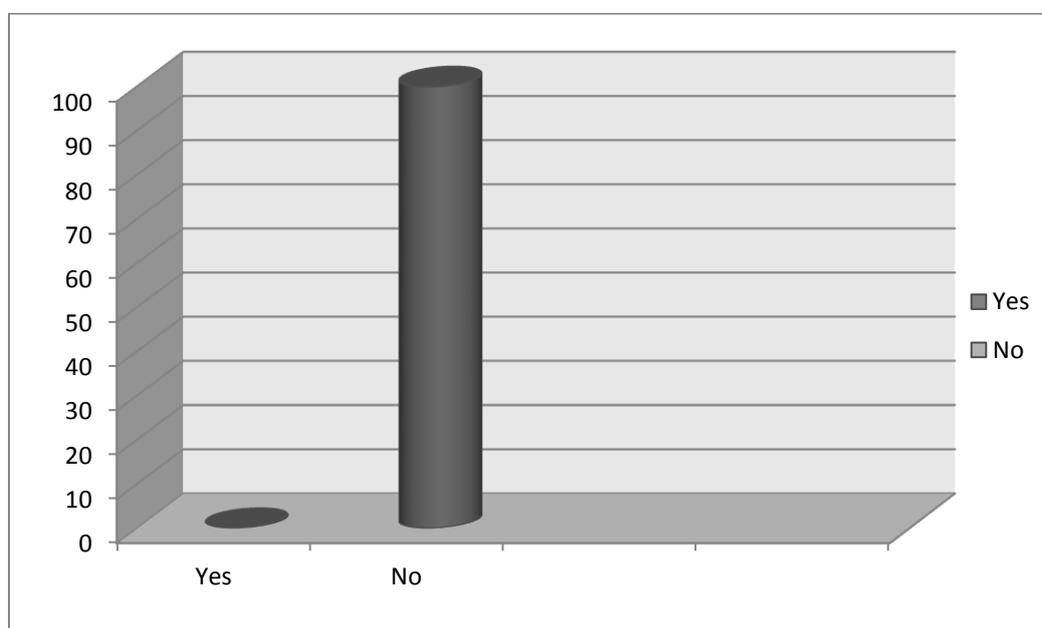


Fig. 10: Teachers' agreement/disagreement on the importance of learners' role in their learning of English language

Suggested answers: The majority of teachers answered with yes which means they agree that students have a crucial role in their learning of English language

Question 02: Teachers' views on students' way of learning

Answers	Number	Percentage
Yes	00	00
No	05	100%

Table 11: Teachers' views on students' way of learning**Fig. 11:** Teachers' views on students' way of learning

The table showed that all teachers (100%) agreed that not all students learn in the same way. This signifies that teachers are aware of their students' different learning styles and strategies.

Question 03: Teachers' encouragement to students' variation of their ways of learning

Answers	Number	Percentage
Yes	05	100%
No	00	00

Table 12: Teachers' encouragement to students' variation of their ways of learning

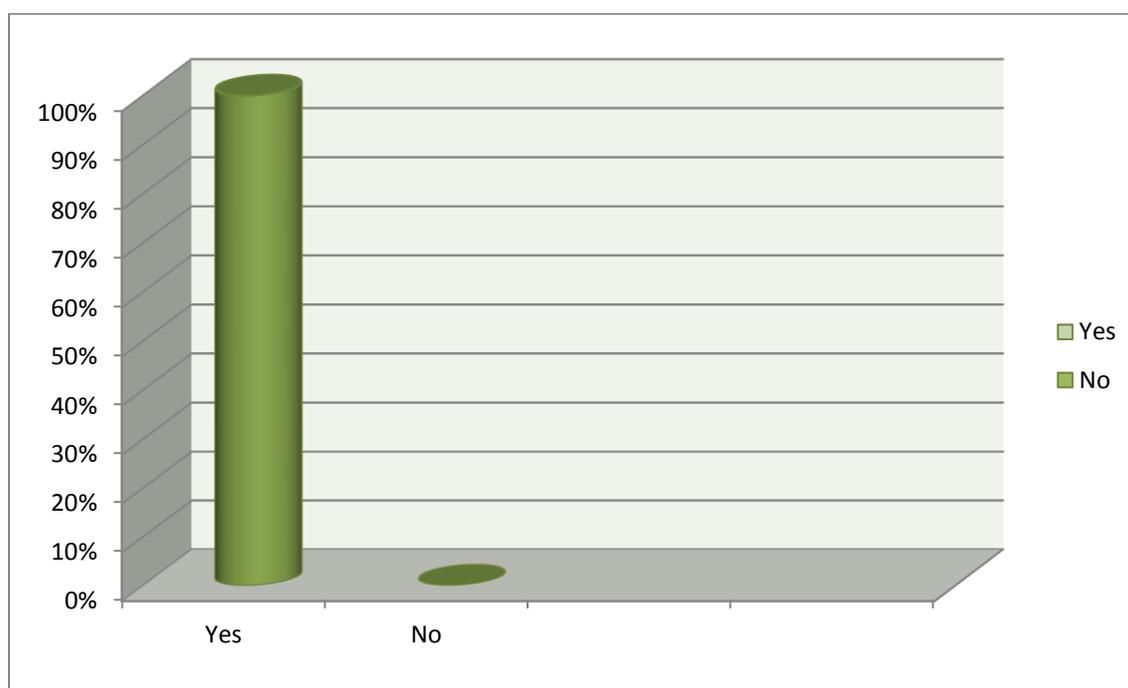
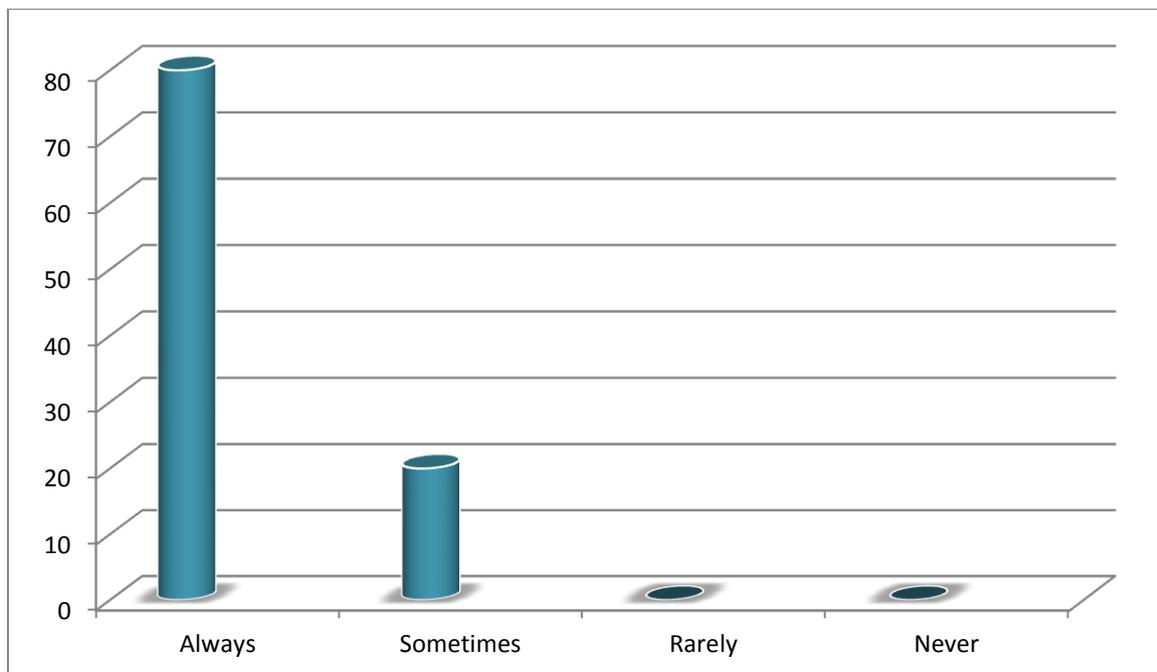


Fig. 12: Teachers' encouragement to students' variation of their ways of learning

Suggested answers: The majority of teachers answered yes which means they encourage their students to vary their ways of learning.

Question 04: Teachers' awareness about their students' learning styles and strategies

Response	Number	Percentage
Always	04	80%
Sometimes	01	20%
Rarely	00	00
Never	00	00

Table 13: Teachers' awareness about their students' learning styles and strategies**Fig. 13:** Teachers' awareness about their students' learning styles and strategies**Suggested answers:**

The majority of teachers take in consideration their students' learning styles and strategies like it is shown in the table and figure.

Question 05: Teachers’ encouragement to students’ English language learning

Response	Number	Percentage
Always	05	100%
Sometimes	00	00
Rarely	00	00
Never	00	00

Table 14: Teachers’ encouragement to students’ English language learning

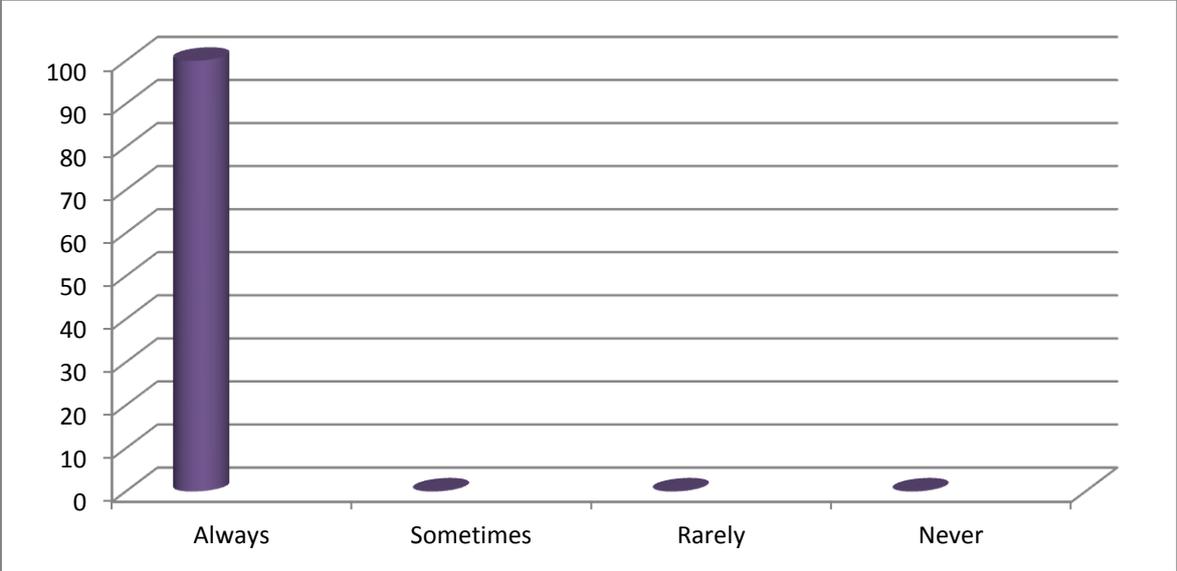


Fig. 14: Teachers’ encouragement to students’ English language learning

Both the table and the figure (14) show that all teachers encourage their students to learn the English language.

Question 06: Teachers' views on whether their students focus on specific learning style or not

Answers	Number	Percentage
Yes	01	20%
No	04	80%

Table 15: Teachers' views on whether their students focus on specific learning style or not

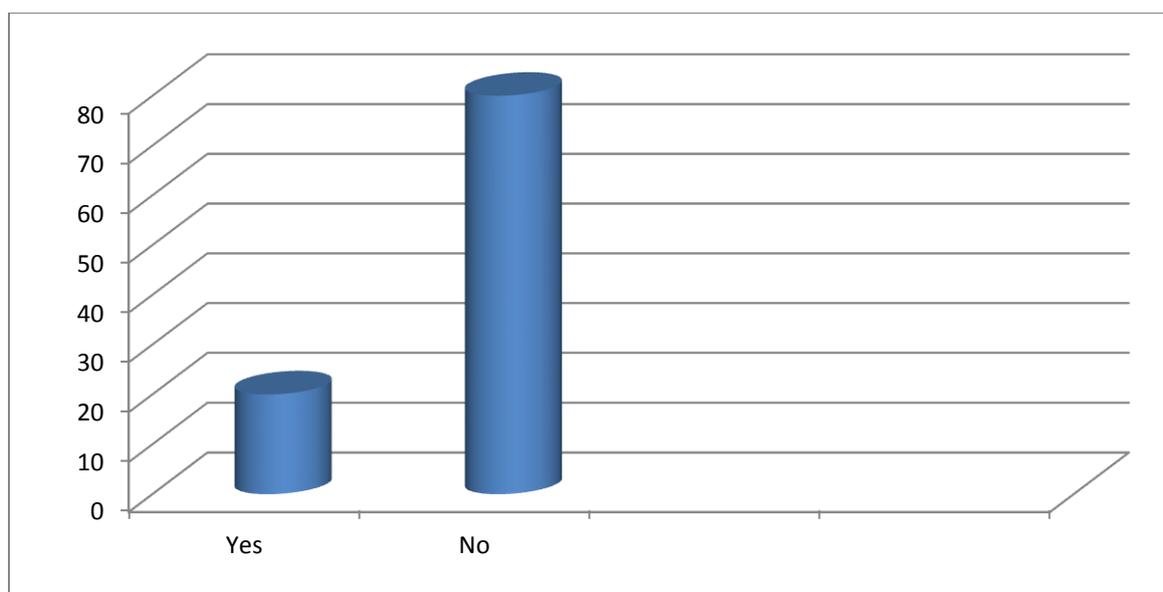


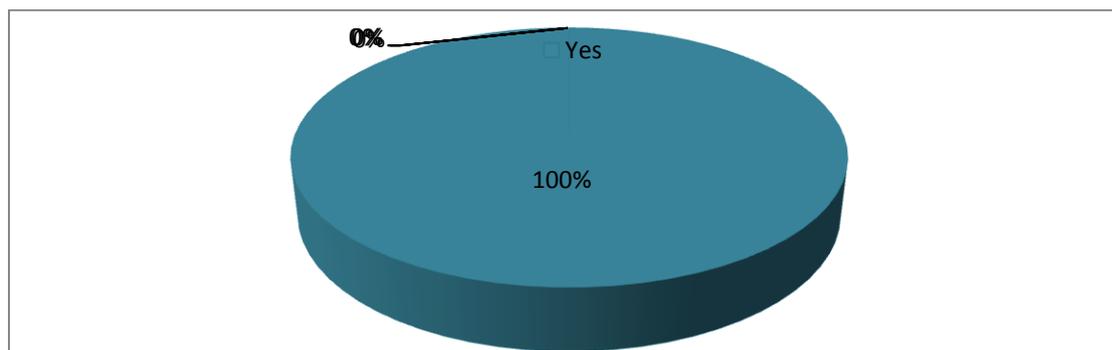
Fig. 15: Teachers' views on whether their students focus on specific learning style or not

Suggested answers:

The majority of teachers claimed that their students do not use specific learning style, but one teacher answered yes which mean that their students use specific learning style.

Question 07: Teacher- student relationship

Answers	Number	Percentage
Yes	05	100%
No	00	00

Table 16: Teacher- student relationship**Fig. 16:** Teacher- student relationship

Suggested answers:All the teachers have a good relationship with their students as it is shown in both the table and the figure.

3.2.3 Summary of the findings from Teachers' questionnaire

On the basis of the analysis of teachers' questionnaire, these facts have revealed.

- ❖ Phonetics teachers have the qualification and sufficient experience to teach phonetics with the required proficiency.
- ❖ All phonetics teachers like teaching phonetics and this affect positively students' improvement in phonetics (pronunciation).
- ❖ All phonetics teachers agreed that students learn differently.
- ❖ Phonetics teachers agreed that suprasegmental aspects are difficult for their students.

- ❖ The majority of phonetics teachers pointed that their student are motivated to learn pronunciation.
- ❖ The main reason behind students' low level in pronunciation is that they are not exposed to the target language.
- ❖ All teachers of phonetics have a good relationship with their students.
- ❖ The most important fact discovered through the analysis of teachers' questionnaire is that pronunciation is not appropriately taught because of insufficient time.

3.3 Students' questionnaire

3.3.1 Description of Students' Questionnaire

Students' questionnaire was administered to 40 first year LMD students at Abdelhamid Ibn Badis Mostaganem University. The questionnaire consists of 19 questions which most of them yes-no questions. Moreover, it provides a free space for their personal suggestions about the importance of pronunciation in English language learning as well learning styles and strategies. The questionnaire is made of three sections:

Section one: it consists of 04 questions aimed at gathering general information about students' gender, educational streaming, and their choice to study English is personal or imposed, and the reasons for studying English.

Section two: it consists of 07 questions. The whole section is about students' opinions and attitudes towards pronunciation learning and its importance.

Section three: it consists of 07 questions. This section is about students' views on English language and learning styles and strategies as well their relationship with phonetics teachers.

3.3.2 Students' Questionnaire Analysis

Section One: Background Information Questions

Question 01: Students' gender

Gender	Number	Percentage
Male	15	37,5%
Female	25	62,5%

Table 17: Students' gender

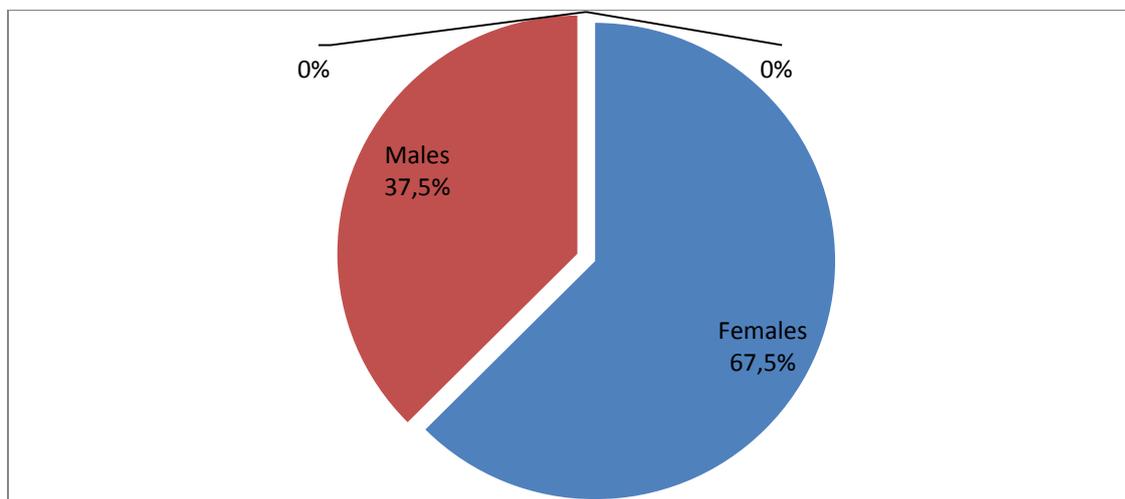


Fig. 17: Students' gender

A quick glance at this table will reveal that female students outnumber than male. Nearly 67, 5% of the respondents are females whereas only 37, 5% are males. So one can deduce two things: first: that female in Algeria is more committed and successful than male in learning success; second, females have more tendencies to study foreign languages than males.

Question02: Students' educational streaming

Answers	Number	Percentage
Literary	27	67,5%
Scientific	12	30%
Technical	01	2,5%

Table 18: Students' educational streaming

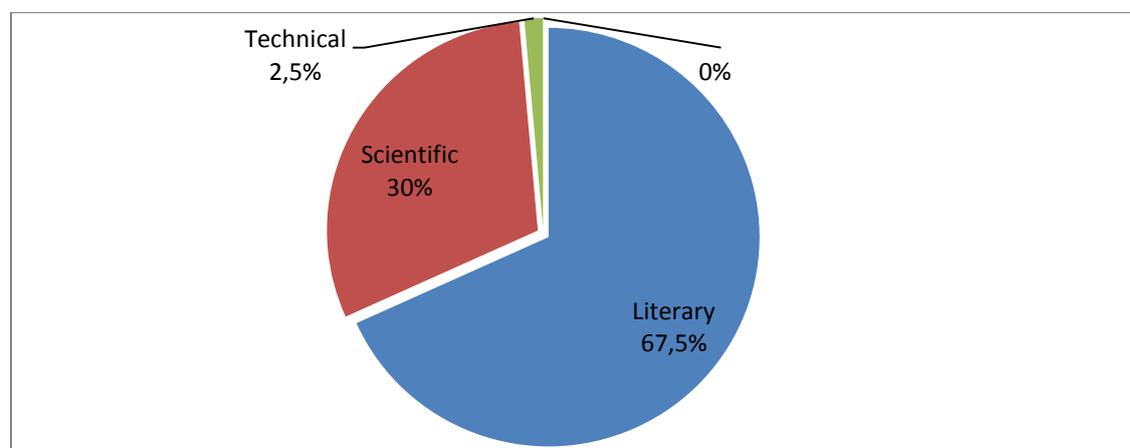


Fig. 18: Students' educational streaming

This question intends to know the amount of the students' English background. Most of students (67.5%) had a literary stream, 30% of students come from a scientificone, and 2.5% had a technical stream. Thetype of the stream reveals information about the course density or number of hoursthat students have had per week. It tells about the rate of English learning. It may meanthat the student from literary stream have much knowledge about English than studentsfrom other streams.

Question 03:Students choice for studying English

Answers	Number	Percentage
Personal	31	77,5%
Imposed	09	22,5%

Table 19: Students choice for studying English

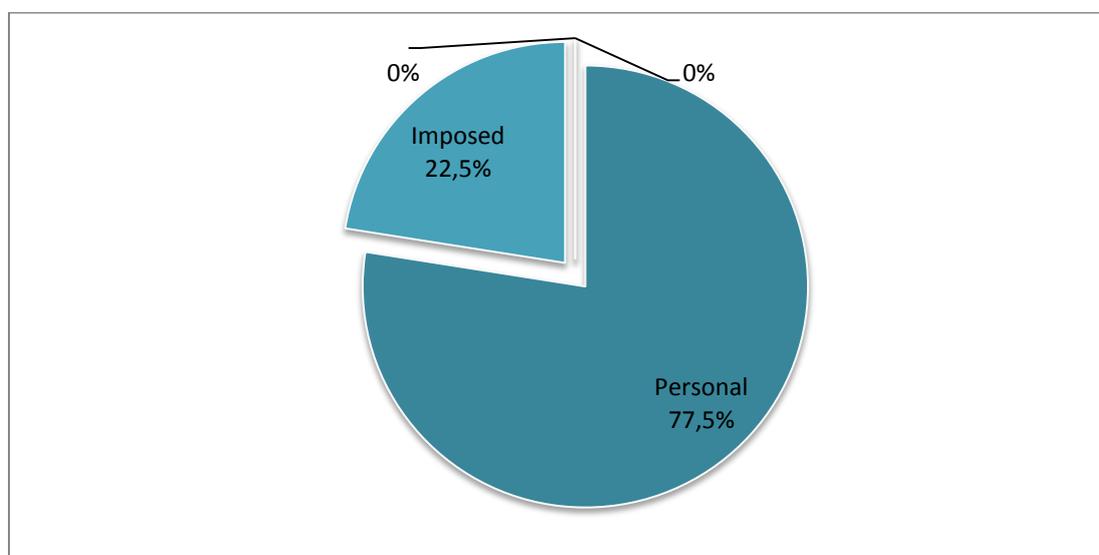


Fig. 19: Students choice for studying English

Respondents' answers reveal that the greatest majority of students (77.5 %) have chosen to study English by their own, and 09 respondents (22.5 %) were obliged to study English. These results show that most of the students have personally opted for the study of English; which means that they can be highly motivated to learn the English language aspects including pronunciation.

Question 04: Students' Reasons for Studying English

Answers	Number	Percentage
To travel	12	30%
To get job	18	45%
To communicate	10	25%

Table 20: Students' Reasons for Studying English

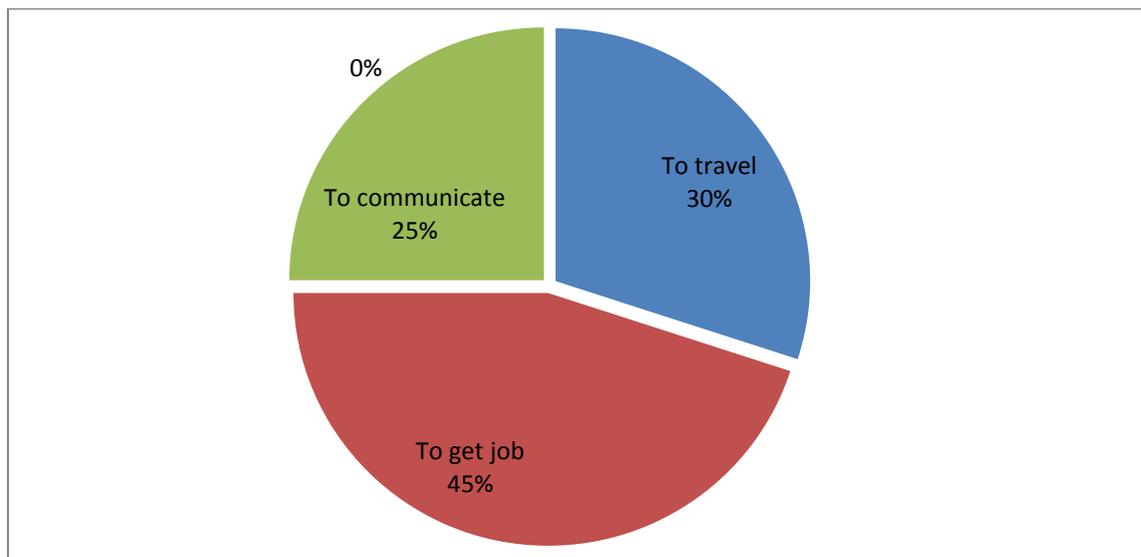


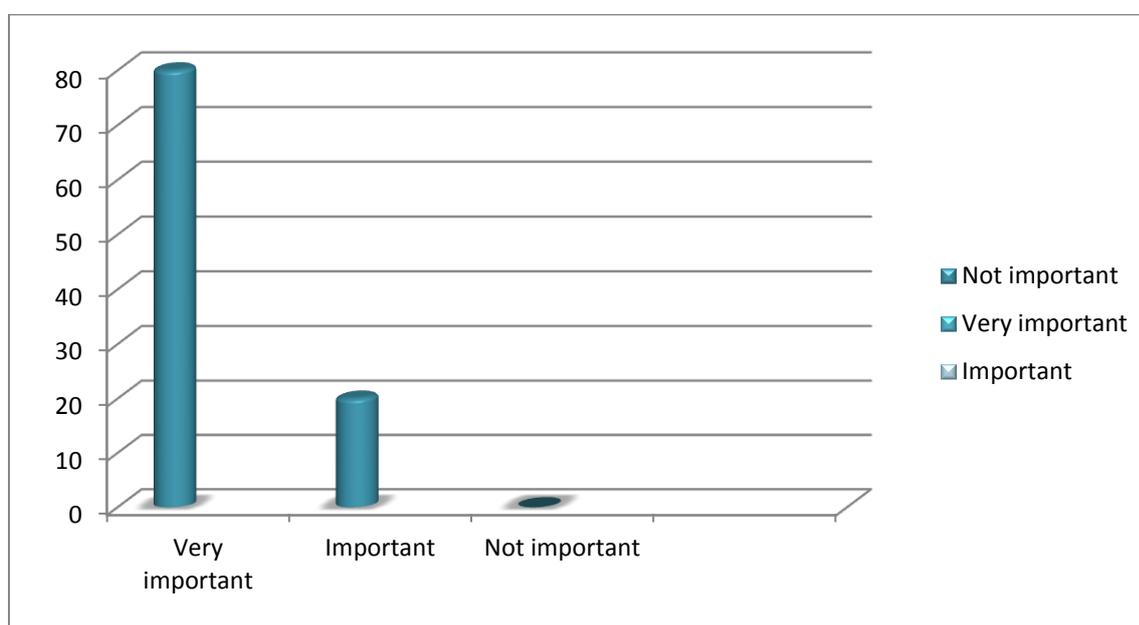
Fig. 20: Students' Reasons for Studying English

There are different views for the reason why first year students have chosen to study English. 25% of learners have chosen English for several purposes, namely to communicate with both native and non-native speakers of English, this can be very motivating for them to learn pronunciation, and 30% to travel abroad may be for professional reasons or for tourism, this can be positive for them because they are likely to improve their pronunciation and communicative skills. Whereas 45% of them studied English to get a job, this may reveal that they are not much concerned about their pronunciation improvement.

Section two: Attitude Questions

Question 01: Students' Awareness about the Importance of the Pronunciation

Answers	Number	Percentage
Very important	32	80%
Important	08	20%
Not important	00	00

Table 21: Students' Awareness about the Importance of the Pronunciation**Fig. 21: Students' Awareness about the Importance of the Pronunciation**

This item of information sheds light on subjects' awareness about the importance of pronunciation in the enhancement of their English. 80% respondents have indicated that the pronunciation is very important in improving their performance in English; 20% of the students answered that it is important; and the last not important none of the students choose it.

Question 02: Students' Attitudes towards phonetics session

Answers	Number	Percentage
Yes	25	62,5%
No	15	37,5%

Table 22: Students' Attitudes towards phonetics session

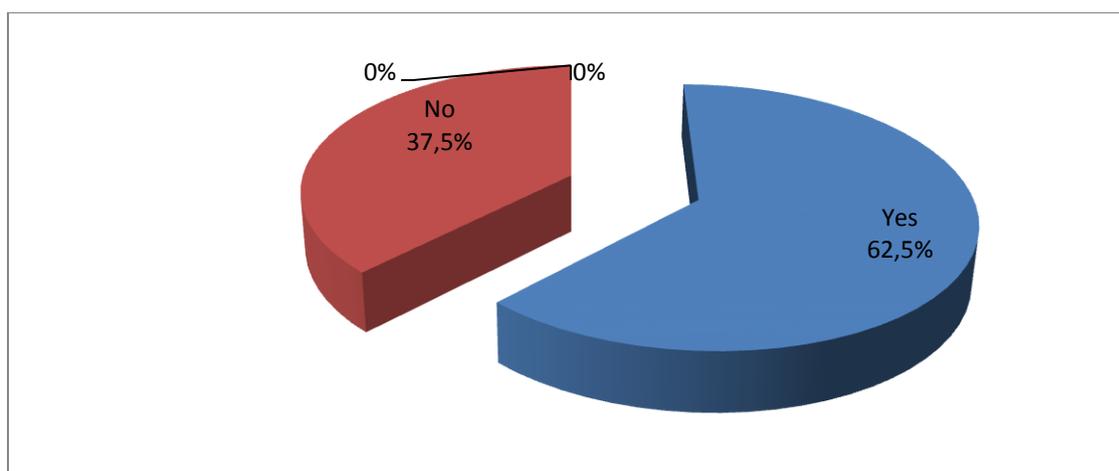


Fig. 22: Students' Attitudes towards phonetics session

The aim of this question is to determine students' attitudes towards the phonetics session and to see whether the students really enjoy learning phonetics. 62, 5% of students like phonetics and see it as an interesting module; 37, 5% of the respondents dislike and see it as difficult module because of the phonetics transcription. These answers revealed that few of first year students are not much excited about learning phonetics; this can be referred to the way that pronunciation is approached; it is dealt with as abstract rules rather than real features of speech that should be taught through practice using authentic models of English discourse.

Question 03: Students' problems in learning pronunciation

Answers	Number	Percentage
Yes	22	55%
No	18	45%

Table 23: Students' problems in learning pronunciation

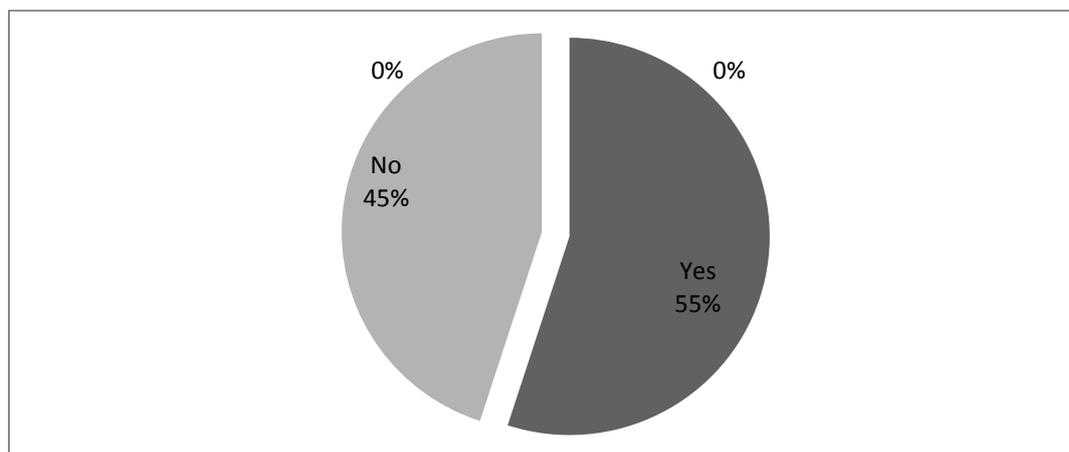


Fig. 23: Students' problems in learning pronunciation

This question intends to determine if first year students encounter difficulties in learning pronunciation. The subjects' answers show that 55% of the respondents find problems in learning pronunciation; and 45% denied having any pronunciation learning difficulties. If yes, these problems are related to lack of motivation, aptitude (phonetic ability), they are not exposed to the target language.

Question 04: Students' opinions about pronunciation aspects

The majority of students saw the suprasegmental aspects of pronunciation more difficult than segmental aspects.

Question 05: Students' views on the importance of pronunciation aspects

The majority of students claimed that suprasegmental aspects of pronunciation are the most important rather than segmental aspects.

Question 06: Students' opinions about teachers' encouragement

Answers	Number	Percentage
Yes	30	75%
No	10	25%

Table 24: Students' opinions about teachers' encouragement

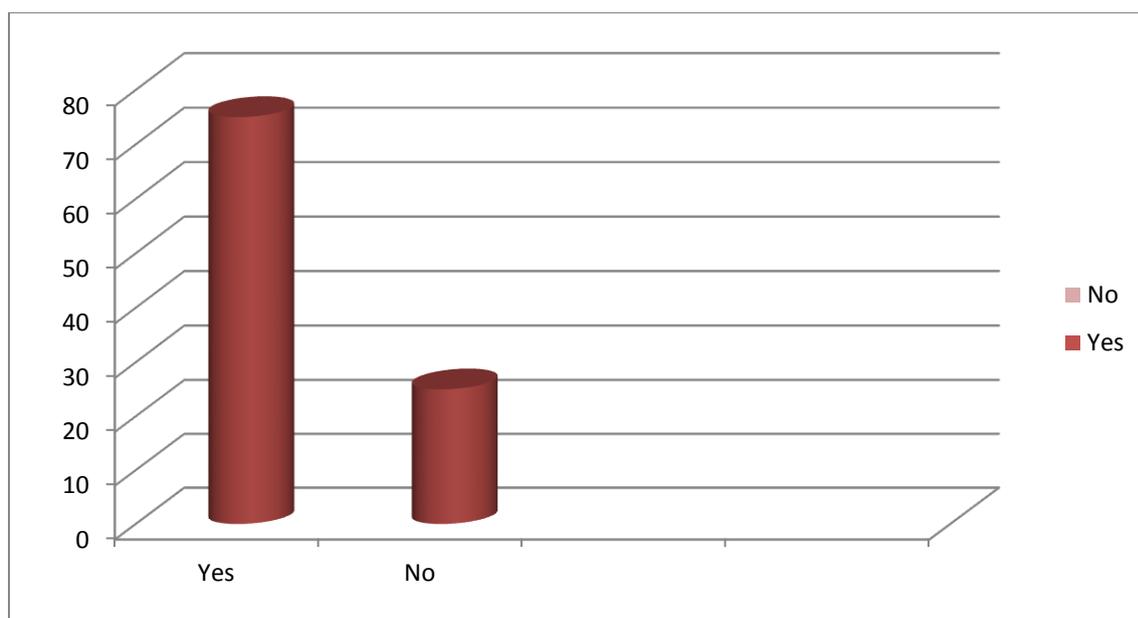


Fig. 24: Students' opinions about teachers' encouragement

The majority of students' answers were yes (75%) which mean that teachers encourage their students to improve their pronunciation. Whereas, 25% of students answered no, that mean teachers do not encourage them to improve their pronunciation.

Question 07:Students' opinions about having a good pronunciation

Answers	Number	Percentage
Very important	32	80%
Important	07	17,5%
Not important at all	01	2,5%

Table 25: Students' opinions about having a good pronunciation

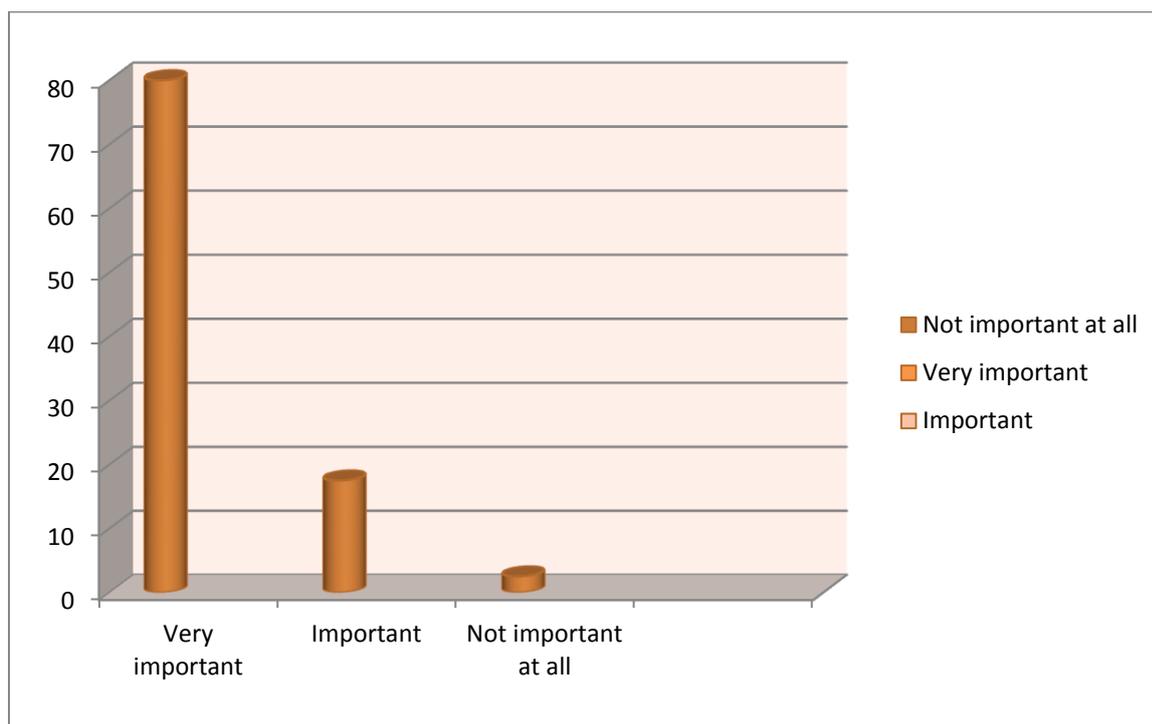


Fig. 25: Students' opinions about having a good pronunciation

This table shows that the majority of students are aware of the importance of having a good pronunciation.

Question 08: Students' views on the importance of pronunciation in English learning

Answers	Number	Percentage
Yes	37	92,5%
No	03	7,5%

Table 26: Students' views on the importance of pronunciation in English learning

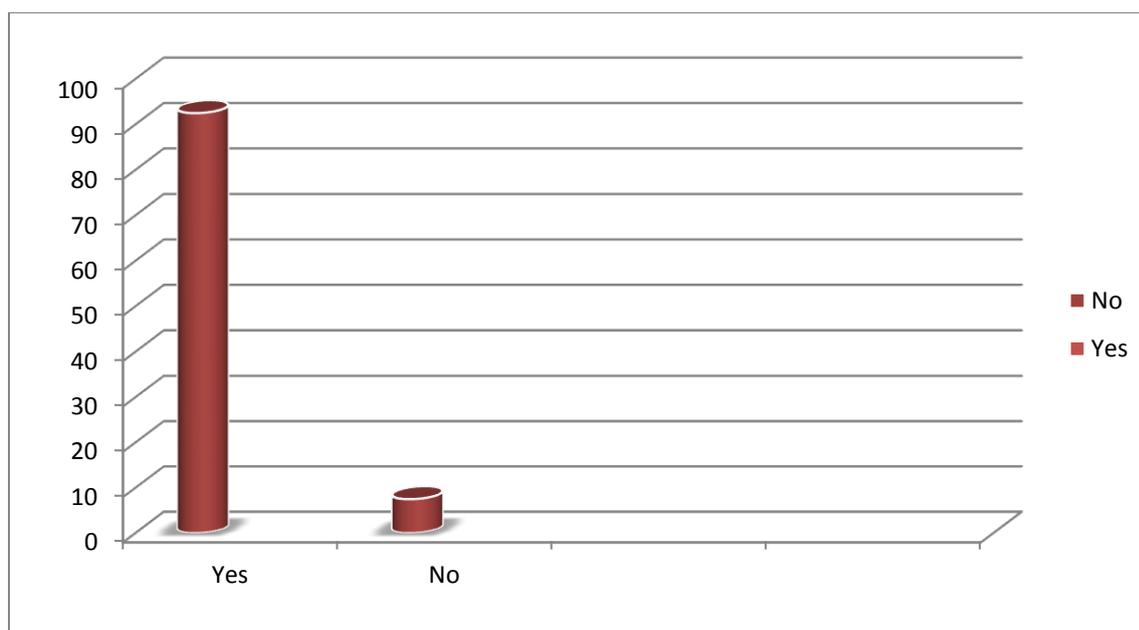


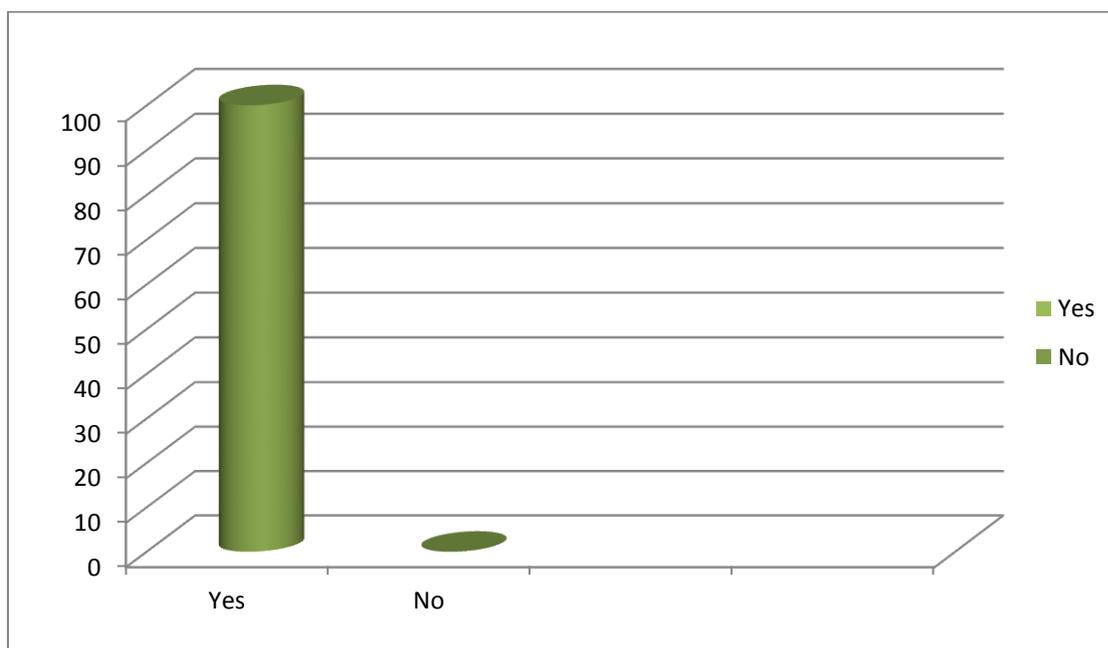
Fig. 26: Students' views on the importance of pronunciation in English learning

The table shows that the majority (92, 5%) of students saw pronunciation as an important part in English language. Whereas, 7, 5% of students considered pronunciation not an important part in English learning.

Section Three: Students' Views on English Language and learning styles and strategies

Question 01: Students' attitudes towards English language

Answers	Number	Percentage
Yes	40	100%
No	00	00

Table 27: Students' attitudes towards English language**Fig. 27:** Students' attitudes towards English language

The aim of this question is to determine students' attitudes towards English language and to see whether the students like learning English. The majority (40%) of students like English language.

Question 02: Students' improvement of English at University

Answers	Number	Percentage
Yes	31	77,5%
No	09	22,5%

Table 28: Students' improvement of English at University

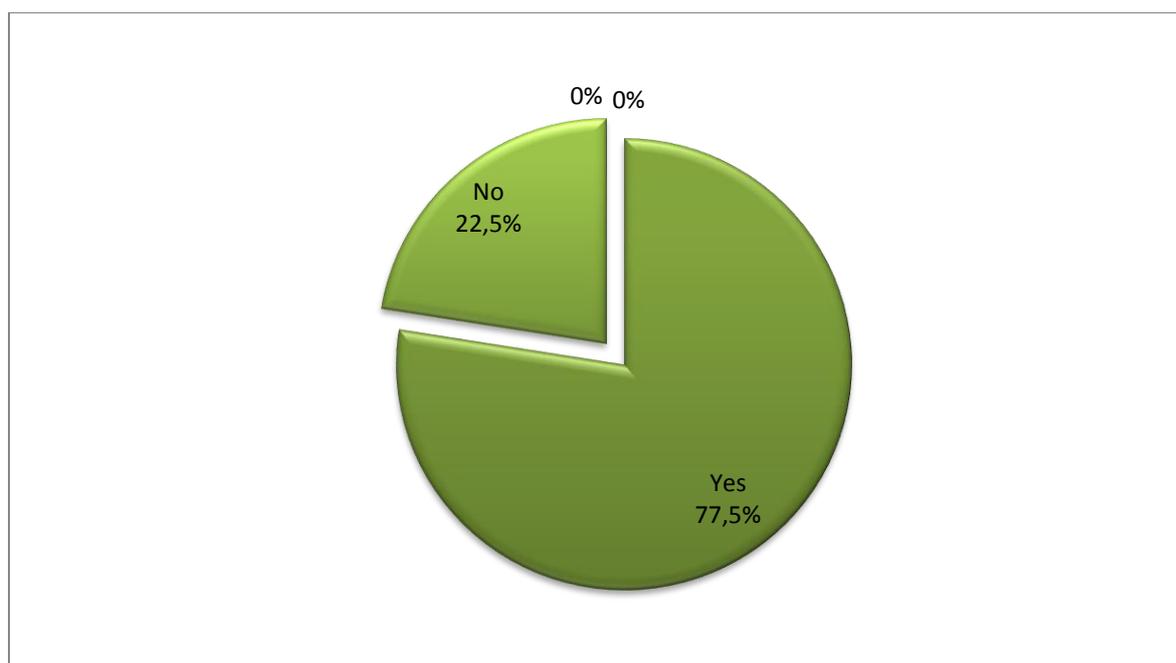


Fig. 28: Students' improvement of English at University

Most of the students (77,5%) feel that they have improved their English since they entered the university, whereas 22,5% they feel that their English is not improved yet.

Question 03: Students' work on improving their English language

Answers	Number	Percentage
Yes	31	77,5%
No	09	22,5%

Table 29: Students' work on improving their English language

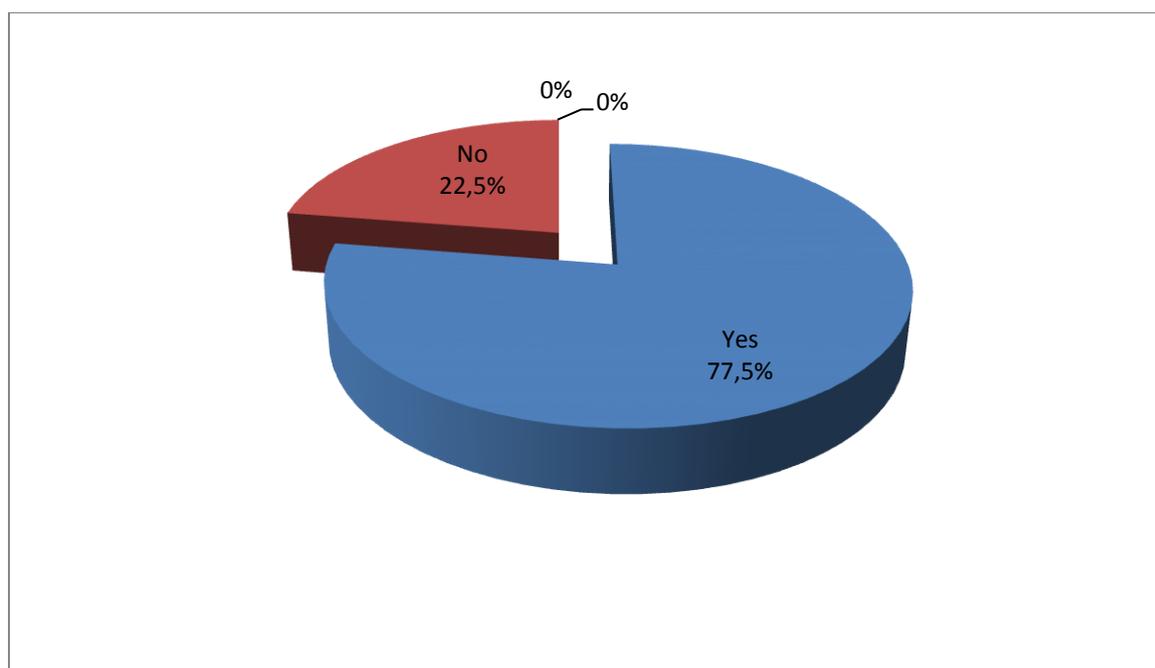


Fig. 29: Students' work on improving their English language

The greatest majority 77.5 % of the respondents said that they work on improving their English language which is very important for them, and 22.05 % said that they do not work on improving it.

Question 04: Students' agreement/disagreement on their role in learning

Answers	Number	Percentage
Yes	37	92,5%
No	03	7,5%

Table 30: Students' agreement/disagreement on their role in learning

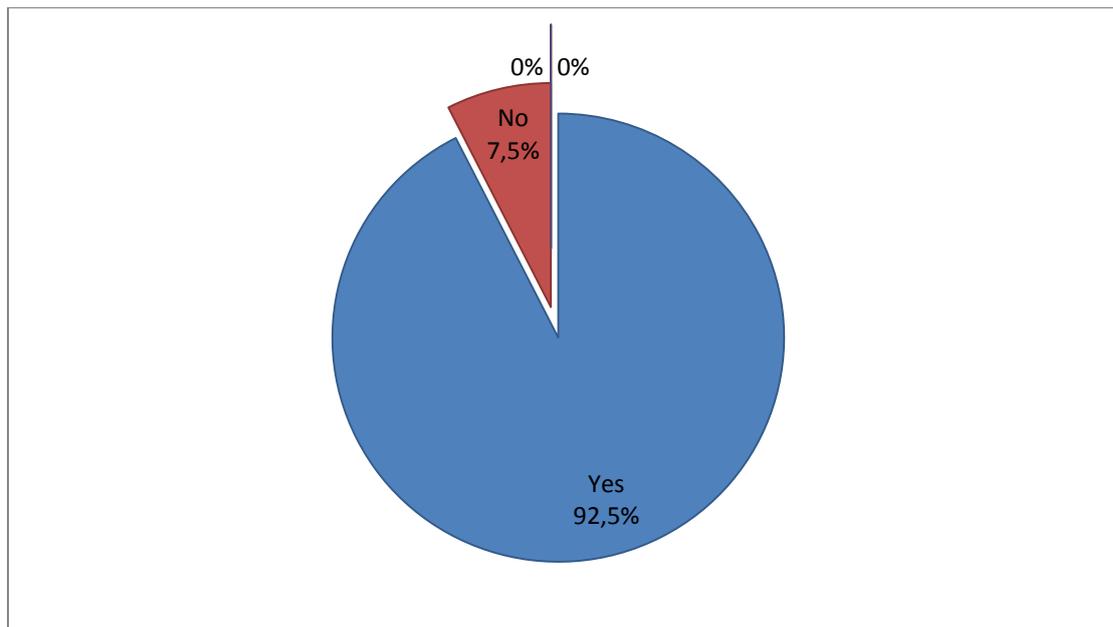


Fig. 30: Students' agreement/disagreement on their role in learning

The majority of the participants (92, 5%) agree that they have a big role in their learning, whereas (7, 5 %) said no, so from the result we can see that majority are aware of their own role in learning.

Question 05: Students' opinions about the use of effective learning strategies

Answers	Number	Percentage
Yes	24	60%
No	16	40%

Table 31: Students' opinions about the use of effective learning strategies

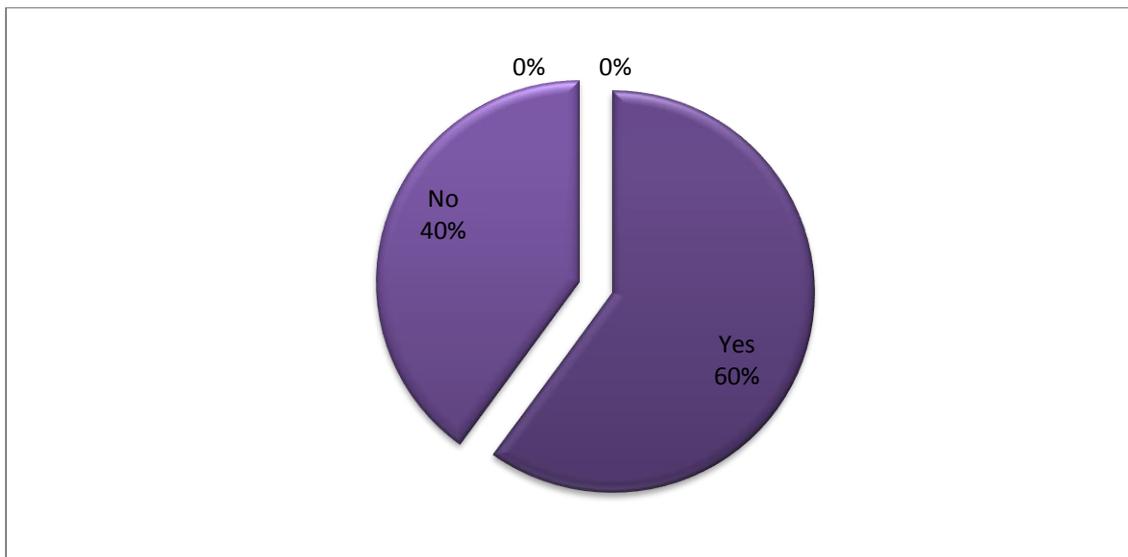


Fig. 31: Students' opinions about the use of effective learning strategies

The table 31 shows that 60% of students use effective learning strategies in their learning, and 40% of them said that they don't use any effective strategies because they don't know what the best strategy that fit them is.

Question 06: Students' preference of specific learning style

Answers	Number	Percentage
Yes	20	50%
No	20	50%

Table 32: Students' preference of specific learning style

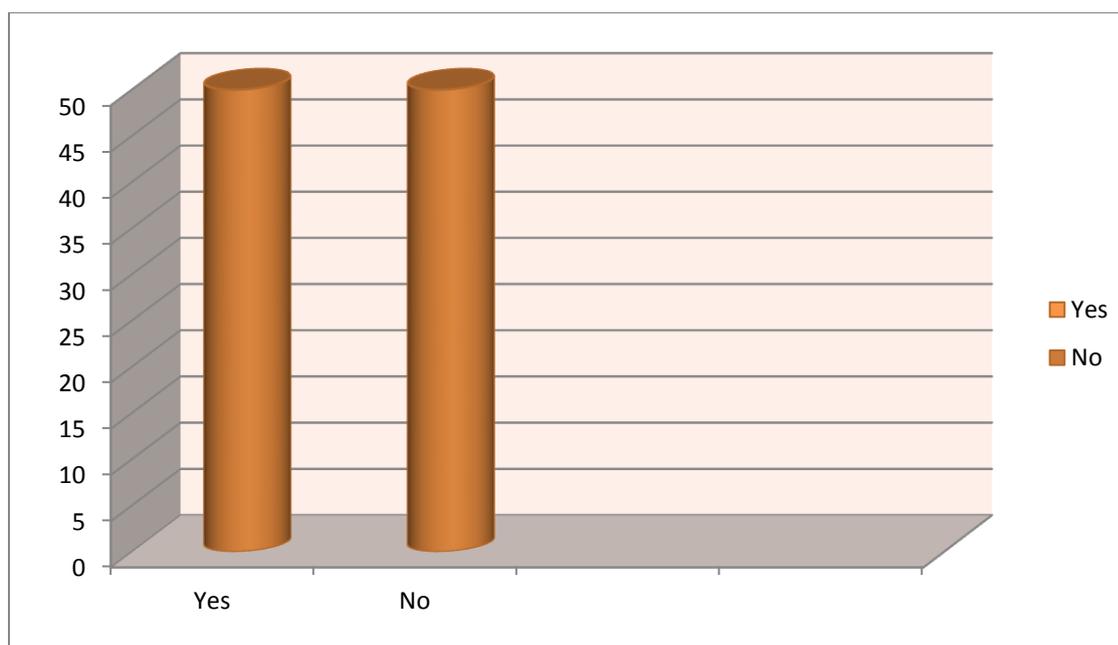


Fig. 32: Students' preference of specific learning style

Half of the participants (50%) said that they prefer a specific learning style like listening to native speakers songs and watching English movies, so most students are auditory and visual learners, and the second half (50%) said no which mean they don't have a special learning style.

Question 07: Student-Teacher Relationship

Answers	Number	Percentage
Very good	05	12,5%
Good	34	85%
Not good	01	2,5%

Table 33: Student-Teacher Relationship

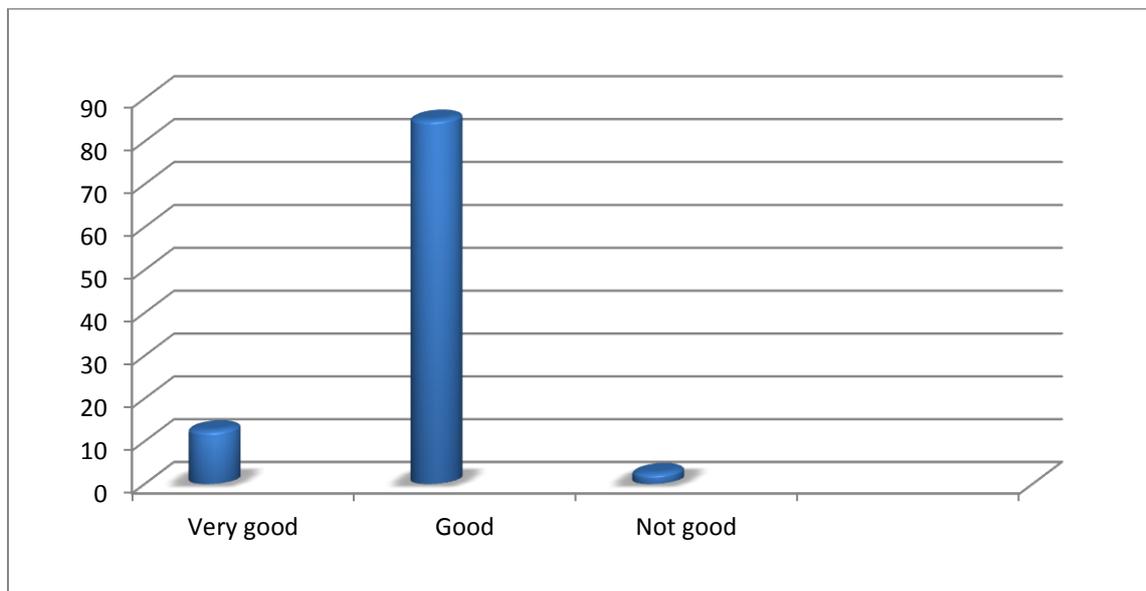


Fig. 33: Student-Teacher Relationship

The majority of the respondents (85%) said that they have a good relationship with their teachers, whereas only one student (2, 5%) said not good.

3.3.3 Summary of the Findings from Students Questionnaire

The analysis of students' questionnaire allowed drawing these conclusions:

- ❖ First year students seem to be motivated to learn English in general and pronunciation in particular. They are highly aware about the importance of pronunciation in the development of their English language learning, but they demonstrated negative attitudes towards learning phonetics because they find it difficult.

- ❖ Many of First year students have many pronunciation problems in learning phonetics because they are not exposed to the TL, and because of phonetic ability (aptitude).
- ❖ Many of first year students are working on improving their English language, and they feel that they have improved it since they entered to university.

3.4 General Discussion of the Findings

First year students consider the importance of the pronunciation and they seem to be motivated enough to learn it; however, the time devoted to phonetics session is not enough to deal with it by teachers. Phonetics teachers agree that pronunciation is very important in the English language but the insufficiency of time prevent them to focus more on it during phonetics classes. Phonetics teachers agree that students play a big role in improving their English pronunciation, besides; teachers of phonetics encourage their students to improve their pronunciation as well as English language.

Conclusion

This study has investigated the importance of pronunciation in English language learning at Abdelhamid Ibn Badis University. The investigation revealed many realities. teachers of phonetics are verybothered because of the insufficiency of time devoted to phonetics module, the fact which led phonetics to be taught in a rather theoretically way, this is in one ahand; in the other hand, because of the lack of practice many first year students strugglewith pronunciation problems. It is worth to highlight that pronunciation has verysignificant effect on EFL speakers; good pronunciation shows the high level of thespeaker's proficiency, competence, self confidence, as well as it gives a good self imageand a nice impression for the hearers and vice versa; hence, pronunciation should begiven more attention and time by all the responsible people in the English department, teachers and even students.

General Conclusion

In sum, pronunciation is an important element in English language learning and in the efficiency of communication. Accordingly, it should be owed a special care and attention, so that it can be meaningfully and adequately practiced; which in turn would have fruitful outcomes in English learning.

Through the first chapter, a review of the importance of pronunciation was provided; it represented definitions of pronunciation, features of English pronunciation, importance of pronunciation, pronunciation and identity, and pronunciation and intelligibility as well as factors affecting the learning of pronunciation.

The second chapter was devoted to learning styles and strategies. It initially represented learning English as FL, then defined the learning strategies and learning styles with mentioning types of each one. Then, it handled characteristics of good language learners and characteristics of learning strategies; lastly, it dealt with teacher-student relationships.

The last chapter represented the analysis of the findings provided from the questionnaires of phonetics' teachers and first year English LMD students; the results that were drawn from the analysis revealed that both teachers and students have a sense of awareness about the significant role that pronunciation plays in the English language learning success. However, teachers are not able to provide their students with enough and adequate practice due to several obstacles that they encounter in teaching phonetics such as time insufficiency and lack of pedagogical materials. In the other side, students said that they need to practice their pronunciation in phonetics classes in order to improve it more. Furthermore, students confirmed that having a good pronunciation is very important because it makes them feel more self-confident as well competent learners. In light of this situation, a strong call is directed to the English department to give consideration to pronunciation teaching by devoting more time for the phonetics module at the level of first year.

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Appendices:

Appendix 01

Teachers' Questionnaire

Dear Teachers,

I am conducting a master degree research that aims at showing the importance of pronunciation in improving the English language learning. I will be very grateful for your precious help and contribution which will hopefully provide my research with valid and relevant data. I appreciate your help. Thank you for your collaboration.

Section One: Personal Background

1- Gender:

a. Male b. Female

2- Qualification:

a. License; B. A b. Magister; M. A c. Doctorat; PH.D

3- Have you ever received any training in teaching phonetics (pronunciation)?

Yes No

4- How long have you been teaching phonetics?

.....

5- Do you like teaching Phonetics?

Yes No

Section Two: The Importance of Pronunciation

1- How much time is devoted to phonetics courses per week?

.....

2- Do you think that the time given to Phonetics at the level of First year is enough?

Yes No

If No justify

.....
.....
3-Do you try to help students improving their pronunciation?

Yes No

4-Do you think that your students are motivated to learn pronunciation during the class of phonetics?

Yes No

5-Do you think that students have low level in pronunciation because

a-They are not exposed to the target language

b-Lack of motivation

c-The age

d-Negative attitudes towards the target language community.

e-Others

6-Do you agree that the main goal in teaching and learning pronunciation is intelligibility and no more fluency?

Yes No

If yes why?

.....
.....
7-Which aspect of pronunciation do your students find it difficult, is it segmental aspects or suprasegmental aspects?
.....
.....

Section three: English Language Learning

1-Do you agree that learners have an important role in their learning?

Yes No

2-Do you think that all students learn in the same way?

Yes No

3-Do you encourage your students' to vary their ways of learning?

Yes No

4- When you teach do you take into consideration your students' learning styles and strategies?

a. always

b. sometimes

c. rarely

d. never

5-How often do you encourage your students to learn the English language?

a. always

b. sometimes

c. rarely

d. never

6-Do your learners focus on specific learning style?

Yes

No

7-Do you have a good relationship with your students?

Yes

No

I am genuinely appreciative

Appendix 02:

Students' Questionnaire

Dear students,

I am conducting a master degree research that aims at showing the importance of pronunciation in improving the English language. I will be very grateful for your precious help and contribution which will hopefully provide my research with valid and relevant data. I appreciate your help.

Section one: background Information Questions

1. Gender: a. Male b. Female
2. Your educational Streaming was:
 - a. Literary
 - b. Scientific
 - c. Technical
3. How was your choice for studying English?
 - a. Personal choice
 - b. Imposed
4. Why did you choose studying English?
 - a. To travel abroad
 - b. To get a job
 - c. To communicate with native speakers successfully

Section two: Students' Attitudes towards Pronunciation Learning

1. How learning pronunciation is important for improving your English?
 - a. Very important
 - b. Important
 - c. Not important

2. Do you like phonetics session?

Yes No

3. Do you face any problems in learning pronunciation?

Yes No

If yes, are these problems related to?

- a. Age
- b. Lack of motivation
- c. Aptitude (Phonetic Ability)
- d. Attitude towards the foreign language
- e. Not exposed to the target language
- f. The native language interference (Arabic)

4. Which aspect of pronunciation do you find it difficult, is it segmental aspects (vowels and consonants) or suprasegmentals (stress patterns, intonation, linking)?

.....

5. According to you which one is the most important, is it segmental aspects or suprasegmental aspects?

.....

6. Does your teacher encourage you to improve your pronunciation?

Yes No

7. How important is that you have a good pronunciation?

- a. Very important
- b. Important
- c. Not important at all

8. Do you think pronunciation is an important part in your English learning?

Yes No

Section two: Students' Views on English Language and Learning Styles and Strategies

1. Do you like English language?

Yes No

2. Do you feel you have improved your English since you entered university?

Yes No

3. Are you working on improving your English Language?

Yes No

4. Do you agree that you have an important role in your own learning?

Yes No

5. Do you use effective learning strategies when you learn?

Yes No

If no why?

.....

6. Do you prefer specific learning style?

Yes No

If yes, what is it?

.....

7. How is your relationship with your teacher?

Very good Good Not Good

Thank you for cooperation