

Introduction

1. Background of the Study

English, like any other language, has four basic skills: listening, speaking, reading and writing. Speaking, however, is considered to be the most efficient and important one of the four skills, because it is seen as the highest form of language mastery and use. Nevertheless, it is viewed as the hardest skill to master. So many people worldwide, especially English language students, have great difficulties learning how to attain a satisfactory level with their speaking performance. One of the most noticeable errors most students tend to mistakenly commit is to produce phonologically error-free utterances. That is to say, in learning a target language, say English, one can find the same sound or even a word pronounced differently by different groups of learners. It may be pronounced so due to their mother tongue, dialect, and so on. The thing which, at so many times, makes students' speech confusing, unclear and even misunderstandable. Therefore, we tend to carry out an investigation about this aspect aiming at drawing students' attention towards such an important, and often neglected, speaking issue. Not only that, but our research also aims at suggesting some solutions to sort out this problematic aspect.

2. Statement of the Problem

Throughout the five years or so of my higher education at the University of Chadli BEN DJEDID, I have come across a very common and a clearly noticeable 'phenomenon' in my colleagues' speaking as well as mine. At first, I was puzzled as why some sounds and words are pronounced in different ways by different groups of students. A couple of years ago, I started digging for an answer! After a period of investigation, I finally started to find out the clue. It was because of the dialect of learners. That is to say, I believe that students' dialect has a major influence on their mastery of English articulation.

3. Aims of the Study

We aim through this research, primarily, at investigating the correlation between students' dialect and their mastery of English pronunciation (articulation of sounds, stress patterns, rhythm of speaking, and so on). Secondly, we aim through our study at stressing on the high importance of exposure to authentic language via watching videos as an optimal means to reduce the impact of learners' dialect on their speaking performance.

4. Research Questions

- Does students' dialect affect their mastery of English pronunciation? If yes, how?
- According to teachers of Oral Expression at University of Chadli BEN DJEDID, which strategies should be used by students to help reduce the negative effects of their dialects?
- What are the types of dialect-related pronunciation problems students often commit?

5. Hypothesis

In the light of the questions cited above, we hypothesize that: exposure to authentic language via watching videos is the optimal strategy to get rid of the negative impact of students' dialect on their mastery of English pronunciation.

6. Means of Research

In our research, subjects' performance is going to be collected using two means of research. First of all, there will be a students' questionnaire, in turn, is going to give us insights about students' speaking level, their most common pronunciation mistakes, and their preferred strategy to improve their English articulation. Second, teachers as well do, in fact, have a voice in our research. A voice that matters us to listen to. Thus, their opinions will be collected using a questionnaire. This questionnaire aims at discovering a lot of the teachers' side about the

problem of inquiry. As a result of their teaching experience, teachers will be enlightening us with valuable information about the most frequently observed pronunciation mistakes made by their students. And most importantly, they will be asked to reveal whether they use or ever used any kind of strategies to improve their students' English pronunciation ability.

7. Structure of the Study:

Our research consists of two chapters. The first chapter will review the literature, and the second one will include the empirical part of our study.

On the one hand, there is the theoretical chapter which will briefly discuss and provide information about some points: the speaking skills, pronunciation and dialect, and other related issues.

On the other hand, there is the empirical chapter which will discuss the format and the results of both students' and teachers' questionnaires. In addition, it will include synthesis of the results obtained from the different means of research.

Chapter One:

Pronunciation and Dialect

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Introduction

English is the most dominant languages in the world. It is spoken by more than one billion people as a native or second language speakers.

Around the entire world, there are a lot of people with strong hopes and desires to speak English with correct or native-like pronunciation. In Algeria, there are large numbers of groups which are highly interested in the subject matter. Among these groups, are the students of English language at the University of Chadli BEN DJEDID who are eager to learn how to flawlessly speak the language. However, there are many barriers that work as obstacles in their way of mastering the English language pronunciation. Many studies have demonstrated that the errors made by the speakers of foreign languages, who attempt to speak English, are something systematic rather than random. This research aims at confirming that the students' dialect is the main reason for such errors. In other words, these errors are related to the mother tongue interference, sound system differences between the native and the foreign speakers. Hence, this study is an attempt to study such problems in pronunciation articulated by Algerian students of English.

Section One: Speaking and Pronunciation

1. Definition of Speaking

Speaking is the delivery of language through the mouth. To speak, we create sounds using many parts of our body, including the lungs, vocal tract, vocal cords, tongue, teeth and lips. This vocalized form of language usually requires at least one listener. When two or more people speak or talk to each other, the conversation is called a dialogue. Speech can flow naturally from one person to another in the form of dialogue. It can also be planned and rehearsed, as in the delivery of a speech or presentation (Englishclub.com.).

2. Definition of Pronunciation

Pronunciation is the way a word, an utterance or a language is spoken, or the manner in which someone utters. If one is said to have "correct pronunciation", then it refers to the articulation within a particular dialect. A word can be spoken in different ways by various individuals or groups, depending on many factors such as: the duration of the linguistic and cultural exposure to the language in their childhood, the location of their current residence, speech or voice disorders (Beech; Harding; & Hilton-Jones, 1993, p. 55.).

The Longman Dictionary of Contemporary English (LDCE) defines pronunciation as "*the way in which a language or a particular word is pronounced*" (p. 1314). If we continue further and look up the word "pronounce", the same dictionary explains it as uttering "*the sounds of a letter or a word, especially in the correct way*" (p. 1313).

Others define pronunciation as the language feature that most readily identifies speakers as native or foreigner. It is a filter through which others see these speakers and often discriminate against them (Celce-Murcia, 2001, p. 117).

3. The Importance of Pronunciation in English Language

Since pronunciation is very important in communication, many learners of English want to develop their English pronunciation. To develop English pronunciation, however, it is important to find out what sounds are problematic for learners (Khan & Qadir, 2012, p.37). The present research is to investigate the pronunciation of English consonants that are not found in Algerian learners of English. It further explores the role of native language in the mispronunciation of English phonemes.

According to Ahmadi (2011), p.76, "in many English language classrooms, teaching pronunciation is granted the least attention. When ESL teachers defend the poor pronunciation skills of their students, their arguments could either be described as a cop-out with respect to their inability to teach their students proper pronunciation or they could be regarded as taking a stand against linguistic influence. If we learn a

second language in childhood, we learn to speak it fluently and without a 'foreign accent'; but if we learn it in adulthood, it is very unlikely that we will attain a native accent".

In the English as a Foreign Language (EFL) teaching and learning process, pronunciation should play a determining role since it is directly related to the development of students' communicative competence and thus to language proficiency and comprehensibility. Spoken communication is grounded on the communicability not only determined by correct grammar and rich vocabulary bank but also on the correct interplay between the segmental¹ and supra-segmental² features making up pronunciation. As Burns (2003) concedes, despite minor inaccuracies in vocabulary and grammar, learners are more likely to communicate effectively when they have good pronunciation and intonation. At the present time, as Pourhosein (2012, p.120) states, despite the *"emphasis on the importance of meaningful communication and intelligible pronunciation, it is not enough to leave pronunciation teaching and training to pronunciation classes only"*; it is determining that the relatively few hours devoted to this purpose in the curriculum are planned and devised to make the most of them, giving students the tools to continue improving on their own and the voice to express in which ways they learn the best. In spite of this, *"researchers in applied linguistics have paid little attention to learners' perceptions of pronunciation instruction in L2 contexts"* (Kang, 2010 as cited in Hassan, op.cit, p.262). Therefore, this piece of research is going to deepen on students' perceptions and feelings about English pronunciation issues in general and about the English pronunciation subject in particular.

¹ Segmental of, relating to, or having the form of a segment

² Supra-segmental: a unit which extends over more than one sound in an utterance, e.g. stress and tone (Richards and Schmidt, 2002, p. 530.).

4. The Importance of Intelligibility in English Pronunciation

The LDCE dictionary defines intelligibility as “*if speech, writing, or an idea is intelligible, it can be easily understood*” (p. 917). Throughout this research, intelligibility focuses on the fact that different accents are understood without causing confusion in the listener. Despite the current dominance of intelligibility as the goal of pronunciation teaching, both the nativeness and intelligibility principles continue to influence pronunciation in the language syllabus, both in how they relate to communicative context and in the relationship of pronunciation (Levis, 2005, p. 371 as cited in Sonja & Henrik, 2012, p.12).

5. The Importance of Comprehensibility in English Pronunciation

Pronunciation is a key aspect in the development of speaking skills. Proper pronunciation is inherent to any competent speaker but this competence can be trained in any foreign speaker. The review of previous literature on the topic shows that with careful preparation and integration, pronunciation can play a significant role in supporting the learners’ overall communicative skill (Pourhosein, 2012, p. 119 as cited in Hassan, op.cit, p.263.). Nonetheless, the idea that learners should speak and sound like native speakers is not the trend today, apart from being a rather unrealistic idea. In fact, it is rare that L2 adult learners achieve native-like speech patterns (Moyer, 2004). Moreover, it is difficult to achieve native-like pronunciation in typical ESL classrooms after childhood (Kang, 2010, as cited in Sonja & Henrik, op.cit, 2012, p.12). As Ur (1996) states, the aim of pronunciation is not to achieve a perfect imitation of native accent, but to get the learner to pronounce accurately enough to be easily and comfortably comprehensible to other speakers. In fact, as scholars such as Derwing and Munro (2005) or Goodwin (2001) argue that it is teachers’ role to help ESL learners to set realistic

goals for pronunciation instruction and these goals do not normally target native-like accents. According to Burns (2000), it is far more important for speakers to be able to achieve intelligibility and comprehensibility. Moreover, many studies from an ESL perspective such as Howlader's (2010) found that mutual intelligibility, comprehensibility and neutral accent can promote better oral communication. In fact, from the perspective of World Englishes, mutual intelligibility is a key issue for both listeners and speakers (Kang, 2010, as cited in Hassan, op.cit, p. 263.). In order to achieve comprehensibility, both segmental main focus in the teaching of pronunciation in former EFL approaches and supra-segmental features must be paid attention to as the main components of good pronunciation. Thus, they are key aspects to be dealt with in a balanced and complementary way in the pronunciation class. Figure 01 below illustrates the ideas just explained.

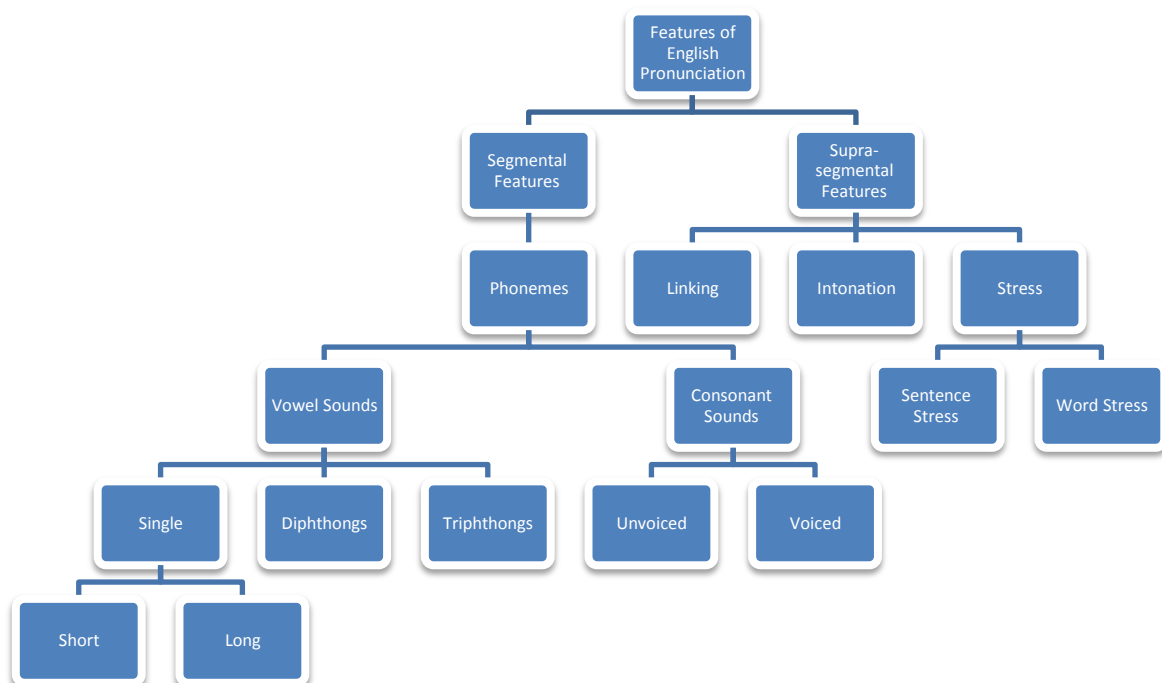


Figure 01: Features of English Pronunciation According to Fourhosein (2012, p. 120).

6. Factors that Influence Learning English Pronunciation

Researchers and linguists have identified some linguistic factors that affect one's pronunciation in learning a target language. Such factors are the differences of the sound systems between the first language (L1) and the second language (L2); the inconsistency of some sounds of the target language, for example English; the mother tongue interference is a chief factor in the mastery of language pronunciation. These factors are known as linguistic factors which are the main topic of this research. So, all of them will be discussed separately in detail in the sub-headings yet to come.

6.1. Sound System Differences between L1 and L2

As it has been mentioned by many linguists and researchers, there is a conflict between the sound systems of L1 and L2. a researcher named Moosa, carried out an investigation in 1972 where he noted that the Arab learners of English form habits of their mother tongue, so they strongly build the phonological features of Arabic (as cited in Hassan, op.cit, p.263.). This makes them encounter many difficulties in distinguishing sound systems between their native language and the second or target language. Furthermore, a study on the effects of sound system on learning pronunciation was done by Alkhuli in 1983 who showed that the main problem in teaching and learning English pronunciation stems from the differences in the sound system of English and the dialect of learners. This means that the organs of speech of the learner are not trained to produce such sound systems because they are unfamiliar to him. That is why he uses the nearest sounds such as /p/ and /b/. About the same area of the study another researcher called Cruttenden carried out a study in 1994 where he noted that in the field of second language acquisition (SLA), learners with different linguistic backgrounds would certainly face different difficulties in order to produce English sounds and this is due to

the differences between the two languages. These differences between the sound systems are regarded as a barrier against competence in the pronunciation of English, because the new sounds still remain strange for their organs of speech especially if they start learning English after the age of adulthood. However, this problem is expected to be solved after a long time of regular practice and hard work. Also, about sound system differences between L1 and L2; In English the consonant sound /r/ is distinctly pronounced only before a vowel. But it is not pronounced after a vowel sound. In Arabic, however, the /r/ sound is distinctly pronounced in all positions, before or after a vowel. Consequently, the Algerian students of English pronounce the /r/ sound in any position of English words. Take for example the words like “red” and “river”. Furthermore, in Arabic, each letter represents only one sound, so it is easy to read any word from a written text. Also there is no sound which is not pronounced (i.e. silent letters), as it happens a lot in English. When there is a difference in the sound system between learners’ L1 and L2, it was shown that errors are expected to be committed because the learners transfer their mother tongue sound system into the target language (Nunan, 2001). It was also reported that it is essential to understand how to distinguish between the different phonemes because they lead to differences in meaning. So, the learner should be able to correctly pronounce them, otherwise he/she would commit errors. In English language, there are twenty-four consonant sounds and twenty different vowels. That means there are forty-four phonemes in the English language that the learner should be able to produce while he/she is learning English (O’Connor, 2003). In the Arabic language, the whole number of the sounds is less than the one in English language, so the total sounds of Arabic language are twenty-eight letters each of them represents only one sound. So, there are only twenty-eight sounds in the Arabic language. As we know, a sound is made by definite movement of the organs of speech, so to produce any sound, which means to perform the exact organ

movements needed to produce the sound. If the learner's language sound system has not any of the forty-four English sounds, he/she will face a difficulty to produce it. Take for example the consonant sounds /p/ and /v/ which do not exist in Algerian spoken Arabic sound system. Hence, Algerian students often tend to pronounce them incorrectly and the reason for that is the absence of such sounds in their mother tongue.

6.2. Inconsistency of English Vowels

One of the important problems faced by the students of English is that each English vowel sound has more than just one pronunciation. So this causes many difficulties to the learners and leads them to a mispronunciation (Cruttenden, 1994) points out that the main difficulty for all those whose own languages have a less complex vowel system, lies in the establishment of the qualitative oppositions. Instead of using the exact quality and quantity of a special sound, the learner erroneously changes either the quality or the quantity of the sound; so in a certain word the learner tends to use the variant sounds e.g. in words like sun/sʌn/, hum /hʌm/, amongst /əməŋst/, donkey /dʌŋki/, flood /flʌd/; in all these words /o/ and /oo/ stand for the same sound of /ʌ/, but most of the learners, unless they have a mastery of the pronunciation of such vowels, they pronounce /ɔ/ or /u:/ in the place of /ʌ/. This is because of their first background about each sound, so they picture this thought in their minds as if each vowel has only one type of pronunciation and if that is true the learner can easily know and expect how to pronounce each word even if he is seeing it for the first time. That is if each letter represents only one phoneme, but in fact the situation is not like this, and that is one of the basic problems of English. (O'Connor, 2003) reported that it is not simple to know the exact sounds the letters stand for or represent in a certain word for instance in the words city /siti/, busy /bizi/, women /wimin/, pretty /priti /, village /vilidʒ/, English /iŋgliʃ/ the letters y, u, o, a, e, all of them stands for the same vowel sound /i/. In words like, banana /bəna:nə/

bather /beiðə/(r)/, man /mæn/, many /meni/ the ‘a’ stands for five different vowels sound. The learner, who doesn’t have sufficient knowledge of different pronunciations of the vowels above, meets some difficulty, since he uses different variants of their pronunciations. Power (2003) found that there are 23 common pronunciation problems, some of them are related to vowels e.g. the students confuse /i/ with /i:/ as in sit, seat, and /ɔ/ with /əʊ/ as in not, note and /æ/ with /ei/ as in mat, mate and /e/ with /ei/ as in let, late. Researchers and linguists always connect such problems with the complexity of the vowels sound system that exists in English and the inconsistency of its pronunciation. (Cruttenden, 1994) noted that the inconsistency of English vowels causes difficulties for other language learners of English e.g. if we take for instance ‘o’ in some words like some, move, home, women, in each word it has different pronunciation as /ʌ/, /u:/, /əʊ/, /i/ so the English learners who don’t have the mastery of the pronunciation of such words will also face difficulties. On the other hand words such as book, butcher, could, wolf etc in all these words the letters oo, u, ou, o are all pronounced the same /u:/, so in the first example we have same letters with different pronunciation, and in the other one we have different letters with same pronunciation. Each of the letters we use to show pronunciation may stand for more than one sound for instance in banana /b əna:nə/, bather /beiðə/(r)/, man /mæn/, many /meni/, the letter (a) stands for five different vowel sounds; if the learner has no knowledge about this inconsistency, this will lead him to wrong pronunciation (O’Connor, 2003).

6.3. Mother Tongue Influence

The pronunciation of certain sounds of a target language is, sometimes, difficult especially if those sounds do not exist in one’s mother tongue. The thing which causes many problems and obstacles for English language learners (Lynch & Anderson, 2012, p.01).

Avery and Ehrlich (1992) claim that the sound pattern of the learner's L1 is transferred into the L2 and is likely to cause foreign accents. The mispronunciations of words by foreign speakers reflect the influence of the sounds, rules, stress, and intonation of their native language (as cited in Hassan, op.cit., p.262). Take for example, foreign speakers' production of English rhythm was investigated in several studies (Wenk, 1985; Machizuki-Sudo, Kiritani, 1991) (*ibid*). These researchers concluded that the transfer from the learners' native language influenced their production of English-like stress alternation across a phrase. In this respect, Avery and Ehrlich point out that the sound system of the native language can influence the learners' pronunciation of English in at least three ways. First, when there is a sound in the English language which does not exist in learners' native language, learners may not be able to produce the sound(s) in a correct way. Second, when the rules of combining sounds into words are different in the learners' mother tongue from those of the English language, they cause problems for learners because these rules are language-specific as they differ from one language to another. Thirdly, since the rhythm and melody of a language determine its patterns of stress and intonation, learners may transfer these patterns into the English language. In summary, while there are other factors that influence ESL/EFL learners' pronunciation acquisition (Graham, 1994) (*ibid*). The factors reviewed above may help ESL/EFL teachers consider what learners from different backgrounds are likely to face when learning English. These factors would enable the teachers to identify the difficulties in the pronunciation of the target language experienced by foreign speakers in order to help them overcome their non-native accent and consequently improve their English pronunciation. In addition, they would also enable teachers to provide efficient pronunciation instruction and design their teaching methodology according to students' needs.

The following examples highlight some of the phonological differences between five chosen accents:

Melchers & Shaw (2003) examined in their studies which were based on the following words: nurse, goat, start, cure and bath. AE use the vowel [ɜr] in Nurse, whereas BE becomes [ɜ:]. Goat in AusE uses the vowel [ɹu] whereas IrE use [o]. IndE use [a:r] in Start which in AE is pronounced [ɑr]. Cure in BE is generally pronounced [ʊə] while it in AusE often becomes [ɔ:] or [u:e]. Finally, Bath in IrE is pronounced with a sharp [a] or [æ], in contrast to IndE where the vowel is closer to [a:]. (as cited in as cited in Sonja & Henrik, 2012, p.12.)

Several works have been conducted on the influence of L2 in learning English language. Swan and Smith (2001) reported that /p/ and /b/ sounds are two different phonemes and each one is distinguished by a native speaker. In Arabic Language, the situation is different, because there is only the phoneme /b/ so this is the reason why most Arabic speakers mispronounce words with these sounds /p/ and /b/ (of course Algerian students of English face the same problem. Students confuse between /p/ and /b/ e.g. words like ('park', 'bark'), ('pen', 'ben'), ('pull', 'bull'), ('supper', 'subber') if we ask the students to say these words, they pronounce /b/ instead of /p/ in each pair of the words above and sometimes /p/ is used in the place of /b/ but this rarely happens. The reason for shifting from /p/ to /b/ is the fact that the two sounds are regarded, as they are two allophones of one phoneme. Many other sounds are influenced by the dialect of foreign learners (Gruttenden, 1994) showed that foreign learners of English language should be careful not to use /t/ or /s/ for /θ/ and /d/ or /z/ for /ð/. In the near past (Brown, 2000) found that a L2 learner faces some difficulties, because his L1 affects his L2 especially in adulthood, and this effect is a result of L1 transfer. Therefore, it is a significant source of making errors for second language learners. Carter and Nunan (2001) showed that mother tongue has clear influence on learning L2 pronunciation. Where L1 and L2 rules are in conflict, errors are expected to be committed by foreign learners. All that can be linked to what is known as the interference between L1 and L2. So many learners use /p/ as

/b/, others use /s/ for /θ/ and /z/ for /ð/ and /b/ for /v/. The mispronunciation of the above sounds is the result of the over practice of the first language, a process of fossilization. The adults' vocal musculature is set to pronounce foreign sounds with an accent. O'Connor, (2003) reported that the main problem of English pronunciation is to build a new set of sounds corresponding to the sounds of English, and to break down the arrangement of sounds which the habits and the systems of our L1 have strongly built up. And that means we use new ways of hearing and new ways of using our organs of speech. So, it is too difficult to change such habits which a learner has obtained since his childhood or at least it needs very long years to be changed and after also very long time and regular practice, and all that is linked to a certain age of the learner. So the points mentioned above altogether share the concept that the learners confuse such sounds and replace each of them with other sounds that are said to be the nearest ones to them (O'Connor, 2003).

Section Two: Dialect

1. Dialect

No matter what language one speaks, they will have different sounds and rhythms from a native speaker of English. One of the most difficulties non-native English students may face when learning English pronunciation is the remarkable variety of dialects. Like many other languages spoken in such a vast area and by so many people, spoken English presents wide variation in pronunciation.

The OED Dictionary defines dialect as “*one of the subordinate forms or varieties of a language arising from local peculiarities of vocabulary, pronunciation and idiom*”. These variations can exist at all linguistic levels, i.e. vocabulary, idioms, grammar and pronunciation.

2. Factors Affecting Dialect

Linguists agree that every speaker of any language speaks a dialect of that language. There are many dialects of English, and the dialect that a person speaks will be determined by many factors, such as age, race, geographic region and social class (Zuck & Goodman, 1972.).

2.1. Age

Teaching English in Middle Schools students are often likely expected to pronounce English sounds in the same way as they do with the sounds of their hometown dialect. Learners do not have any chance to go out of their hometown before they go to universities or colleges. They attend middle schools in their hometown, where their middle school teachers probably speak the same hometown dialect and do not notice that

funny phenomenon, or they also have much obstacle to do the correction, to say nothing of a help to their students concerning the right pronunciation. For teachers of English at colleges, it is a hard job to help these students to pronounce English sounds correctly because they have been long misled when they were young in their middle school. The students should be directed to do pronunciation correction practice. They should be divided into mixed groups, which are good for learning practice (Huang Ling-yan, 2010 as cited in Luo, 2014, p.1703.). The so-called mixed groups mean that, in every group, there are students from all dialect regions, or from all provinces, or from the north and the south, but never at all from just one dialect region in one group, because in the mixed group they could easily find what is wrong and how to make correction of English pronunciation.

2.2. The Race and Geographic Region

Others factors that influence target language pronunciation are the race and geographical origin of the learner. Such factors shall be discussed and exemplified below:

2.2.1. Korean Intonation

Many Korean learners of English tend to stress the wrong word or syllable, which changes the meaning in English. For example, (They'll sell fish and They're selfish.) Korean speakers tend to add a vowel to the final consonant after a long vowel such as in /b/ and /v/ (babe /beibu/ and wave /weibu/), /k/ and /g/ (make /meiku/ and pig /pigu/), and /d/ (made /meidu/.) Koreans also insert a vowel after /sh/, /ch/ and /j/ (wash /washy/, church /churchy/, bridge /briji/), and into consonant clusters (bread /bureau/). It is also a common problem to devoice final voiced consonants, so that “dog” can be mispronounced as either “/dogu/” or “/dock/”. All this adversely influence the rhythm patterns of spoken English (Cook, op.cit, p.168.).

2.2.2. German Intonation

Germans have what Americans consider a stiff, rather choppy accent. The great similarity between the two languages lies in the two-word phrases, where a 'hot dog is food and a hot 'dog is an overheated chihuahua. In German, a thimble is called a finger hut, literally a finger hat, and a red hat would be a rote hut, with the same intonation and meaning shift as in English (ibid).

2.2.3. French Intonation

According to Cook (1991) in p 168 who states that:

The French are, shall we say, a linguistically proud people. More than working on accent or pronunciation; you need to "believe" first. There is an inordinate amount of psychological resistance here, but the good thing is that, in my experience, you are very out spoken about it. French students have quite clearly pointed out how difficult, ridiculous, and unnatural English is. For example "Hello, my name is Pierre. I live in Paris." is pronounced "Allo , my name is Pierre. I live in Paree. I ride the subway."

2.3. Social Class

It is strongly believed that motivation is much affected by attitudes towards the target language and its speakers. Most of the studies came to conclusion that second language success depended on the learner's attitudes. In other words, positive attitudes make the learner attain success and vice versa. Many surveys of the research demonstrated that there were different sources being able to affect language learning. In this respect, Spolsky (1969 p. 237) claimed: *"In a typical language learning situation, there are a number of people whose attitudes to each other can be significant: the learner, the teacher, the learner's peers and parents, and the speaker of the language. Each relationship might be well shown to be a factor controlling the learner's motivation to acquire the language."* (Larsen-Freeman & Long, 1991, p. 178, as cited in Cook, op.cit, p.168).

3. The Effect of Dialect on Listening Comprehension

Speakers' dialect has been found to play an important role in listening comprehension by learners of L2. Which listeners have been tested on their comprehension of various international, regional, and non-native varieties of the target language, and differences in comprehension have been found according to the speaker's dialect. It has been proposed by Tauroza and Luk (1997) (as cited in Beth Schmidt, 2009 ,p.144) that these differences in ESL comprehension according to dialect are in fact due to dialect familiarity, with greater comprehension of those varieties to which the learner is exposed.

4. Dialect Familiarity and ESL Listening Comprehension

There is much empirical support that speaker's dialect has an effect on listening comprehension, even for ESL listeners. For example, Major et al. (2005) point out that ESL listeners scored lower on listening comprehension tests when hearing international dialects of English than when hearing standard American English. Eisenstein & Berkowitz (1981) found out that standard English was more intelligible for advanced, beginners and high intermediate-level learners than working class New York or foreign accented English. Tauroza and Luk (1997) claim that the fact that some learners are more successful in comprehending a standard variety while other learners achieve greater comprehension of a ESL accented variety is explained by the influence of dialect familiarity. They propose that ESL learners understand best the dialect(s) to which they have been previously exposed, be it the standard variety as in the case of learners in the L2 environment (Eisenstein & Berkowitz, 1981; Major et al., 2005, as cited in Beth Schmidt, op.cit., p.144) or be it a variety spoken by speakers of the same L1 , as may be the case of learners in a EFL environment (Brown, 1968; Wilcox, 1978). Interestingly, however, Fox and McGory (2007), in a study of listening comprehension of Standard American

English and Southern American English by L2 listeners, native speakers of Japanese, who were residing in one or the other dialectal regions, found that exposure to the Southern American English variety did not improve the learners' perception of southern vowels. In fact, both groups of learners identified the Southern vowels significantly worse than the standard vowels. However, Fox and McGory (as cited in Beth Schmidt, op.cit, p.144) suggest that there may be sociolinguistic factors contributing to this unexpected result such as the variety spoken by the English instructors, attitudes toward nonstandard dialects of the EFL, and the amount of time that learners actually interact with individuals who speak the southern variety.

5. Strategies for Improving Pronunciation

5.1. Listen and Imitate

A technique used in the Direct Method³ in which students listen to a teacher-provided model and repeat or imitate it. This technique has been enhanced by the use of tape recorders, language labs, and video recorders (Celce-Murcia, et. al., 1996,p.21) .

5.2. Minimal Pair Drills

A technique introduced during the Audio-lingual⁴ era to help students distinguish between similar and problematic sounds in the target language through listening discrimination and spoken practice. Minimal pair drills typically begin with word-level drills and then move on to sentence-level drills (*ibid*).

³ The Direct Method is a foreign or second language teaching method that stresses the use of the target language solely (Richards and Schmidt, 2002, p. 159).

⁴ The Audio-lingual method is a foreign or second language teaching method that emphasizes the teaching of speaking and listening before reading and writing (Richards and Schmidt, 2002, p.39)

5.3. Audio-visual Aids

Enhancement of the teacher's description of how sounds are articulated by audiovisual aids like sound-color charts, Fidel rods, pictures, mirrors, props, videos and so on. These devices are also used to initiate production of the target sounds (*ibid*).

According to Canning-Wilson (2000) said that: “*video is at best defined as the selection and sequence of messages in an audio-visual context*” (p. 319). The teachers’ use of video, CD-ROM in classroom provides second/foreign language learners with the opportunity to view and actively participate in lessons at their place (Austin & Haley, 2004). Video techniques help the learners to get the information by putting them in real-life context.

The VideoAktiv Project (2004) notes that film and video are often associated with a classic instructional or transmission pedagogical approach. Even writers from the fifties such as Hoban and van Ormer and Dale did not see the teacher as the only source of knowledge. Hoban and van Ormer (1951) even suggested that appropriate video material could be as good as the teacher in communicating facts or demonstrating procedures. In other words, the learning of facts or concepts is not dealt primarily by the teacher transmitting information, but because of the interaction between the student and the moving image.

5.4. Reading Aloud (Recitation)

Passages or scripts for learners to practice and then read aloud, focusing on stress, timing, and intonation. This technique may or may not involve memorization of the text, and it usually occurs with genres that are intended to be spoken, such as speeches, poems, plays, and dialogues (Celce-Murcia, et. al.,op. cit, 1996,p.21)

5.5. Recordings of Learners' Production

Audio- and videotapes of rehearsed and spontaneous speeches, free conversations, and role plays. Subsequent playback offers opportunities for feedback from teachers and peers as well as for teacher, peer, and self-evaluation (*ibid*).

5.6. Slowing down One's Rate of Speech

The five areas of American pronunciation proficiency are: vowels, consonants, rhythm, stress and intonation. Rhythm, or rate of speech, is often over-looked in pronunciation programs. But from our years of experience, we've found that improper use of rate of speech can greatly effect a listener's ability to understand the speaker. Nearly always, this is because the person is speaking too fast. It's a common misconception that if we talk faster, people will think we're more fluent. That's simply not true. In fact, the slower we speak the clearer we are. The best way to slow down your speech is to pause between ideas. This simple technique will help you speak with more clarity. Make sure to pause after commas and periods. This is essential. By doing so, your listener will know that a new thought or idea is on its way (Arbor, 2015, p.04.).

5.7. Dictionary

A dictionary is a book that contains a list of words arranged in an alphabetic order with their meanings in context and their pronunciation (O.A.L.D., 2008, Barrass, 2005, p. 54; Field, 2005, p. 102; English, 2008, p. 44). Besides, it shows which syllable of a word is stressed (Hickman &McGroth, p. 93-6; Field, 2009, p. 63-4).

5.7.1. Types of Dictionaries

Dictionaries are of different types and sizes. Each type or size has its unique characteristics. Pronouncing dictionaries give several alternatives of pronunciations to a words: Received Pronunciation, BBC accent, American English, and so on. (Ott, 2007, p. 30)

A number of scholars have agreed on the significant role of using dictionaries to help improve pronunciation. Seglin and Coleman (*ibid*), emphasized that the frequent use of dictionaries help in building stronger speaking skills (p. 463). Students can also be helped to make lists of words they often mispronounce and can be taught how to look them up in a dictionary so that to improve their speaking (p. 63).

Surveys of language learners have reported that a dictionary with pronunciation exercises is an easily accessible and attractive form of pronunciation reference. Such audible dictionaries are widely available, and are published by Cambridge, Cobuild, Longman, MacMillan, Oxford, Webster, etc. However, these dictionaries remain insensitive to a learner's native language, in spite of findings that non-native accents in foreign languages are mainly derived from the native phonology (Mikim; Wang; Peabody; & Seneff, n, p.).

Conclusion

Through this chapter, we have discussed the most important aspects concerning the English pronunciation. We have, first, discussed the definition of speaking and pronunciation. Then, we have discussed a number of aspects related to pronunciation (the importance of pronunciation, the importance of intelligibility, the importance of comprehensibility, and the factors that affect learning English pronunciation). This chapter also includes definition and factors which affect dialect. Moreover, it presents the relationship between dialect and listening comprehension. In the end of this chapter, one finds a very important section speaking about the most common strategies used in improving the pronunciation ability.

Chapter Two:

Questionnaires' Analysis

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Introduction

The present study investigates the impact of students' dialect on their mastery of English pronunciation. This chapter is devoted to the empirical study of this research. We are aiming through this chapter at answering our main question: is the exposure to authentic language through videos the preferred strategy for students to improve their English pronunciation? The thing that will be done through two questionnaires: one for teachers and another for students.

On the one hand, there is the students' questionnaire. Firstly, a description of our target population shall be provided along with information about the sample of students with whom we carried out the questionnaire. Secondly, a detailed description of the questionnaire will be included here along with synthesis of its results.

On the other hand, there is the teachers' questionnaire. In this part, one will find information about the teachers to whom we submitted the questionnaire. Also, there is a description of the questions used and the intentions behind using each one of them. In addition, one shall come across the discussion of the results of the questionnaire. Finally, synthesis of the results of the two questionnaires will be used to conclude this chapter.

1. Students' Questionnaire

1.1. Population and Sampling

The entire population of Second year students, the level we are targeting, during the academic year 2015/2016 are about 120 students. The main reasons behind selecting this particular level are speaking and pronunciation mistakes can be more noticeable in this level than the others. Also, we wanted to study the problem and to try to cure it while it is starting to develop its early roots.

The number of students we could carry out the questionnaire with were 40 students. Those students were from three different groups. It was the case, because we could not meet the needed number of students within the same group. At that time, there was only few days left to the Spring

holidays and many students were absent. However, 40 students were quite enough to represent the total population in this questionnaire.

1.2. Description of the Questionnaire

The students' questionnaire which appears in the Appendix at the end of this dissertation was submitted to 40 students in the English department of Chadli Ben Djedid University. The total number of questions in the questionnaire is 12. We did not use many questions of personal information about the subjects because such data is of little value for our research. The first question is a ranking one in which students evaluate their pronunciation ability in general.

1.3. Discussion of the Results

Question One: How do you rank your English pronunciation?

	Poor	Average	Good	Excelent	Total
Numbers	12	16	12	0	40
Percentage	30%	40%	30%	0%	100%

Table 01: Students' Pronunciation Ability

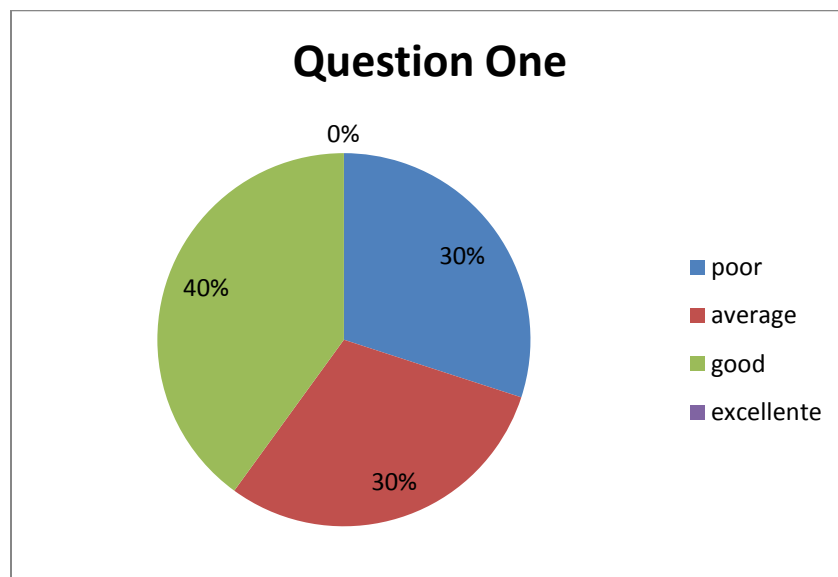


Figure 02: Students' Pronunciation Ability

As said earlier, this question is used to identify students' pronunciation ability in general. From the results shown in table 1 above and illustrated in Figure 1, one can see that most students (40%) believe that they have an average level in pronunciation. Meanwhile, 30% of students described their level as poor, only 30% of them said it was good, and none said it was excellent. Here, we can deduce that the majority of students are either average or poor speakers. The thing that implies an appeal for action for all teachers and future researchers to direct more attention to this important aspect which clearly seems in need for attention.

Question Two: Which medium do you use in learning pronunciation?

	Videos	Audio tapes	Pronunciation dictionary	Total
Numbers	28	04	08	40
Percentage	70%	10%	20%	100%

Table 02: Media Used by Students in Learning Pronunciation

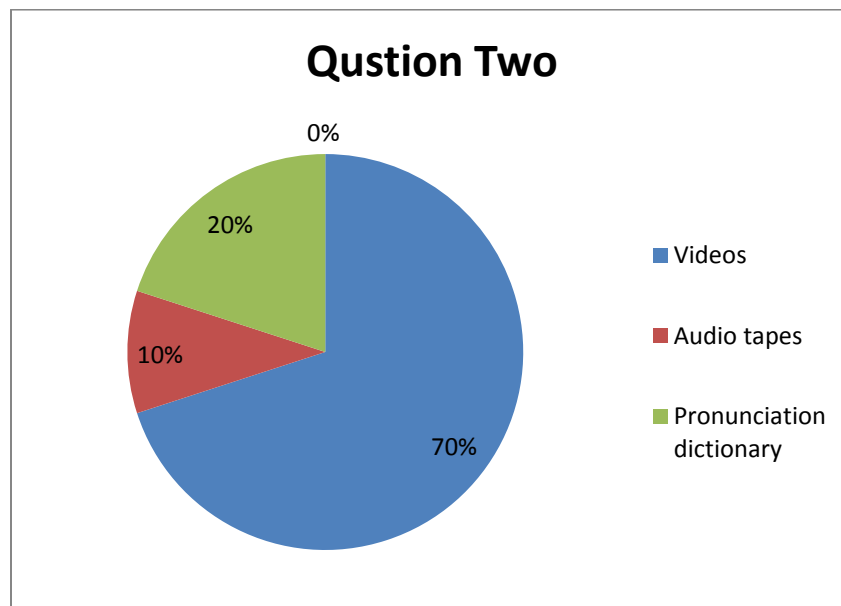


Figure 03: Media Used by Students in Learning Pronunciation

As shown in the table and figure above, most students (70%) prefer to use videos as a means to improve their pronunciation abilities, while 20% of them like to use pronunciation dictionaries, and only few of them (10%) said they liked to use audio tapes. These results can be due to students' eagerness to watch videos rather than listen to audio tapes or check dictionaries.

Question Three: How often do you practice English speaking?

	Never	Sometimes	Often	Always	Total
Numbers	0	20	08	12	40
Percentage	0%	50%	20%	30%	100%

Table 03: Students' Frequency of Practicing Pronunciation

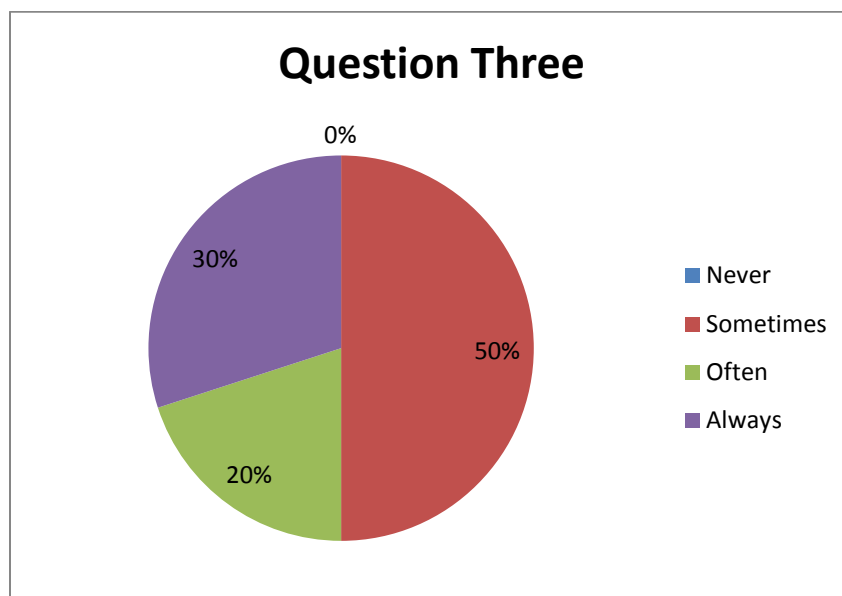


Figure 04: Students' Frequency of Practicing Pronunciation

The charts above show that half students (50%) practice speaking from time to time. 30% of them always do so, while only 20% often practice speaking. And none of students said they never practiced speaking. This can be due to students' awareness of the importance of this skill. Therefore, they give much attention and devote much practice to it.

Question Four: Can you easily differentiate between American and British accents?

	Yes	No	Total
Numbers	18	22	40
Percentage	45%	55%	100%

Table 04: Students' Ability to Differentiate between American and British Accents

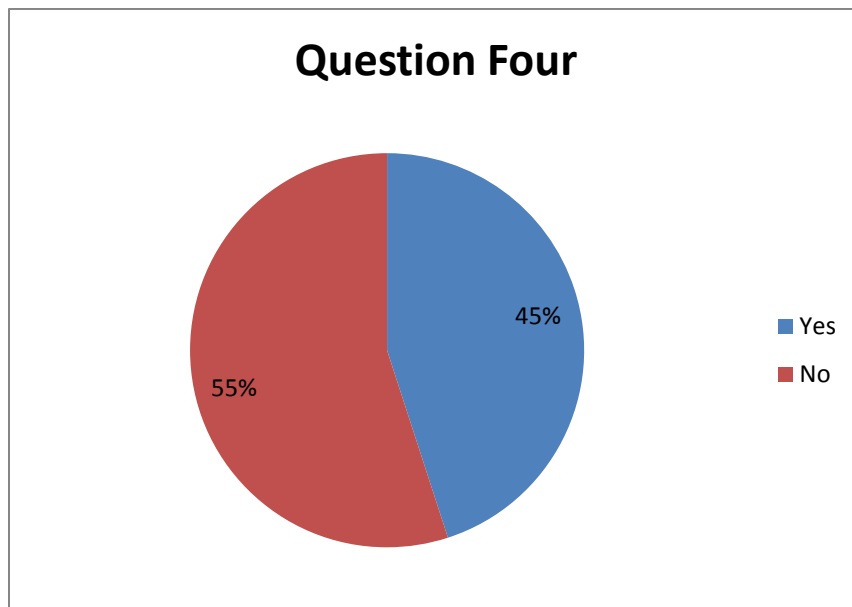


Figure 05: Students' Ability to Differentiate between American and British Accents

The table and figure above indicate that many students (55%) can differentiate between American and British accents while many of them too (45%) cannot detect the difference between the two. This may be due to their high interest in the American accent through watching movies, listening to songs and so on.

Question Five (A): Do you think your dialect has any effects on your English pronunciation?

	Yes	No	Total
Numbers	30	10	40
Percentage	75%	25%	100%

Table 05: The Impact of Students' Dialect on their English Pronunciation

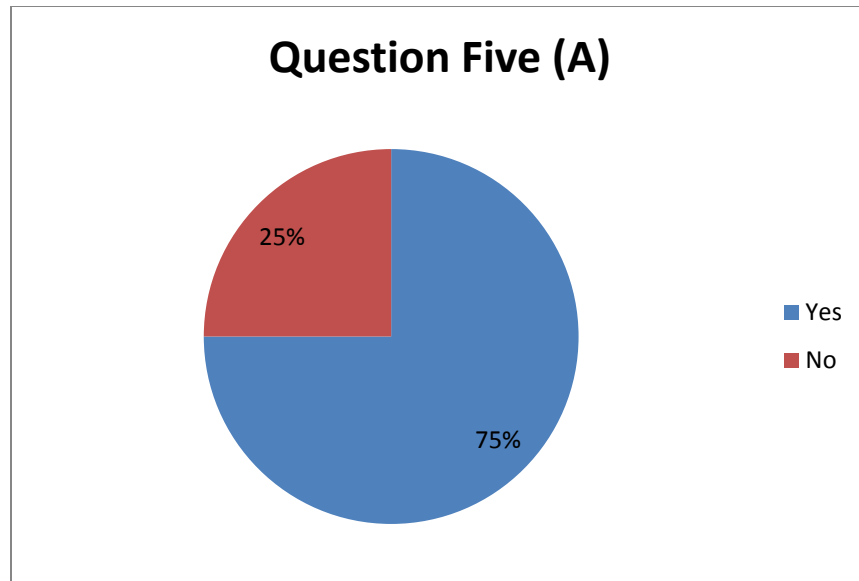


Figure 06: The Impact of Students' Dialect on their English Pronunciation

According to the table and figure above, it seems that the great majority of students (75%) believe that their dialect has the greatest affect on their English pronunciation. The thing which serves the objective of our dissertation. The other minority (25%) of students think that their dialect does not have that much strong impact on their mastery of English pronunciation. Nevertheless, the questions yet to come shall clear any ambiguity concerning this aspect.

Question Five (B): If yes, is it positive or negative.

	Negative	Positive	Total
Numbers	36	04	40
Percentage	90%	10%	100%

Table 06: The Type of Impact Students' Dialect has on their English Pronunciation

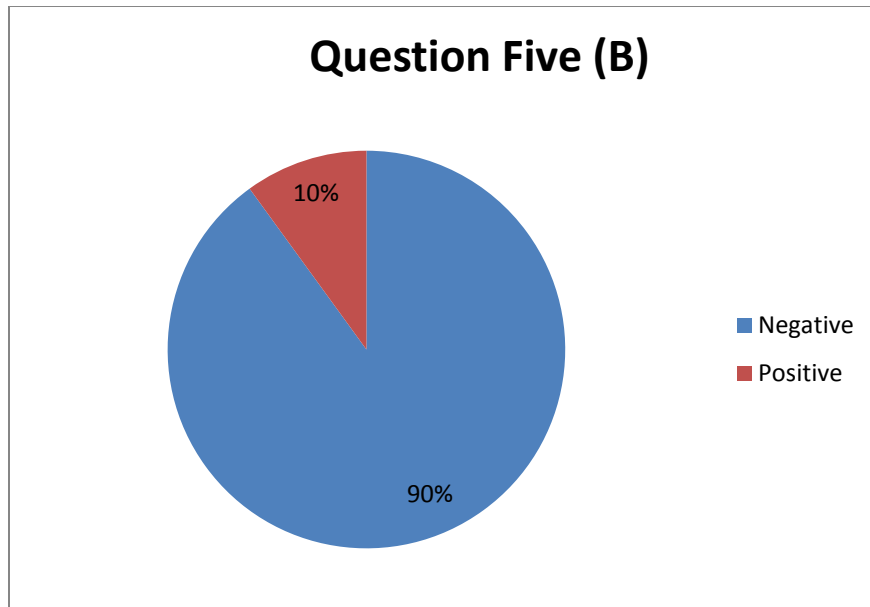


Figure 07: The Type of Impact Students' Dialect has on their English Pronunciation

Again, the great majority of students (90%) believe that the type of impact their dialect has on their English pronunciation is a negative one. And once again, this serves the aim of this piece of work as a whole and the previous question in particular.

Question Six. Have you noticed any difference in pronunciation among your teachers?

	Yes	No	Total
Numbers	26	14	40
Percentage	65%	35%	100%

Table 07: Teachers' Pronunciation Differences Noticed by Students

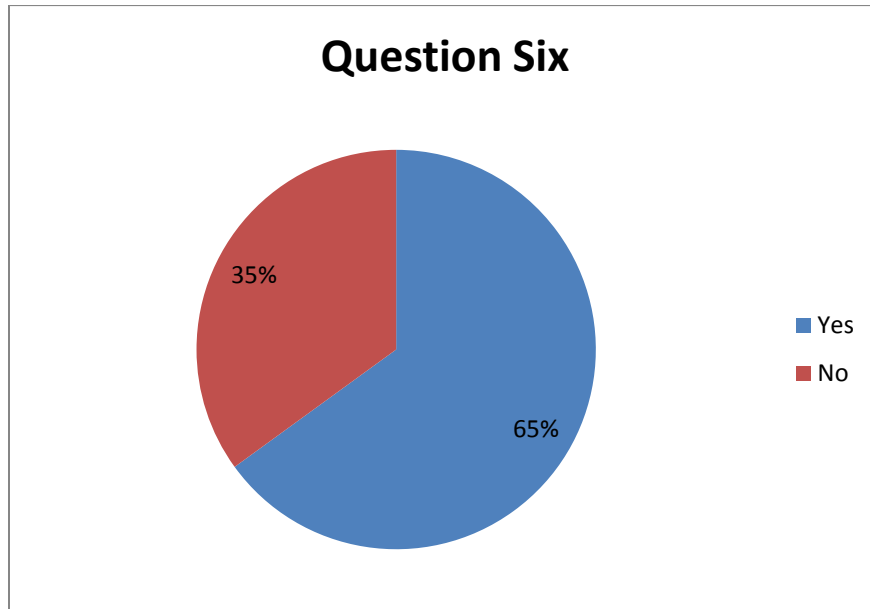


Figure 08: Teachers' Pronunciation Differences Noticed by Students

The graphs shown above illustrate that more than two thirds of students say that they noticed differences of pronunciation among the various teachers they have been taught by or even listened to. That is to say, their the teachers have different, but correct, ways of pronouncing words. The other 35% of students said that they had not noticed such thing. This might be due to their poor listening comprehension and abilities in general as it may be because some learners have not been taught by that many different teachers so as to notice the varieties in pronunciation.

Question Seven: How often do your teachers, especially of Oral Expression correct your pronunciation?

	Never	Sometimes	Often	Always	Total
Numbers	0	26	10	04	40
Percentage	0%	65%	25%	10%	100%

Table 08: The Frequency of Correcting Students' Pronunciation by Teachers

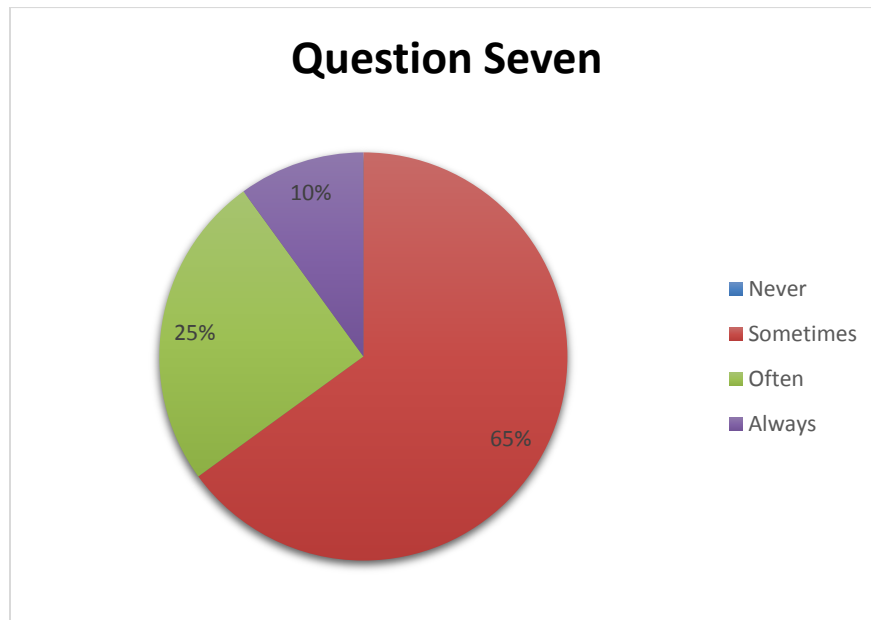


Figure 09: The Frequency of Correcting Students' Pronunciation by Teachers

The charts above show information of much importance for our research. The fact that 65% of students said that their teachers of Oral Expression "sometimes" correct their pronunciation mistakes indicates that the majority of teachers care about the meaning of the students' message rather than its form either in grammar or phonology. In addition, a relatively large proportion of students (25%) said that their teacher "often" correct their mistakes. Here, it seems that these teachers are concerned with the accuracy as well as the fluency of their learners' speech. In the meanwhile, only 10% of students said that their teachers corrected their mistakes every time they made them.

Question Eight (A): Does your teachers' pronunciation affect your understanding of their speech?

	Yes	No	Somewhat	Total
Numbers	14	12	14	40
Percentage	35%	30%	35%	100%

Table 09: The Impact of Teachers' Pronunciation on Students' Comprehension

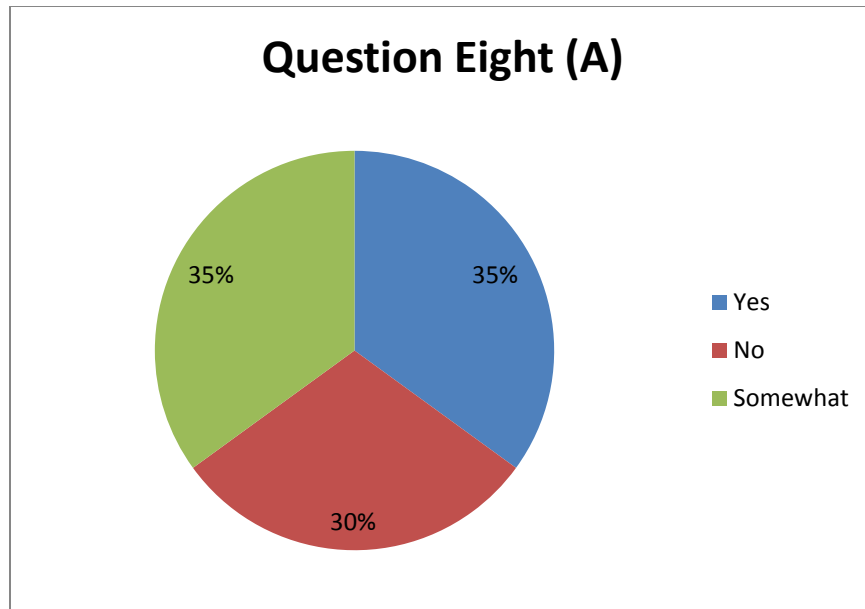


Table 10: The Impact of Teachers' Pronunciation on Students' Comprehension

The figure cited above illustrates one of the main goals of our dissertation. Here, over than third of students (35%) say that their teachers' speech is not understandable due to the factors discussed in the answers to the question below. The same thing happens with (35%) of students who think that teachers mispronunciation sometimes affects their comprehension. In addition, only 30% said that teachers' pronunciation does not have any impact on their understanding.

Question Eight (B): if yes, in what ways?

Here, most students said that teachers' speech was unclear to them due to the following reasons:

- Some teachers talk with a fast base which does not give students enough time to "catch" all the words.

- As said above, teachers have different correct pronunciations (E.g.: American and British accents) which leaves students confused about the correct one (due to ignorance).
- Some teacher use advanced level, especially lexis, which makes students miss parts of their teachers ideas.

Question Nine: Does your classmates' pronunciation affect your understanding of their speech?

	Yes	No	Somewhat	Total
Numbers	12	08	20	40
Percentage	30%	20%	50%	100%

Table 10: The Impact of Classmates' Pronunciation on Students' Comprehension

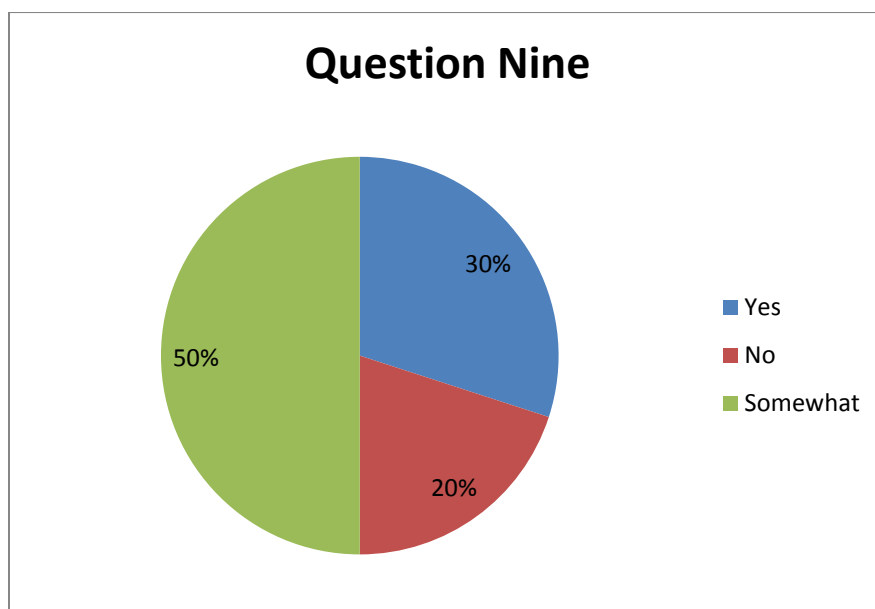


Figure 11: The Impact of Classmates' Pronunciation on Students' Comprehension

According to the table and figure above, one can see that the results of this question are very close to that of the previous one. 30% of students said that the pronunciation of their classmates affected their comprehension, only 20% said that it did not have an impact, and half students said that their classmates' articulation affected in some way their understanding. This is

due to students' level, which is going to be discussed separately, that is average in general, especially in second year students.

Question Eleven. What do you think is the best way to improve your pronunciation?

	Watching videos	Listening to audio tapes	Consulting dictionaries	Total
Numbers	30	04	06	40
Percentage	75%	10%	15%	100%

Table 11: Students' Preferred Way to Improve their Pronunciation

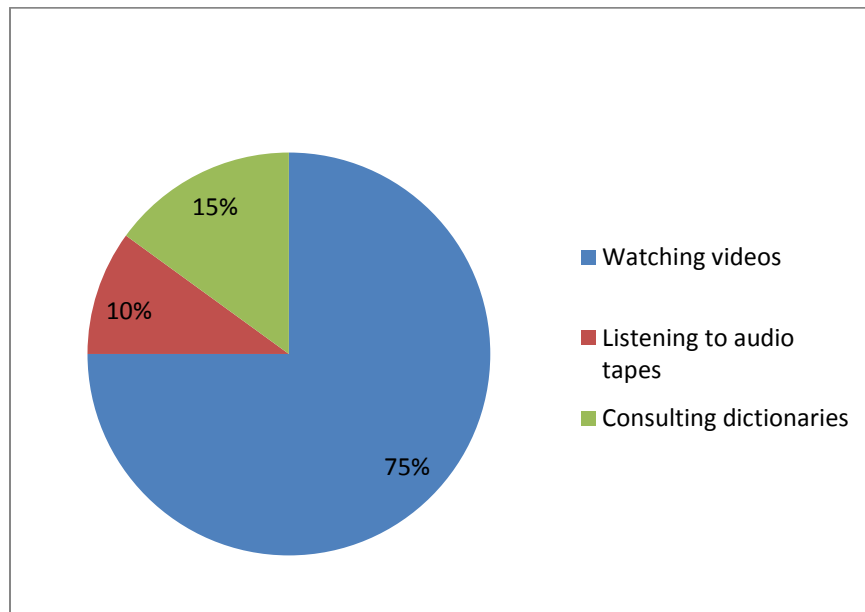


Figure 12: Students' Preferred Way to Improve their Pronunciation

Here comes the core of our investigation. The answers to this question come to validate our hypothesis. The great majority of students (75%) said that they liked watching videos as a their favorite means of improving their pronunciation abilities in particular and their speaking skill in general. Only quarter of students (15% and 10%) said that they listened to audio tapes or consulted dictionaries so as to develop their speaking abilities and pronunciation.

Other students said that they used the following strategies:

- ❖ Social network websites and apps like Facebook (messenger), Skype, etc.
- ❖ Group discussion with classmates and friends.
- ❖ Discussion with native speaker if it was possible.

Question Twelve. Which accent do you think is easier to learn?

	American	British	Australian	Total
Numbers	34	06	0	40
Percentage	85%	15%	0%	100%

Table 12: Students' Preferred Accent to Learn

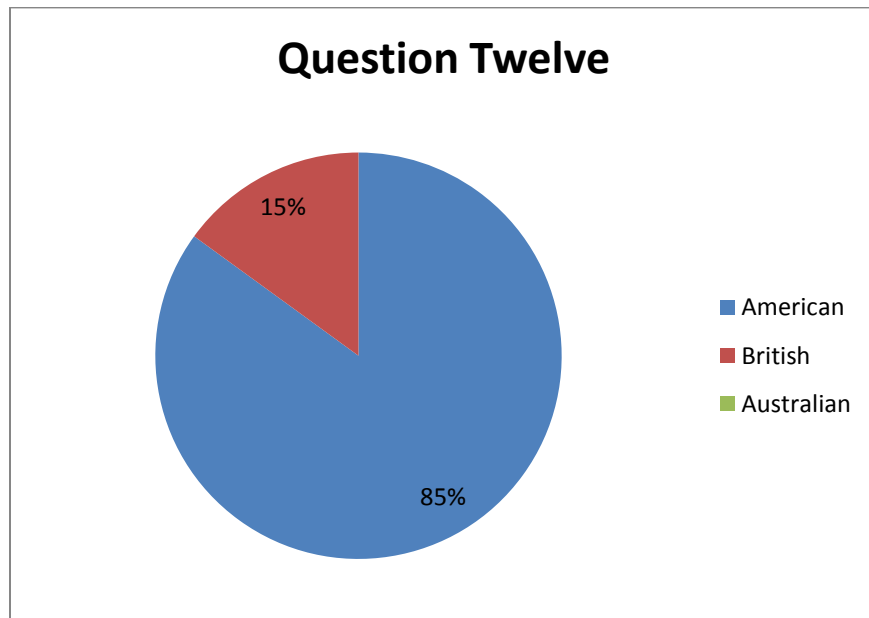


Figure 13: Students' Preferred Accent to Learn

The last question reveals students preferred accent to be listen to or learned. Here, the vast majority of students (85%) said that they liked to learn the American accent. Only 15% of them said they preferred the British Accent instead. However, none of the students chose Australian accent. These results may be due to (a) their exposure to the American accent through movies,

songs and so on; (b) the so-called difficulty of the British accent and its unfamiliarity; and (c) their ignorance of the Australian accent which is even less common than the British one.

2. Teachers' Questionnaire

2.1. Description of the Questionnaire

The teachers' questionnaire which appears in the Appendix at the end of this dissertation was submitted to 5 teachers in the English department of Chedli Ben Djedid University. The teachers whom we asked to fill in the questionnaire were teachers of Oral Expression. We have done so, because we believe that teachers of this subjects are the most expected ones to be dealing, directly, with our subject of interest: pronunciation.

The total number of questions in the questionnaire is 17. We did not use any questions of personal information about the subjects because such data is of no value for our research. The first question is a ranking one in which teachers evaluate students speaking ability in general. Questions 2 to 12 are related to some phonetic issues such as stress, intonation, assimilation, etc. Thus we wanted to know how serious such problems are in our department. The rest of questions (from 13 to 17) are closely related to the core of our research. They respectively deal with dialect-related problems observed by teachers, and the best strategy believed by teachers to be the best in getting rid of the mother tongue effect.

2.2. Discussion of the Results

Question One: How do you rank your students' speaking ability in general?

	Poor	Average	Good	Excellent	Total
Number	02	03	00	00	05
Percentage	40%	60%	0%	0%	100%

Table 13: Students Speaking Level

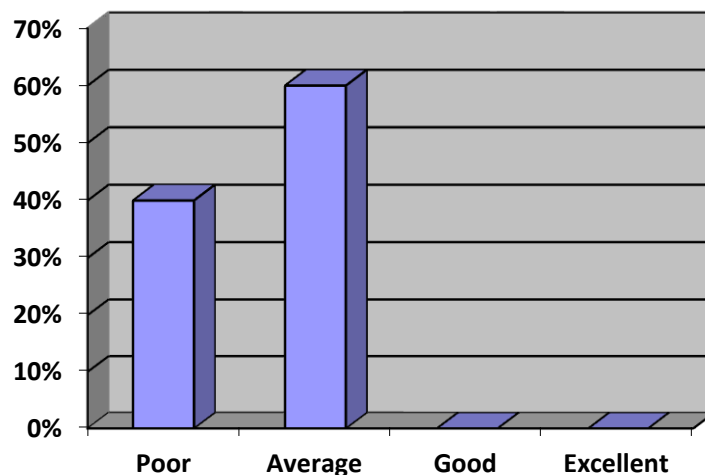


Figure 14: Students Speaking Level

According to teachers' answers shown in the table and figure above, one can see that students' speaking level is average in general. Also, we have a relatively large number of poor students, but there seems to be no good nor excellent ones. The reason for such data is that the targeted level are second year students who are still considered to be intermediate or sometimes beginners at learning English, and especially with the speaking skill which is said to be the most difficult skill to be mastered.

Question Two: Do you think/find that their speech is understandable?

	Yes	No	Somewhat	Total
Numbers	01	01	03	05
Percentage	20%	20%	60%	100%

Table 14: Intelligibility of Students Speech

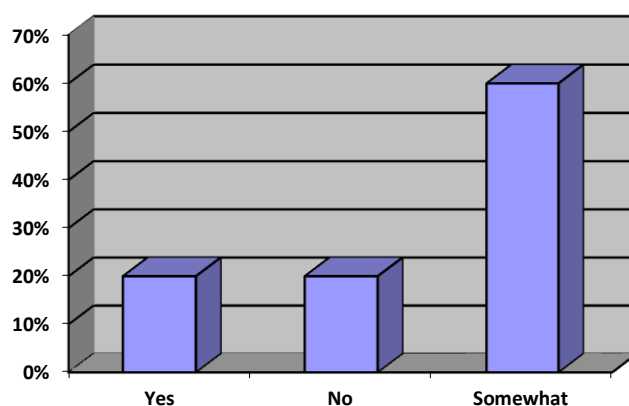


Figure 15: Intelligibility of Students' Speech

Depending on the results shown above, which are in consistency with the previous question, it seems that most students are indeed average speakers. The reason for these results is the same for the previous question: students are still developing their speaking skill.

Question Three: Do they use appropriate intonation patterns when speaking?

	Yes	No	Sometimes	Total
Numbers	00	01	04	05
Percentage	00%	20%	80%	100%

Table 15: Students' Use of Intonation Patterns

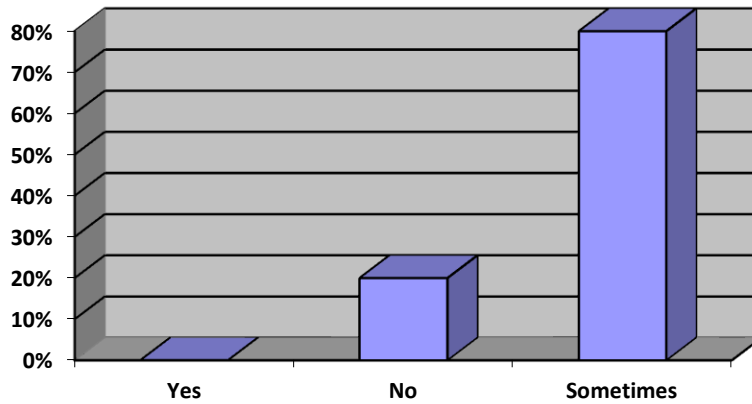


Figure 16: Students' Use of Intonation Patterns

The results to this question are a bit surprising. As said above, students' level is so-so, but to find that no students master the use of intonation patterns is in fact astonishing. And even the ones who do use these patterns, they do so in an inconsistent manner. That is to say, they succeed to apply the rules and fail at doing so at many other times. The reason for this case may be that students do not pay enough attention to intonation, rather they focus on accumulating lexis and mastering grammar of the target language.

Question Four: Do they use appropriate intonation with yes/no questions?

	Yes	No	Sometimes	Total
Numbers	00	01	04	05
Percentage	00%	20%	80%	100%

Table 16: Students' Use of Intonation in yes-no Questions

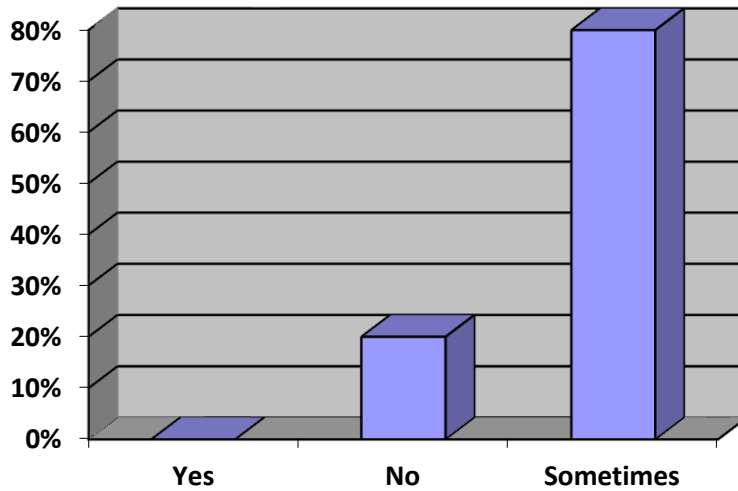


Table 17: Students' Use of Intonation in yes-no Questions

Again, these results are found to be in perfect harmony with the previous question. Here, students' use of intonation in a particular aspect which is yes-no questions is also seen by teachers to be not so good. The explanation is the same for the question above: students' carelessness about intonation.

Question Five: Do they use word stress correctly?

	Yes	No	Sometimes	Total
Number	01	01	03	05
Percentage	20%	20%	60%	100%

Table 17: Students' Use of Word Stress

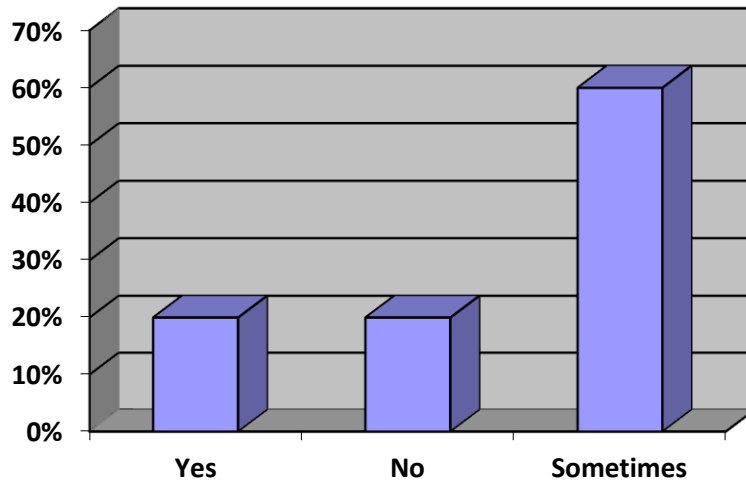


Figure 18: Students' Use of Word Stress

Here, the results seem to flourish a bit. Most students (60%) do sometimes use correct word stress, 20% of them fail at doing it, but also 20% succeed to utter words with correct word stress. The reason for this improvement in the results is that this particular topic has long been focused on and taught by teachers at the university level as well as secondary education.

Question Six: Do they use sentence stress correctly?

	Yes	No	Sometimes	Total
Numbers	00	04	01	05
Percentage	0%	80%	20%	100%

Table 18: Students' Use of Sentence Stress

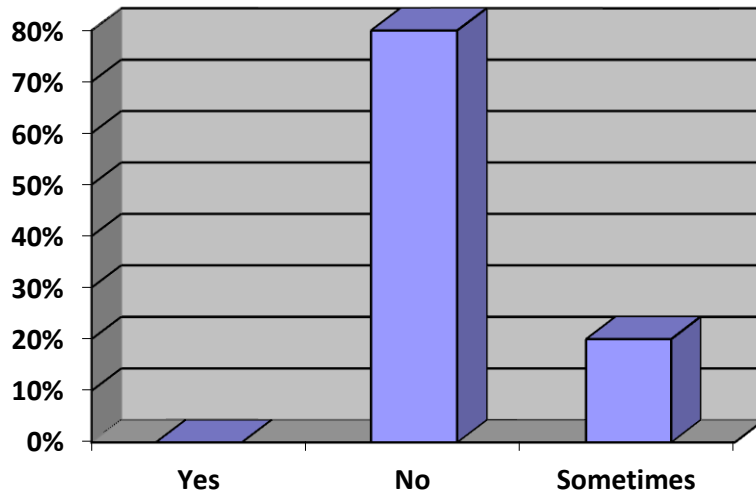


Figure 19: Students' Use of Sentence Stress

In comparison with the results of the previous question shown above, it can be noted that students are good at using word stress, but are quite weak with sentence stress. This may be due to students' lack of exposure to the topic of sentence stress both during secondary and higher education. Also, most students, especially at this level (second year) need more practice with this issue.

Question Seven: Do they incorrectly stress every word of a sentence?

	Yes	No	Sometimes	Total
Numbers	03	01	01	05
Percentage	60%	20%	20%	100%

Table 19: Students' Incorrect Use of Sentence Stress

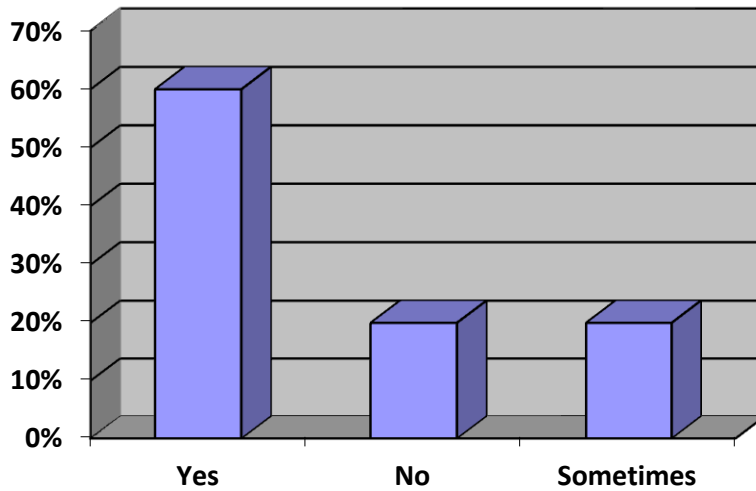


Figure 20: Students' Incorrect Use of Sentence Stress

This question might be repeated. But as a matter of fact, we asked this question instinctively to verify the truth or falsity of a former question about sentence stress in an indirect way. Here, the results come to strongly confirm the previous ones: students are indeed weak at using sentence stress (60% of them do not know how to apply the rules of sentence stress).

Question Eight: Do they appropriately place primary and secondary stress?

	Yes	No	Sometimes	Total
Numbers	01	03	01	05
Percentage	20%	60%	20%	100%

Table 20: Students' Use of Primary and Secondary Stress

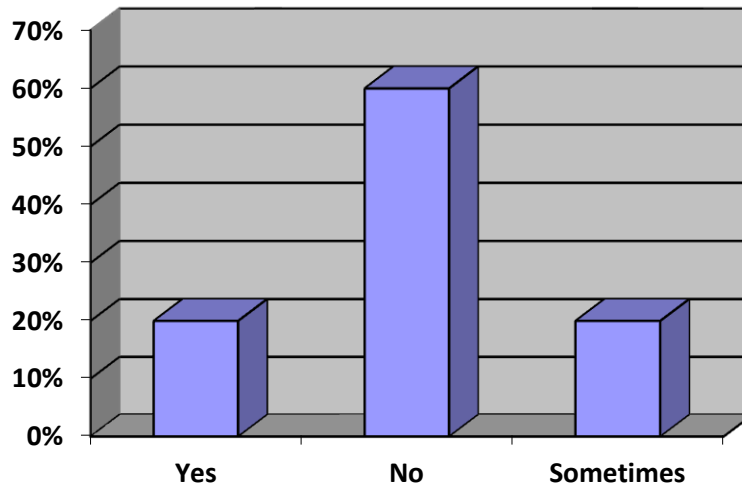


Figure 21: Students' Use of Primary and Secondary Stress

Once again, students' results concerning their use of the two types of stress come to strengthen some previous results. When we asked teachers if students used word stress correctly, 20% of them said "no", and 60% said "sometimes". Here, in a more detailed aspect about stress, 60% of teachers said that their students do not know how to use the two levels of stress. The thing which adds much validity and trust to these two questions in particular, and the whole questionnaire in general.

Question Nine: Do your students use vowel sounds correctly? That is to say, length of the vowels, diphthongs, triphthongs, etc.

	Yes	No	Sometimes	Total
Numbers	02	01	02	05
Percentage	40%	20%	40%	100%

Table 21: Students' Use of Vowel Sounds

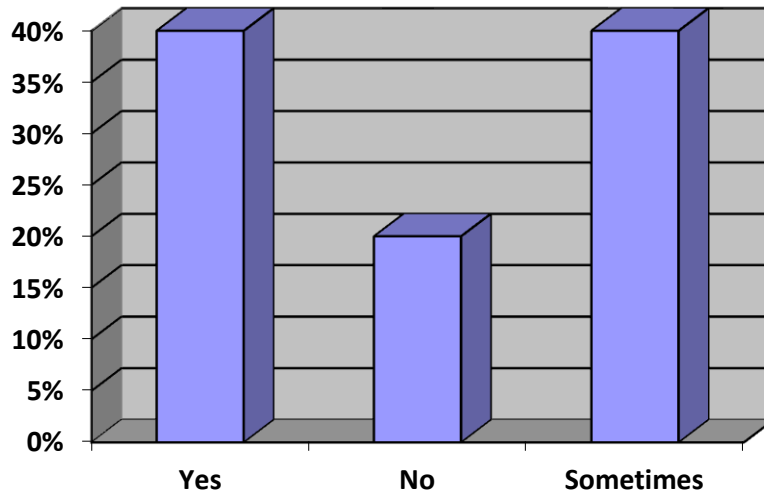


Figure 22: Students' Use of Vowel Sounds

In contrast to previous results. Students here are found to have little obstacles with using vowels, especially their length. A relatively large amount of students (40%) use vowel sounds with perfect length. The same amount of students (40%) "sometimes" do so, but only some students (20%) fail at using these vowel sounds with their correct length. This can be due to the fact that students were repeatedly trained about this issue since secondary education and they were also taught vowel sounds in detail in their higher studies.

Question Ten: Do your students mistakenly substitute one consonant sound for another? E.g.: /t/ and /d/, /p/ and /b/, etc.

	Yes	No	Total
Numbers	03	02	05
Percentage	60%	40%	100%

Table 22: Students' Incorrect Substitution of Consonants

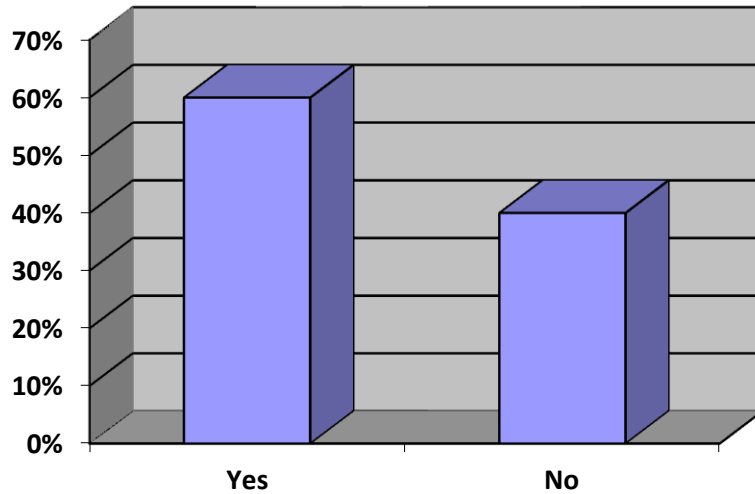


Figure 23: Students' Incorrect Substitution of Consonants

Here comes one of the most important questions in our questionnaire. In this question, students' results appear to be in harmony with our hypothesis in particular and our entire research in general. Here, a large number of students (60%) incorrectly replace consonant sounds when speaking. The estimated cause for this mistake is believed to be the influence of their dialect, especially when those consonant sounds do not exist in it.

Question Eleven: Do your students omit consonants when uttering words?

	Yes	No	Sometimes	Total
Numbers	01	04	00	05
Percentage	20%	80%	0%	100%

Table 23: Students' Omission of Consonant Sounds When Uttering

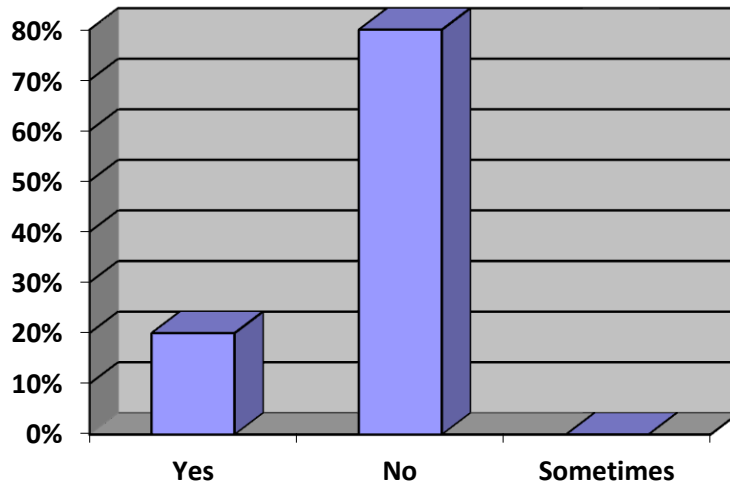


Table 24: Students' Omission of Consonant Sounds When Uttering

According to the table and figure above, the great majority of students (80%) do not commit the mistake of deleting consonant sounds from words. We asked this question in order to have a clear and precise view of the problem. That is, students' problem is with uttering consonant sounds due to the effect of their dialect but not because of their random and incorrect omission of sounds from words. And this what the results to these two questions come to confirm.

Question Twelve: Do your students use assimilation (i.e., linking words) correctly?

	Yes	No	Sometimes	Total
Numbers	01	03	01	05
Percentage	20%	60%	20%	100%

Table 24: Students' Use of Assimilation

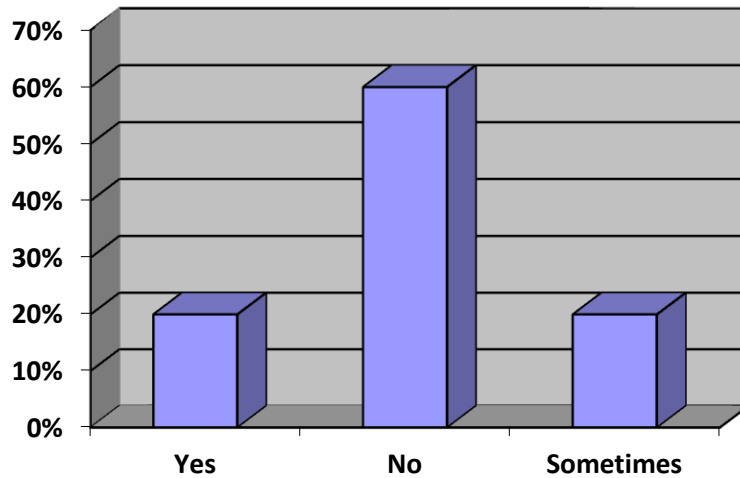


Figure 25: Students' Use of Assimilation

This question asks about a detailed aspect within the field of phonetics, assimilation. Here, the results show that the majority of students have little knowledge about this topic as they do not assimilate words when speaking in a correct manner. And only very few of them (20%) can do so correctly. This might be due to their lack of practice, or it may be they have not encountered this concept yet during their higher studies. And for the ones who assimilate correctly, it can be due to their developed listening abilities which enable them to mimic the ways native speakers or their teachers speak.

Question Thirteen: Do you notice some dialect-related pronunciation problems in your students' speech?

	Yes	No	Sometimes	Total
Numbers	04	01	00	05
Percentage	80%	20%	0%	100%

Table 25: Teachers' Observation of Students' Dialect-related Pronunciation Problems

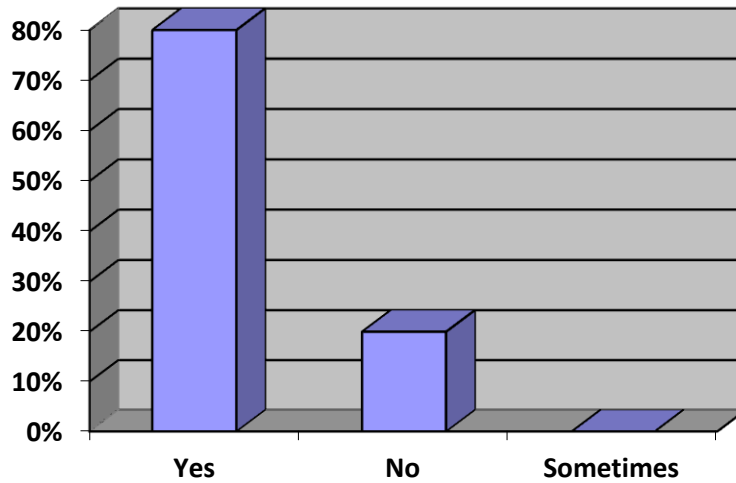


Figure 26: Teachers' Observation of Students' Dialect-related Pronunciation Problems

Once more, teachers' results come to add strength to our hypothesis. The results of this question are of enormous significance for our study and show that the great majority of teachers (80%) share the same idea we have which is that students' source of most pronunciation problems is due to their dialect.

Question Fourteen: If yes, would you please illustrate with few examples?

The types of mistakes observed by teachers in students' speech are: (a) inappropriate use of intonation, (b) misuse of word and sentence stress, and (c) mispronunciation of consonant sounds. These observations were all predicted as some of the questions we asked previously concerning these aspects (intonation in questions 3 and 4; word and sentence stress in questions 5, 6, 7 and 8; and consonant sounds in questions 10 and 11). Therefore, it can be seen that this questionnaire works as a homogeneous and interrelated unit that functions with perfect harmony.

Question Fifteen: Do your students confuse between American and British accents?

	Yes	No	Sometimes	Total
Number	03	01	01	05
Percentage	60%	20%	20%	100%

Table 26: Students' Confusion Between American and British Accents

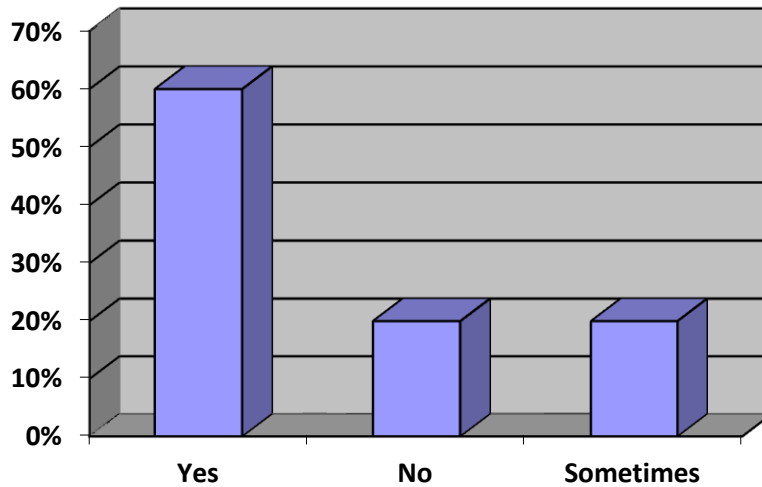


Figure 27: Students' Confusion Between American and British Accents

Two of the most prominent accents of the English language in the modern world are American and British. However, students at our chosen institution seem to lack the ability to distinguish between the two. 60% of students, which is a majority, are said to confuse one accent for another. This can be due to the fact that they have not been exposed to the main differences between the two accents, as it may be because of their lack of practice or research about their differences.

Question Sixteen: Do you think that students' speaking problems are due to the effect of their mother tongue and dialect?

	Yes	No	Unanswered	Total
Numbers	03	01	01	05
Percentage	60%	20%	20%	100%

Table 27: Teacher's Opinion about the Source of Students' Pronunciation Problems

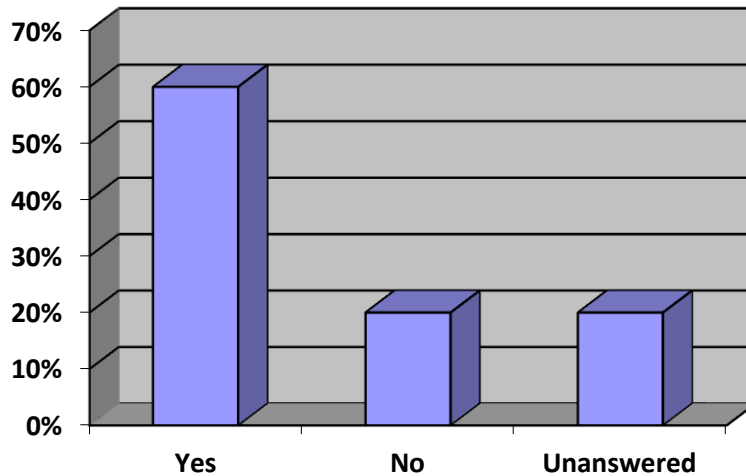


Table 28: Teacher's Opinion about the Source of Students' Pronunciation Problems

We believe it is safe to say that this is the most important question in this questionnaire. In this question, teachers were asked to give us insights about their opinion about the source of students' most common pronunciation mistakes. The answers came to powerfully validate our hypothesis. The great majority of teachers (60%) believe that students' dialect is the chief cause why students are having problems with their speaking abilities and pronunciation.

Question Seventeen: What strategies do you use or advise your students to use in order to get rid of the mother tongue effect on their pronunciation?

	Watching videos	Listening to audio books	Reading	Total
Number	04	01	00	05
Percentage	60%	20%	00%	100%

Table 28: Teacher's Advisable Strategies for Getting rid of Mother Tongue Effect

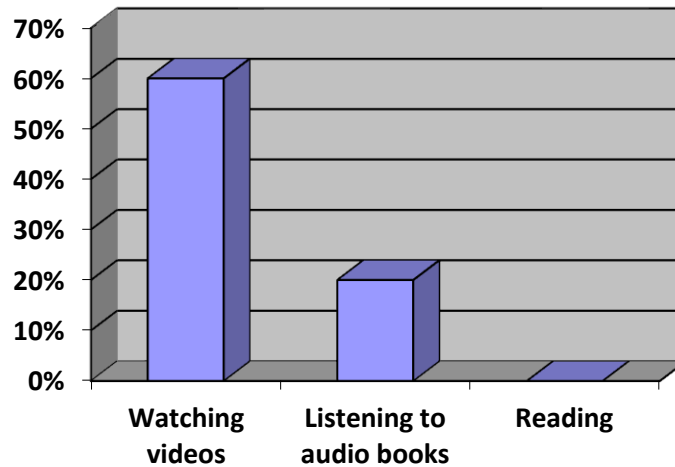


Figure 29: Teacher's Advisable Strategies for Getting rid of Mother Tongue Effect

As the results of the previous question which indicates the source of the problem(s) is the most significant question in the questionnaire; this question which looks for the solution of the problem is the second most important question. Here, we tried to take advantage of teachers' experience in giving us what they believe can solve the problem of this study. Teachers have said that the best way to improve students' pronunciation problems and get rid of the negative influence of their dialect is through exposure to the authentic use of the target language via watching videos of native speakers.

Question Eighteen: Do you think that if students watched videos of native speakers regularly, their speaking ability (especially stress and articulation of words) would improve?

	Yes	No	Somewhat	Total
Numbers	04	00	01	05
Percentage	80%	00%	20%	100%

Table 29: Teacher's Opinion about the Effectiveness of Watching Videos in Improving Students'

Pronunciation

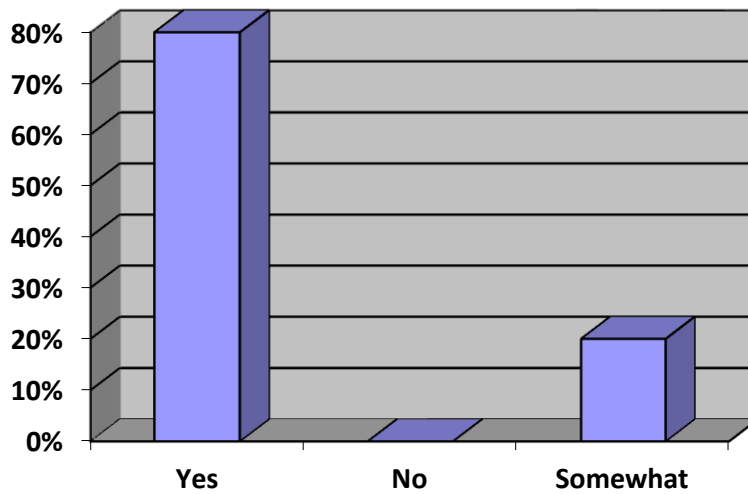


Figure 30: Teacher's Opinion about the Effectiveness of Watching Videos in Improving

Students' Pronunciation

This question which might appear repeated at first sight was asked on purpose to directly inquire teachers whether watching videos is the best way or not. Here, the great majority of teachers (80%) said that our chosen strategy is indeed the best means to help students (a) get rid of the negative impact of their dialect, and (b) improve their English pronunciation in particular, and (c) develop their speaking skill in general.

3. Synthesis of the Questionnaires' Results

The students' and teachers' questionnaires are of greatest importance and use to our study. The two most obvious uses of their results were to answer the questions we asked at the beginning of this dissertation and more importantly to confirm our hypothesis.

Concerning the first question where we asked if students' dialect affected their mastery of English pronunciation, and what type of effect it had; the first part of the answer to this question lies in the theoretical chapter under the title "Mother Tongue Influence". The second part of the answer is in both students' (question five) and teachers' (questions 13, 14 and 16) questionnaires.

Regarding the second question that inquired teachers which strategies should be used by students to help reduce the negative effects of their dialects, the answer to this question lies, once again, in two parts. The first part of the answer is in students' questionnaire (inquiries 2 and 11). The second part of the answer is in teachers' answers to questions number 17 and 18 in their questionnaire.

The final question of this research was about the types of pronunciation problems our students often commit. The answer to this question is in students' questionnaire (question four), and teachers' questionnaire (questions 3, 4, 5, 6, 7, 8, 9, 10, 11, 12 and 15).

Conclusion

Chapter two of this dissertation has been devoted to the empirical study of our research which has been done using two means of research: teachers' and students' questionnaires. This chapter includes all the information about them. On the one hand, this chapter includes statistical data about the population we targeted in this study. In addition, detailed information about the sample of students with whom we carried out the questionnaire was provided. It also contains information describing the students' questionnaire in terms of the number of questions used, and

the intention(s) behind using each question. In addition, an analysis of the results of this questionnaire were cited along with illustrative tables and figures.

Concerning the teachers' questionnaire on the other hand, this section provides a description of it. This was done through giving the number and types of questions used. Then, the results of this survey was given using illustrative tables and figures.

Finally, this chapter ends with a brief synthesis of the results of the teachers' and students' questionnaires and their relationship to each other and to the theoretical chapter of this dissertation. Moreover, we have shown how such results could, and to a far extent, confirm our hypothesis: exposure to authentic language via videos can reduce the negative effects of students' dialect on their English pronunciation.

General Conclusion

This dissertation has been concerned with the impact of students' dialect on their mastery of English pronunciation. The first chapter of this work dealt with many aspects which are closely related to the speaking skill, pronunciation, and mother tongue (dialect) influence and dialect. This chapter ends with a discussion of a list of the most common strategies used to develop the speaking skill, especially pronunciation.

The second chapter of this thesis was devoted to its empirical part. It firstly dealt with the description of the students' and teachers' questionnaires. The results of those two means of research have been in harmony with the theoretical chapter. Not only that, but they also forcefully confirmed our hypothesis. The students' questionnaire worked as a link between the first chapter and the results of the teachers' questionnaire. Some of its questions were tightly related to some elements in chapter one. Meanwhile, other questions could prepare the reader for the rest of the thesis, i.e. the teachers' questionnaire. This part (the teachers' questionnaire) can be said to contain the clear-cut answer to what all this work has been about. Teachers' answers have led us to declare that exposure to authentic language through videos is indeed the best way to get rid of the negative impact of students' dialect on their English pronunciation.

Appendix 01: Students' Questionnaire

Dear Sir/Miss,

Thank you for accepting to fill in this questionnaire which is an attempt for gathering information needed for the accomplishment of a Master dissertation. We direct this questionnaire in order to investigate the use of videos in reducing the impact of students' dialect on their English pronunciation. We are aiming, through this questionnaire, at analyzing the subject matter from your angle, the students' one.

Thank you in advance for your precious contribution.

1. How do you rank your English pronunciation?

Poor Average Good Excellent

2. Which medium do you use in learning pronunciation?

Videos Audio tapes Pronunciation dictionary

Other, please specify.

.....
.....

3. How often do you practice English speaking?

Never Sometimes Often Always

4. Can you easily differentiate between American and British accents? Yes No

5. Do you think your dialect has any effects on your English pronunciation? Yes No

If yes, is it: Positive or Negative

6. Have you noticed any difference in pronunciation among your teachers? Yes No

7. How often do your teachers, especially of Oral Expression correct your pronunciation?

Never Sometimes Often Always

8. Does your teachers' pronunciation affect your understanding of their speech?

Yes No Sometimes

If yes, in which ways?

9. Does your classmates' pronunciation affect your understanding of their speech?

Yes No Somewhat

10. What do you think is the best way to improve your pronunciation?

Watching videos Listening to audio tapes Consulting dictionaries

Other, please specify.

.....
.....

11. Which accent do you think is easier to learn?

American British Australian

Appendix 02: Teachers' Questionnaire

Dear Sir/Madam,

Thank you for accepting to fill in this questionnaire which is an important part of a Master dissertation. Our research investigates the use of videos in reducing the impact of the dialect on students' pronunciation. We are aiming, through this questionnaire, at taking advantage of your teaching experience to obtain some valuable information about the student's most common pronunciation errors related to dialect, and about your reaction towards those errors.

Thank you in advance for your precious contribution.

1. How do you rank your students' speaking ability in general?

Poor Average Good Excellent

2. Do you think/find that their speech is understandable?

Yes No Somewhat

3. Do they use appropriate intonation patterns when speaking?

Yes No Sometimes

4. Do they use appropriate intonation with yes/no questions?

Yes No Sometimes

5. Do they use word stress correctly?

Yes No Sometimes

6. Do they use sentence stress correctly?

Yes No Sometimes

7. Do they incorrectly stress every word of a sentence?

Yes No Sometimes

8. Do they appropriately place primary and secondary stress?

Yes No Sometimes

9. Do your students use vowel sounds correctly? That is to say, length of the vowels, diphthongs,

triphthongs, etc. Yes No Sometimes

10. Do your students mistakenly substitute one consonant sound for another? E.g.: /t/ and /d/, /p/

and /b/, etc. Yes No

11. Do your students omit consonants when uttering words?

Yes No Sometimes

12. Do your students use assimilation (i.e. linking words) correctly?

Yes No Sometimes

13. Do you notice some dialect-related pronunciation problems in your students' speech?

Yes No Sometimes

14. If yes, would you please illustrate with few examples?

.....
.....
.....

15. Do your students confuse between American and British accents?

Yes No Sometimes

16. Do you think that students' speaking problems are due to the effect of their mother tongue

and dialect? Yes No Unanswered

17. What strategies do you use or advise your students to use in order to get rid the mother tongue effect on their pronunciation?

Watching videos

Listening to audio book

Reading

18. Do you think that if students watched videos of native speakers regularly, their speaking ability (especially stress and articulation of words) would improve? Yes

No

Somewhat

Thank you for your most appreciated assistance!

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ملخص بالعربي Abstract in Arabic

يهدف هذا البحث الذي بين أيدينا إلى التحقق من استخدام أشرطة الفيديو كأداة للتخفيض من التأثير السلبي لهجة المحلية على إتقان الطلبة لنطق اللغة الانجليزية. المستوى المستهدف في هذه الدراسة هم طلبة السنة ثانية ليسانس بجامعة الشاذلي بن جديد خلال الموسم الدراسي 2015-2016. ولكي نتحقق من صحة فرضيتنا، تم استخدام أداتي بحث و هما استبيان خاص بالطلبة وآخر خاص بالأساتذة. النتائج المحققة من كلا الاستبيانين أكدت لنا و بقوة أن الفرضية المطروحة والتي تنص على أن التعرض للغة الأصلية عن طريق أشرطة الفيديو هي الطريقة المثلي للتخلص من التأثير السلبي لهجة المحلية على نطق الطلبة للغة الانجليزية. تحقق هذه الدراسة أيضا في العلاقة بين اللهجة المحلية للطلبة وإتقانهم لنطق اللغة الانجليزية الشيء الذي تم التحقق من أهميته. لذلك يمكن اعتبار هذه المذكرة كنداء لكافة الأساتذة خصوصا أساتذة التعبير الشفوي كي يأخذوا بعين الاعتبار تعريض طلبتهم لمصادر اللغة الأصلية عن طريق أشرطة الفيديو لأنه تم التثبت من فعالية هذه الطريقة في التخفيض من التأثير السلبي لهجة المحلية للطلبة على نطقهم للغة الانجليزية.