Investigating Teachers’ and Students’ Attitudes towards the Importance of Sound Transcription for the Enhancement of EFL Learners’ Oral Performances

The Case of first year LMD students of English at Larbi Ben M'hidi University

Oum-El Bouaghi

A Dissertation Submitted in Partial Fulfillment of the Requirements for the Degree of Master in Language Sciences and Teaching English as a Foreign Language

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DEDICATION

It is a great honor to dedicate this work to the dearest people to my heart

To all those who have supported me to become the woman I am today

To my dear family with love, Mum & Dad

To my brothers Chiheb eddine, Mouataz billah, Mouatassim billah, and my sister Aridj

To my dear friend Nasro Maaref who has really motivated me and believed in me

To my Grandfather Aissa, dear aunts Loubna, Zahra, Samira, Sihem and her husband Lazher, to my cousins Mohamed and Ritedj, to my uncles Faouzi and Dr Halim

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Many thanks go to all people who have ‘taught’ me how to be patient in hard times.
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ABSTRACT

This dissertation aims at investigating teachers’ and students’ attitudes towards the importance of sound transcription for the enhancement of EFL learners’ oral performances. It is to be conducted by means of two questionnaires, which constitute the major source of the data. The first questionnaire has been administered to 1st year LMD students and the second one to teachers of oral expression and those who teach phonetics in the department of English, University of Larbi Ben Mhidi, Oum El Bouaghi, Algeria. The results of the present study show that teachers and learners consider the teaching of sound transcription relatively helpful in improving the students’ oral performances. Based on these findings, some recommendations and implications are suggested to teachers and syllabus designers in order to develop the oral performances through the teaching of sound transcription.

Key words

Sound transcription- oral performances-improvement
List of Abbreviations

CLT: Communicative Language Teaching

CSP: Connected-Speech Processes

EFL: English as a Foreign Language

FL: Foreign Language

FLL: Foreign Language Learning

ESL: English as a Second Language

IPA: International Phonetic Alphabet

LMD: License, Master, Doctorate

Nb : Number

P: Page

Q: Question

SL: Second Language
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Introduction

The development of students’ oral performances has drawn attention to the urgent need for teaching the sound transcription. Many researchers in the field of foreign language teaching recognize that the inclusion of sound transcription as well as accurate pronunciation into the foreign language classrooms are essential components in FL teaching. With regard to these aspects, it has been observed that LMD students in general and first year ones in particular exhibit a serious problem not only in their oral English performances but also in pronunciation. Being at the start of a training period as English majors, it is thought that such weaknesses are the result of a lack of practice in both sound transcription and pronunciation.

1. Statement of the Problem

Being a major tool through which messages can be transmitted/addressed, pronunciation has become then an important aspect in EFL classrooms. Teaching and learning English language means acquiring first its grammar, vocabulary, syntax, culture and particularly its phonology. The latter involves the teaching of the four skills namely listening, speaking, reading and writing, and beyond this, it also contributes to the teaching of students’ pronunciation. The teaching of pronunciation consists of teaching the IPA symbols and their phonemic transcription, producing a sound, and performing it accurately. Actually, EFL learners confront several problems, particularly those of first year LMD students of English when they mispronounce or speak. Teaching pronunciation in fact does not, on the other hand, consist of making of these first year LMD students of English sound like native speakers, but to lead them to a relative mastery of pronunciation through a parallel mastery of phonemic transcription. The latter is supposed to pave the way for such students to be able to pronounce accurately while speaking, and grasp what the others say as well. The equation in this situation would be as simple as that: to come up with these first year LMD students to a correct phonemic transcription so as their pronunciation, therefore their oral production, would be acceptable and improved when interacting. FL learners are not only practising the language, but attempting to pronounce as accurately as possible. The oral practice requires of course, the phonemic transcription of some words or whole sentences. Such practice would very probably lead to a betterment of their pronunciation, thus, their oral performances.
2. **Aim of the Study**

To come up with a relative accurate oral performance on the part of students, EFL teachers are urged to teach properly the transcription of all English phonemes. Once this aspect is acquired/mastered, students’ pronunciation would have improved, therefore their oral production becomes so. The objectives to be attained through this study are stated below:

a. To enhance EFL learners’ oral performances.

b. To show that teachers’ use of phonemic transcription is an effective tool to overcome EFL learners’ obstacles they face during their oral performances.

c. To encourage EFL teachers to undertake the phonemic transcription during their teaching process as a tool for correcting their students’ errors especially in their oral performances.

3. **Research Questions**

Through our investigation, the study attempts to answer the following questions:

1. Do EFL teachers have favourable attitudes towards the importance of sound transcription for the enhancement of EFL learners’ oral performances?

2. What are students’ attitudes towards the importance of sound transcription for the enhancement of their oral performances?

4. **Hypothesis**

Sound transcription would be a motivating factor that may encourage EFL learners to overcome their difficulties in sound transcription and pronunciation so as to improve their oral performances.

We hypothesize that if teachers engage their EFL learners in sound transcription practice, their oral performances would relatively improve.

5. **Research Methodology Design**

5.1 The choice of the method

Our study has been conducted through a descriptive method as a means of investigating the hypothesis, which states that the teachers’ use of phonemic transcription is
an effective tool to improve EFL learners’ oral performances. In other terms, teachers are implicitly caring about students’ sound transcription through making their students practise and connecting their EFL learners’ errors. On this basis, two questionnaires have been designed to collect the necessary data, which will be analysed and discussed.

5.2 The population and sampling

To achieve the objectives initially set up, both teachers and students of the English Department are requested to answer a questionnaire designed for that purpose to gain insight from their answers about the subject under investigation. Hence, First year LMD students of English at the University of Oum El Bouaghi constitute the population that the study is concerned with. The sample of the study involves 60 students out of a total population of about 300 students divided into 8 groups. In addition, a number of oral expression and phonetics teachers would be also asked to answer a questionnaire on the major issues of the study.

6. Structure of the Study

The present dissertation involves three chapters. The two first chapters deal essentially with the major theoretical issues that are closely related to the study. While the first one is concerned with the nature of sound, the field of phonetics and phonology, phonemic transcription, as well as its importance in FL learning and the various definitions of the terms used throughout the study; the second chapter explores the field of oral speech, mainly those questions related to its process, function, role, and objectives in FL learning/teaching. The data collected from both the teachers' questionnaire and the students' one would constitute the third chapter. The latter is an attempt to analyse and interpret all those data to come up, by the end, with some implications and recommendations.
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Introduction

The present study deals with an investigation of the teachers’ and students’ attitudes towards the importance of sound transcription for the enhancement of EFL learners’ oral performances. The chapter shed light on sound transcription where the history of the International Phonetic Alphabet (IPA) is also covered since it is an important aspect of the study. In addition, we deal with the types of transcription as well as the importance of phonemic transcription in the EFL contexts. The chapter also includes the effective use of the IPA, some aspects of connected speech and its processes. The students’ psychological factors that inhibit pronunciation, designing phonemic transcription activities are other issues that are involved in the present chapter. Finally, accuracy along with fluency are so important elements to deal with in this chapter.

1. Sound Transcription

Broadly speaking, the phonetic transcription involves systematically the phonemic transcription which is the most common type of phonetic transcription found in many English dictionaries. It is the visual representation of speech sounds; each sound in a spoken utterance is exemplified by a written phonetic symbol and the most common type of phonetic transcription is the International Phonetic Alphabet (IPA). The phonetic transcription focuses more on phonetic and phonological properties of spoken language. Another type of transcription that may be found as well is the orthographic transcription which includes a morphological and a lexical component.

1.1 Phonology and Phonetics

1.1.1 Phonology

Phonology is just one of several aspects of language. Being an important sub-branch of linguistics, phonology is therefore related to other sub-branches such as morphology, grammar, syntax, and pragmatics. Phonology is about patterns of sounds, especially different patterns of sounds in different languages, or within each language, different patterns of sounds in different positions in words.
1.1.2 Phonetics

Phonetics is the study of speech sounds. Considering that language is made up of sounds; speech sounds are the main emphasis of linguistic investigation mainly in the 20th century. In the 19th century linguists were more interested in written rather than spoken language. Just with the work of the Swiss linguist Ferdinand de Saussure in the early 20th century, linguists come to recognize the importance of sound in human language and the secondary, superficial nature of writing.

Phonetics consists of three branches: (a) Acoustic phonetics is concerned with the study of the physical properties of sounds. In other words, it is related to the study of the acoustic characteristics of speech and the study of sound waves produced by the vocal organs of people to communicate. Phoneticians analyze sound waves via using machines and computer programs; (b) Auditory phonetics is concerned with the study of how sounds are perceived by the person’s ear or recognized by the brain; (c) Articulatory phonetics is concerned with the study of how sounds are produced by the vocal apparatus.

1.2 History of the International Phonetic Alphabet (IPA)

The International Phonetic Alphabet (IPA) was produced after the International Phonetic Association which was established in the late 19th century. It was intended as an international system of phonetic transcription for oral languages, initially for pedagogical purposes. (IPA) consists of symbols for representing the sound system of any language in a unique form. The association was established in Paris in 1886 by French and British language teachers led by Paul Passy. The first published alphabet appears in Passy (1888). The association based their alphabet upon the Romic Alphabet, which is the Phonetic Alphabet of Sweet (1880), which was based on the Phonotypic Alphabet of Pitman (1845) and Palæotype of Ellis (1889).

The International Phonetic Association was originated in Paris in 1886 under the name of the Phonetic Teachers’ Association, a development of L’Association Phonétique des Professeurs d’Anglais (The English Teachers’ Phonetic Association), in order to make an international phonetic alphabet first for English, French, and German. A great deal of the symbols derived from Henry Sweet’s Romic alphabet.
**1.2.1 Advantages of Using the IPA**

The IPA is used to transcribe the sounds of languages and is used in dictionaries to specify the pronunciation of words. Some of the advantages of using the IPA are:

a. One symbol represents one sound.

b. Self-study

c. Localization of sounds

d. Many resources are available.

e. Students are encouraged to speak the target language.
1.2.2 Disadvantages of Using the IPA

The IPA may pose a problem to EFL learners for the following reasons:

a. Students get confused with some particular symbols.

b. Different accents concerning teachers.

c. It is not useful for non-academic language.

d. Misunderstanding of the IPA by the native speakers.

e. Different languages require different phonetics.

1.3 Phonemic Alphabet

Phonemic alphabet helps learners in the sense that it gives them a reliable representation of the English sounds. It is significant since it is based on the principle that for each sound there is one symbol. The symbols of the phonemic alphabet are located between slant lines (phonemic transcription //) to differentiate the phonemic alphabet from the traditional orthography. In some cases symbols are located between square brackets (phonetic transcription [ ]).

The phonemic alphabet is considered as a visual aid. Being unfamiliar with it, learners can see words differ but have the same pronunciation. For instance, they may see that 'son' and 'sun' should be pronounced the same because the phonemic symbols are the same.

1.4 Types of Transcription

Usually, two types of brackets are used when transcribing: (i) the [square brackets] are used with phonetic notations, including details of the pronunciation that may not be used for distinguishing words in the language being transcribed; (ii) the /slashes/ are used for phonemic notations, which note only features that are distinctive in the language, without any extraneous detail (Basboll, 2005).

For example, /p/ sounds of pin and spin are pronounced slightly different in English and this difference would be meaningful in some languages, but the difference is not meaningful in English. Hence, phonemically the words are /pɪn/ and /spɪn/, with the same
/p/ phoneme. However, to capture the difference between them (the allophones of /p/) can be transcribed phonetically as [pʰɪn] and [spɪn].

Also there are two styles of transcription that are useful in EFL classes. The first one is called narrow transcription in which learners attempt to record every single phonological sound of an utterance whether it is important to meaning or not. Narrow transcription is useful and much needed by the foreign learner in order to understand totally the features of connected speech and it is related to students’ accents mostly when teachers are attempting to show students their own foreign accents or when comparing the English pronunciation with other languages’ pronunciation. The second style of transcription is that of the broad transcription also called the phonemic transcription. It is related to the sounds that are important to meaning; this broad transcription is for showing students the pronunciation of something. It focuses only on the sound differences that help to distinguish meaning. This type of transcription is used in pronunciation keys and certainly dictionaries use phonemic transcription to show the pronunciation of words.

In a broad transcription of English speech, no need to transcribe the length of vowels, because vowel length is not important to meaning in English. Changing a vowel from long to short or vice versa does not change the meaning of a word in which it occurs. It is required to transcribe vowel length in a narrow transcription, since the idea is showing precisely how something is pronounced in narrow transcription, including details that are not necessarily influencing meaning. Though, they still transcribe vowel length even in a broad transcription, if there is a need to do it. In other words, the quantity of details that are included in their transcriptions is merely up to them and will always be useful when they are using the transcription in class (Atkielski, 2005).

1.5 The Importance of Phonetic Transcription

English phonetic transcription is very useful since it plays an important role in the process of teaching and learning oral performances for the sake of obtaining a good pronunciation. Phonetic transcription can be used to show learners how a given word or phrase should be pronounced. Stabler (2012) claims that the transcription can represent a precise, standard pronunciation, independent of the individual or regional accent of any teacher or audio recording. It allows students to know the accurate pronunciation of an English word of phrase. For instance, dictionaries use phonetic transcription to show students the standard pronunciation of words.
In addition, it is assumed that EFL teachers have an understanding of the main phonological concepts behind English and other languages, as in the notion of vowels, consonants, stress, and so on. Most of human speech is produced by forcing air from the lungs past the vocal cords in the larynx (Jones, 1996). He also notes that the vocal cords are held under tension, and when air is forced between them, they vibrate, producing a buzzing noise that travels up the throat and out to the external world through the nose and mouth. The vocal tract, the parts of the nose, mouth and throat participate in the production of speech sounds, therefore modifying this buzzing sound to produce vowels, consonants, and other features of speech.

It is worth noting that all these IPA symbols have their counterparts in normal orthography or spelling; that is to say, there exists two types of language components that make up the normal alphabet, they are vowels and consonants.

1.5.1 Vowels

A vowel is a speech sound made by the vocal cords. It is also a type of letters in the alphabet. Gilakjani (2011) points out that vowels are sounds produced by modulating the buzzing noise from the vocal cords as they pass through the mouth and nose. The form of the vocal tract is transformed via changing the position of the tongue, jaw, lips, and velum, the letters of the English alphabet are either vowels or consonants or both of them. A vowel sound comes from the lungs by the vocal cords, and it is not blocked, so there is no friction. All English words have vowels; these letters are vowels in English: A, E, I, O, U, and sometimes the Y, the letter Y can be a vowel as in these words "shy", "sky", "buy" or "why", or it can be a consonant as in "yellow" or "yesterday". And the rest of letters are consonants B, C, D, F, G, H, J, K, L, M, N, P, Q, R, S, T, V, W, X, Y and sometimes the Z.

1.5.2 Consonants

According to Stabler (2012), consonants may be broadly described as movements of the vocal tract that restrict the flow of sound or air. A consonant is a speech sound which is articulated with a whole or partial closure of the vocal tract. For instance, [p] is pronounced with the lips; [t] is pronounced with the front of the tongue; [k] is pronounced with the back of the tongue; [h] is pronounced in the throat; [f] and [s] are pronounced by forcing the air by a narrow channel (fricatives); [m] and [n] have air flowing through the nose (nasals). Also, consonants are considered voiced or unvoiced. Voiced consonants are
pronounced when the vocal cords are vibrating whereas unvoiced consonants are pronounced when the vocal cords are motionless. A great deal of consonants is differentiated only through voicing; that is, they are differentiated by the presence or the absence of vibration in the vocal cords. For example, /p/ and /b/ are articulated in the same way, but the first one is unvoiced while the second one is voiced. Hence, they are separate consonants.

The IPA uses separate symbols for voiced and unvoiced consonants. In many languages, including English, the difference between a voiced and an unvoiced consonant is important to meaning (pan is not the same as ban), and should always be transcribed so in order to acknowledge the difference (Fromkin, Rodman & Hyams, 2011).

### 1.6 The Effective Use of Transcription

Making a good oral performance is a skill that involves attention to the requests of the hearers. Some basics of effective oral performance require a good pronunciation; the latter, in its turn, require a relative mastery of phonemic transcription. Actually, good speakers differ in their use of transcription, learners use several ways when transcribing. For instance, if they are not experienced speakers it is not a good idea to speak without transcriptions because they will lose their thread. Besides, learners must avoid reading an organized text aloud or memorizing their speech because this will be uninteresting and sound artificial. Thus, the best way is that to use transcriptions with writing down key sentences on papers, concerning their notes, they must always be written and transcribed large enough for them to be seen without interrupting themselves via moving their heads too much from place to another.

### 1.7 Connected Speech

Connected speech is a spoken language that is used in a continuous sequence, as in ordinary conversations; it is also called connected discourse. There is a significant difference between the way words are pronounced in isolation and the way they are pronounced in the context of connected speech. People speak naturally, they pronounce spontaneously, and fluent speech flows with a rhythm and the words bump into each other. Making speech flows smoothly requires the adoption of some changes at the beginning and the end of words, which is, in fact, the change at the beginning and the end of those sounds. The result is simply a fast smooth pronunciation of the words. To achieve such
smoothness in the pronunciation of the words and bringing the necessary changes, let us now review some aspects of connected speech.

1.7.1 Aspects of Connected Speech

Some aspects used in casual speech characterize the English language. These aspects are much to be noticeable when native speakers are making use of their language in everyday activities. Using such quantifiable aspects of connected speech makes the language flows smoothly giving it rhythm and ‘music’.

a. Assimilation: When the sound at the end of one word changes to make it easier to say the next word. Pronouncing for instance the phrase ‘ten boys’ would sound like ‘tem boys’ (the /n/ sound changes to the bilabial /m/ to make it easier to transition to the also bilabial /b/). Assimilation is supposed to be progressive when the second phoneme is affected by the first one or regressive when the one that comes after affects the phoneme that comes first.

According to Roach (2001), there are three categories of assimilation, namely assimilation of place, assimilation of manner, and assimilation in voice:

1. Assimilation of place of articulation: in some cases where a final consonant with alveolar place of articulation is followed by an initial consonant with a place of articulation which is not alveolar. For instance, ‘football’ (/fɒt/ and /bɔːl/ combined to produce /fɒpbɔːl/).

- /d/ would become /b/ as in: good pen /ɡɒb pen/, bad boy /bæb bɔɪ/.

- /n/ would become /m/ as in: I can believe it /aɪ kəm bʌli:v it/, ten pens, ten boys, ten men.

- /s/ and /z/ can become /ʃ/ and /ʒ/ when followed by /ʃ/ or /ʒ/, as in: this shop /ðɪʃʃɒp/, has she /hæʃ ʃi:/.

2. Assimilation of manner of articulation: When a final plosive becomes a fricative or nasal, or vice versa. For example, that side /ðæs saɪd/, good night /ɡʊn nɑɪt/, in the /ɪn nɑ/, read this /rɪd dɪs/.

3. Assimilation of voice: it is found in a restricted way in which word final lenis fricative may become fortis when followed by an initial fortis consonant. For instance, with thanks
b. **Catenation/linking** this occurs when a consonant at the end of one word is carried over to connect with a vowel at the beginning of the next word. This sometimes causes learners to misinterpret word boundaries. The two words 'he's in' are linked with the 's' and the 'i' - learners can hear this as one word. He’s in /hi:zin/ ; the same linkage with 'an apple' /ənæpl/

c. **Elision (disappearance of sounds):** this occurs when a sound in the middle of a consonant cluster is dropped as in ‘sandwich’ it becomes ‘sanwich’.

d. **Linking Intrusion and Linking (Liaison):** it consists of three sounds that make this /t/ /j/ and /w/, when an extra sound ‘intrudes’. For example,

a. ‘go on’ sounds like ‘gowon’

b. I agree sounds like ‘aiagree’

c. Law and order sounds like ‘lawrunorder’

### 1.7.2 Connected-Speech Processes (CSP)

There are some significant points that must be remembered about connected speech processes (CSP). Connected speech processes are optional, they occur at the edges of words, where words 'meet' in sentences. They can be considered as affecting sounds at the phonemic level rather than the allophonic level. And when /t/ or /d/ or /h/ is omitted, for example, we do not find a different allophone occurring; we just find that the phoneme is lost completely because simply CSPs affect phonemes that may lead to confusions about meaning.

### 1.8 Students’ Psychological Factors that Inhibit Pronunciation:

The purpose behind teaching sound transcription is to make learners able to produce sounds accurately. Several problems may be faced by students; these problems may be due to a number of psychological factors, such as shyness, fear of mistakes, lack of confidence, lack of motivation, and anxiety.
a. Shyness

Feeling shy does not motivate learners to speak; it makes them forget what they want to say (Bladwin, 2011, as cited in Juhana, 2012). Other researchers (e.g. Rooby, 2010, as cited in Juhana, 2012) discussed the causes of shyness by confessing that learners feel shy because of the lack of self-confidence which makes them feel that they are not able to produce sounds correctly. Thus, teachers ought to pay attention to shy learners and help them to overcome this obstacle via making a good relationship between them and students.

b. Fear of making mistakes

Many researchers consider fear of making mistakes as the main factor that inhibits students from an accurate performance. Students refuse to produce sounds in order to save themselves of being laughed at by the other students or laughed at by the teacher to avoid their criticism. Students therefore do not involve into discussions and refuse to engage to avoid committing mistakes. Consequently, teachers must know how to deal with their students’ mistakes. That is to say, teachers should not disturb students at each single word or sound to correct it because this habit is going to inhibit students for participation inside the classroom.

c. Lack of confidence

Concerning those students who prefer to keep silent while the other students are talking. These prefer to keep silent and think that they are not able to speak English. They may also think they are not able to convey their messages or cannot even perceive others’ messages. In this situation, teachers’ role is to make them believe in themselves, their capacities and should guide them to gain self-confidence.

d. Lack of motivation

Harmer (1998) stated that motivation is an essential way for encouraging students to succeed in learning. Consequently, without motivation even excellent students may fail to reach the required goals. Also, excellent students will produce better than those with weak (or less) motivation. That is to say, the absence of motivation is a problem that inhibits students from engaging into discussions. Hence, teachers must be motivators and they should create a friendly relationship with students to encourage them.
e. Anxiety

According to Horwitz (1991), anxiety is one of the major factors that can influence effective language learning. For instance, when someone is anxious while speaking his/her oral performance will be affected negatively; in this situation teachers should have a better understanding of students’ psychological factors in order to minimize learners’ anxiety.

1.9 Designing Phonemic Transcription Activities

There are several activities that educators and instructors may design so as to improve students’ oral performances in EFL classroom as well as their pronunciation. So, in effect, teachers have to select the appropriate activities that fit learners’ needs and be within their reach. The main types of activities that can be practised are: transcribing words, role-plays, and speeches.

1.9.1 Transcribing Words

This type of activity is concerned with the representation of speech in a written form:

a. Providing learners with symbols for transcribing as in vowels to increase accuracy.

b. Giving learners sentences that include only phonetic transcriptions and asking them to change the latter into the correct English sentences.

c. Asking them to pronounce some words each session such as, pocket, pair, pain, support…etc.

d. Providing them with the table of the phonetic transcriptions of the English sounds.

e. Offering students phonetic transcription exercises by writing the phonetic symbol for the first sound in each of the words according to how they would pronounce them, as in judge, phenomenon, cheese, contact, these, psycho.

f. Production and perception exercise via reading sets of words with a correct vowel sounds.
1.9.2 Role-play

Role-play helps students to improve their oral performance. Generally role-plays consist of the setting, the situation, the roles, and the language being used. It is a technique used by teachers which is experienced in real life situations. Green (2001) suggests that a role-play involves three issues that oblige students to:

a. Take on the roles, i.e., students have to ignore themselves as if they are imaginary people.

b. pretend themselves in imaginary place and time.

c. Master the required language.

According to Harmer (2007), a role-play is not a broadly used technique in EFL/ESL classroom. However, he views that it is unfair to neglect it since it has a lot of advantages; this type of activities attracts students’ attention and motivates shy learners who do not like performing in front of their classmates, to be brave to express their speaking, knowledge, thoughts, ideas, feelings…etc. Also, all learners have the opportunity to participate and to be part of the play. So, to organize a well-structured role-plays teachers have to let students play a specific role until they be certain they are going to do well rather than making them play a compulsory role.

1.9.3 Speeches

It is the vocalized form of communication based on oral speeches; it is a useful activity that is used in oral classes. Teachers and learners depend on it when they present a topic. This type of activity is determined and structured by the teacher himself by asking students, for example, to prepare a speech about their happiest experiences they lived.

1.10 Accurate English Pronunciation

Usually EFL/ESL learners, and even teachers, are seeking native-like pronunciation at any cost. To achieve such an almost ‘impossible’ goal, the non-native speakers use all types of activities and ‘sacrifices’ in order to fulfill this ‘dream’. As such, effective instructors suggest a number of stages to follow so as learners may, at least, achieve an acceptable ‘good pronunciation’.
Experts suggest that learners have first to practise all the English sounds through phonetic/phonemic transcription. They have to learn its symbols as well as the accurate pronunciation of each symbol and its writing, and this does not, of course, take much time. They have to pay attention to the phonetic transcriptions, referring each time to their dictionaries.

Supposing they have the word boot and listen to its recording. In theory, if they are familiar with the sounds of English, they should be able to notice that boot has the “long u”, and not the “short u”. However, in practice, they may forget that information, mainly if they are beginners or they are not paying enough attention. Also if they read the phonetic transcription /buːt/ and see the /uː/ symbol there is an opportunity to remember the accurate pronunciation.

dictionaries have many transcriptions than recordings. For example, the transcriptions may show two ways to utter a word, but the recordings show just one. If learners can read the phonetic transcriptions, they can have more information out of a dictionary.

Concerning the Internet, people use phonetic transcription to discuss pronunciation difficulties. If someone wants to engage in discussions, or asking questions, he/she has to know first about the transcription system.

Other cases when students cannot listen to a sound. For example, their computers when they have no speakers and they do not want to interrupt other people, as if they are in a noisy atmosphere and they could not receive the sound, they have to go back to their dictionaries.

All in all, learning a good English pronunciation is not that hard, but if learners are going to study phonetic transcriptions first they should know a few and important things about them.

Conclusion

EFL teachers are often reluctant to use phonetic transcription because they are not familiar with it, or they simply neglect its importance. In sum, transcription cannot be separated from teaching as a whole and it is important for teachers to select the appropriate techniques and activities that may effectively help learners. There are various ways students may take to help themselves in transcribing as the use of dictionaries, but they
must be assured that a dictionary is not a teacher. Dictionaries do not substitute teaching. Learners prefer to listen to the information from the teacher himself to make things easier to be understood. Therefore, teaching sound transcription goes directly to students in order to achieve the goals of improving learners’ oral performances.
Chapter Two

Oral Skill

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Conclusion
Chapter Two: Oral Skill

Introduction

The present study intends to investigate teachers’ and students’ attitudes towards the importance of sound transcription for the enhancement of EFL learners’ oral performances. In this chapter, the oral skill is thoroughly explored starting from its definition, its process, as well as other issues. We shed light on the importance of speaking in foreign language learning, the basic principles and procedures in teaching the speaking skill in EFL, as in the direct method, the grammar translation method, the audio-lingual method, suggestopedia, the communicative language teaching (CLT), the silent way, and the natural approach. These aspects are there related to the teaching method of pronunciation and its strategies, and the different types of communication. Finally, some factors that affect students’ speaking skills are also dealt with in this chapter.

2. Oral/Speaking Skill

2.1 Definition of Speaking Skill

Speaking is one of the four skills that students learn in their language development; the ability to converse is highly valued by students, but teachers often find it as a skill which is hard to develop. Learners frequently feel a great deal of anxiety around speaking because of the lack of confidence and practice. This part contains the importance of developing the oral skills and how teachers can go about supporting this development. Speaking is a key to communication; it is an interactive process of constructing meaning that involves producing, receiving and processing information (Brown, 1994; Burns & Joyce, 1997). Its form and meaning are relying on each other depending on the context in which it occurs, consisting of the participants themselves in addition to their shared experiences, the physical setting, and the goals aimed at speaking. It is often spontaneous and practised a lot as argued by Cooper (1985) who holds that “Speaking is not limited to arranging and producing messages through the use of voice, articulation, vocabulary, syntax, and nonverbal cues” (p. 70), it is a skill to learn and to speak.

According to Lindsay and Knight (2006), “speaking is a productive skill. It involves putting a message together, communicating the message, and interacting with other people” (p.57). Moreover, Brown (2001) states that speaking is a skill in producing oral language. Speaking can be an utterance as well as a tool used for communication. The
speaking skill occurs when people are cooperating with each other for the sake of maintaining social relationships. Being the main productive skill, speaking is used for oral production. It shows the capacity of someone to communicate orally with others (Widdowson, 1994, as cited in Jondeya, 2011). Moreover, Florez (1999) declares that speaking does not involve only the knowledge of how to construct particular points of language including grammar, pronunciation, and vocabulary, but it involves the understanding of when, why, and in what manners those points should be produced as well. In short, speaking is a purely productive skill that enables people to interact with each other.

Further, Bygate (1987) defines speaking as “a vehicle par excellence of solidarity, of social ranking, of professional advancement and of business. It is also a medium through which much language is learnt, and which for many is particularly conducive for learning” (p. 86). In other words, the speaking skill is a medium by which language is conveyed to produce meaningful sentences aiming at forming social relations, progressing proficiency, and developing business.

2.1.1 Reasons for Teaching the Speaking Skill

One of the most difficult things to do for a teacher is to teach the speaking skill within the four walls of a classroom. The speaking skill must be taught for many reasons:

a. To develop proficiency in speaking

b. To make social contact

c. To express a point of view

d. To clarify information

e. To describe things

f. To complain about something

g. To tell jokes

2.1.2 Factors Affecting Adult Learners’ Speaking Skills

Obviously there exist some factors that may affect EFL learners’ speaking skills. Among these factors:
a. Age: learners who start learning at early childhood will achieve higher proficiency than those who start as adults.

b. Aural Medium: speaking is closely connected to listening.

c. Sociocultural Factors: Language is a form of a social action, it has rules of what, when, how to say and what is suitable. Culture also affects nonverbal communication (Richards & Willy, 2002).

2.1.3 Designing Speaking Tasks

An effective speaking class must consist of:

a. Maximum foreign talk

b. High motivation

c. Right language level

d. Inclusion of numerous activities.

e. Interactions

f. different activities for different learning styles

2.2 Suggestions for Teachers While Teaching

To make oral lectures attractive and profitable for students, instructors are suggested the following tips:

a. Providing students the opportunity to speak the target language by providing a healthy atmosphere that contains authentic materials and tasks.

b. Indicating positive comments when reacting on students’ response.

c. Ask eliciting questions to make your learners talk more as in what do you mean? Explain more…etc.

d. Provide them with feedback like your presentation was really good, it was a good job; try to thank them via appreciating their efforts.

e. Try to not correct their pronunciation mistakes while speaking.
The Importance of Speaking in Foreign Language Learning

English has appeared as a lingua franca in the world. Various demands for training in spoken English for individuals and companies in different parts of the world are included (Bliss, 2005). Thus, in foreign language teaching and learning, the ability to speak the English language is the most important skill that must be focused on. So, the speaking skill should be mastered for several reasons. For instance, it is the way in which ideas and feelings are expressed and exchanged through the use of language (Bihrani, 2013). Mastering the speaking skill is significant because foreign language learners have to be able to talk a clear language which makes the listeners understand the messages easily. Fujishin (2008) proposes connection as the primary purpose of speaking. According to the same author (Ibid.p.63), “we need company, we need to feel something bigger than ourselves, and we need to belong, to be known, and to know others”. In other terms, if there is no connection and communication between people, life has no sense. He adds that “the human voice is the most beautiful musical instrument”. This means that the way individuals speak affects people’s relationship and impression since speech is the basic medium of social interaction. Language learners need to recognize that speaking involves three areas of knowledge (Celce-Murcia, 2001).

a. Mechanics (pronunciation, grammar, and vocabulary): when the presenter uses the right words in the right order plus the right pronunciation.

b. Functions: including interaction and transaction (the speaker knows when he/she has to simplify the message), and transaction/transformation (the speaker recognizes when accurate understanding is not required).

c. Social and cultural rules and norms (turn-taking, rate of speech, length of pauses between speakers, relative roles of participants): Understanding how to take into account who is speaking to whom, in what circumstances, about what, and for what reason.

Shumin (2002) summarizes the importance of speaking in these terms:

Speaking is used for different purposes, and each purpose contains different skills, when we use casual conversation, for example our purpose is to make social contacts with people, to establish relationship or to engage in discussion with someone about something, or to clarify things. In some situation, we use speaking to give instructions, or to get things done. (p. 201)
Speaking is an interesting skill for describing people’s behaviors within a given society containing greetings, politeness, and making jokes (Shumin, 2002).

Speaking is a central part of EFL and second language learning and teaching, that is to say, the world entails that the purpose of teaching speaking must increase students' communicative skills because only in this way, students can express themselves and their ideas as well they know how to follow the social and cultural rules appropriately in each communicative context.

2.3.1 Speaking English is Important for Many Reasons

English is the most spoken language in the world; learning English is important for the following reasons (Luama, 2004).

a. Educational purposes:

(i) To practise the language.

(ii) To reinforce grammar, vocabulary and functional language.

(iii) Advanced learners test with the language they learn in different locations.

(iv) Phonological looping and pronunciation.

b. Practical real-life purposes:

(i) For educators, government, and employers.

(ii) Helps in casual conversations.

(iii) Helps in job interview.

Speaking English is very valuable to learn, since it can create several opportunities.

2.3.2 Why is Speaking Significant?

The main objective of language is to communicate and the aim of speaking in a language context is to promote communicative competence. Teachers want students to be able to practise the language as accurately as possible and with a purpose. Learners often value speaking more than the other skills as in reading, writing and listening. Speaking is related to the other skills, its development results in the development of the others. One of
the major advantages of increased communicative efficiency is that to be able to communicate with other people.

Speaking is an essential and helpful skill:

a. It helps to express oneself to others.

b. It helps a person to grow socially in his personal and professional life.

c. The ability to convey a message in a proper way.

d. Encouraging people to communicate with each other.

e. It helps to inform, convince, and direct.

The goal of teaching speaking should develop learners’ communicative skills because only in that way, learners can express themselves and learn how to follow the cultural and social rules appropriate in each communicative circumstance.

2.4 The Basic Principles and Procedures in Teaching the Speaking Skill in EFL Classrooms

Different methods and approaches have been using some procedures and principles to teach speaking (Richards & Rodgers, 2001).

2.4.1 The Direct Method

This method includes teaching in the target language. Learners are not allowed to use their mother tongue. Grammar rules are not used and there is emphasis on good speaking.

In here teachers provide their learners with models of native speakers and they ask them to listen and then to imitate the model. Thus, learners’ speaking skill will be improved.

2.4.2 Grammar-translation Method

Learning by translating to and from the target language. Grammar rules must be memorized. There is no emphasis on developing oral ability.
2.4.3 Audio-lingual Method

This method is about learning a language means acquiring habits. The emphasis is on the practice of dialogues. A new language is first heard and extensively drilled before being seen in its written form.

2.4.4 Suggestopedia

This method is about a language which can be acquired first when the learner can receive and has no mental blocks.

2.4.5 Communicative Language Teaching (CLT)

This method emphasizes on enabling learners to communicate successfully and appropriately in various situations. The content of CLT courses are functions as in suggesting, inviting, complaining or notions such as the expression of time, quantity, location.

Communicative language teaching is related to real-life situations which involve communication. This method helps students to have the opportunity of communicating with others in the target language.

2.4.6 The Silent Way

Here the aim of the teacher is saying as little as possible in order that learners can be in control of what he wants to say. The mother tongue is not used.

2.4.7 The Natural Approach

This approach is proposed by Krashen (1983) who stresses the similarities between learning the first and second languages. This approach has no correction of mistakes. Learning takes place by the students being exposed to language that is comprehensible or made comprehensible to them.

2.5 Teaching Pronunciation

Pronunciation is seen as an essential component of communication, rather than an isolated drill and practice sub-skill. Learners use pronunciation-focused listening activities in order to simplify the listening of pronunciation. There is more focus on the supra-
segmental of stress, rhythm, and intonation as practised in extended discourse beyond the phoneme and word level.

A dual-focus on oral communication program where the micro level instruction is focused on linguistic (i.e., phonetic-phonological) ability through practice segmental and supra-segmental, and the macro level attend to more global elements of communicability, with the goal of developing discourse, sociolinguistics, and strategic competence by using language for communicative purposes. The main objectives of teaching pronunciation are for learners to improve intelligible speech and to be able to communicate successfully in the target language. In this context Morley (1991) identified the four basic pronunciation goals of functional intelligibility, functional communicability, increased self-confidence, speech monitoring ability and modification strategies. MacCarthy (1967) states that everyone who teaches a modern language by word of mouth cannot escape the necessity for pronouncing it and for teaching the pronunciation of it to his pupils. Presently, the Competency Based Approach is the dominant one in language teaching. It emphasizes on the pragmatic, authentic and functional use of the language for meaningful purposes as stated by Lindsay and knight (2006, p. 20): “It is no actually a method but an approach to teaching based on the view that learning a language means learning how to communicate successfully in the world outside the classroom.” According to Celce-Murcia (2007), this approach indicates that if nonnative speakers of English fall below the threshold level of pronunciation, they will confront oral communication problems regardless of how good they are at mastering vocabulary and grammar. The goal of teaching pronunciation is that to empower learners to pass the threshold level so that their pronunciation will not reduce from their ability to communicate. So, the existing method of teaching pronunciation includes new thoughts from other fields, such as drama, psychology, and speech pathology. Also there are some used techniques like: the use of fluency-building activities, accuracy-oriented exercises, appeals to multisensory modes of learning, adaptation of authentic materials, and the use of instructional technology in the teaching of pronunciation.

Teaching pronunciation is crucial to teaching speaking. So, it is necessary for teachers to pay a good attention to pronunciation. In order to be effective in teaching it, a teacher must have a good knowledge about the sound system of the language, good background knowledge about the pedagogy of pronunciation, and some information about his students and their knowledge. Before dealing with teaching pronunciation, it is important to refer to the distinction Burgess and Spencer (2000) made between
pronunciation and phonology. They state that phonology is the theory and the knowledge about how the sound system in the target language works while pronunciation in language learning is the practice and meaningful use of the target language phonological features in speaking supported by practice in understanding those phonological characteristics in the target language discourse (199:191).

2.6 Tips for Promoting Speaking in the SL Classroom

There are some procedures that teachers may use to reduce students’ anxiety and to make them develop the practice of the oral skills. This way, learners will learn more and will be motivated to continue developing this skill. Teachers, therefore, are required to:

a. Create authentic practice activities.

b. Create different contexts that students can practise to increase their vocabulary and experiential perspectives.

c. Provide a support for each context by making sure that learners are aware of the appropriate vocabulary and what social or cultural norms are appropriate.

d. Do not focus only on errors; correct as much as each student can handle, the more advanced learners can often handle more correction, but avoid extreme correction if it will promote anxiety.

e. Give students choices to use when responding to questions and teach them those choices; this option allows them to feel more comfortable.

f. Use gestures to encourage learners to do the same and focus on meaning.

g. Make it fun.

2.7 Forms of Oral Communication

Evidently, oral communication is the ability to talk with others via exchanging ideas. Such as, asking questions, directing, explaining, presenting topics, discussing, debating…etc.

a. Speeches: by giving students inspirational speeches that let them feel free and engage in discussion.
b. Presentations: by giving them the opportunity to present topics in public to improve their speaking skills.

c. Discussions: concerning the act of discussing about something with group of people or with a person by giving ideas, opinions…etc.

d. Public speaking: since students know each other better now and they are all friends, they need to get more serious about their speeches as well as they must be willing to grow as leaders and to be open to work on their skills also hearing what they need to develop.

e. Debate: it is a formal discussion about something; it consists of supporters and opponents’ arguments.

2.7.1 The Role of Participants during the Session

Students should be aware of all of the following points:

a. Punctuality.

b. Stick to the agenda.

c. Evaluating information.

d. Asking questions.

e. Listening accurately.

The role of participants during the session is significant in order to achieve their goals successfully.

2.7.2 Good Oral Communication Skills

For oral communication to be effective, it must be clear, accurate and relevant:

a. Making eye contact while communicating with people is important because it indicates that you are interested in what they are saying.

b. Not chewing gum while having a conversation with your teacher or your classmates.

c. Not texting while speaking because you will look as if you are an ignorant person.

d. Always try to speak clearly via using words that everyone can understand.
e. Make positive facial expressions.

f. Listening well to the person you are speaking to.

g. Having a relaxed body language.

h. Not speaking over other people.

i. Do keep to the point when explaining something.

Oral communication is good when it is clear, relevant and appropriate to the hearers.

2.7.3 Distinction between Verbal Communication and Nonverbal Communication

Communication involves the difference between verbal communication and nonverbal communication as the following (Miller, 1988).

1. Verbal communication: it is best suited to deliver precise information, and is better suited to communication through technology over long distances.

2. Nonverbal communication: it is more direct than verbal communication, but its meaning is naturally vague, notwithstanding the fact that certain forms of nonverbal communication, as the use of the eyes that convey emotions more effectively than words can. Some technological means of communication, as films that can effectively express a great deal of forms of nonverbal communication.

In sum, it is important to discuss the difference between verbal communication and nonverbal communication.

2.7.4 Different Types of Communication

Communication can be classified into the following types (Hasson, 2012).

1. On the basis of organization relationship (formal, informal).

2. On the basis of flow (vertical, crosswise/ diagonal, horizontal).

3. On the basis of expression (oral, written, gestures).

Communication is a key for successful relations as well it can be characterized into three basic types.
2.8 Negative Factors Affect Students’ Speaking Skill

Students’ speaking skill can be influenced by several factors that are negative including the lack of motivation, the lack of self-confidence, fear of making mistakes, and anxiety.

2.8.1 The Lack of Motivation

Motivation has an important role in EFL classrooms. In contrast, the absence of motivation can have a negative result on it. According to Harmer (2007, p. 51), “motivation is some kind of internal drive which pushes someone to do things in order to achieve something”.

Motivation consists of two main types that are extrinsic and intrinsic motivation. First, extrinsic motivation is affected by external factors as in the need to travel abroad. Second, intrinsic motivation comes from the internal desire of the individual to learn a language or to feel better when engaging in the process of FLL (Harmer, 2007). Significantly, learners with high motivation can succeed and perform successfully in the speaking situations. In contrast, learners with low level of motivation will confront problems in their studies as well as they cannot perform successfully in the speaking situations.

2.8.2 The Lack of Self-Confidence

Generally the lack of self-confidence has a negative impact on students’ improvement of their oral performances. Brown (2001, p. 62) states that “learners’ belief that they indeed are fully capable of accomplishing a task is at least partially a factor in their eventual success in attaining the task”. That is to say, learners must believe in themselves and in their abilities in order to do well when they perform inside or outside the classroom. The lack of self-confidence leads to many problems in which students think that their English is not good and their abilities are low and this can be the lack of motivation by the teacher.

2.8.3 The Fear of Making Mistakes

According to Aftat (2008), the fear of making mistakes is linked to the issue of negative correction and evaluation. It is because learners fear of being criticized by the teacher or being laughed by their classmates when they produce incorrect sentences. This
is due mainly to the lack of participation essentially in the speaking activities. So, teachers should convince their learners that making mistakes is not wrong and learners can successfully learn from their mistakes and errors.

2.8.4 Anxiety

It is concerned with emotions, fear, and nervousness. It is considered as the main problem that learners can face while studying since it affects learners’ oral performances. This leads learners to feel anxious and less fluent as well as frustrated. Anxiety is a normal feeling that helps people to diagnose their problems and find solutions themselves, people usually feel anxious about things or events that seem threatening this is why they cannot control themselves.

It is a natural response to a stressful situation when people feel under pressure. Anxiety is not only a feeling it is more than that.

2.9 Speech Intelligibility

Intelligibility is concerned with the recognition of words or the grammatical structures of utterances. It is considered as the goal of teaching pronunciation. So, the goal of teaching pronunciation is intelligibility not perfection. For instance, in an utterance if learners know the meaning of each word or all the words and they recognize that the grammatical structure is appropriate, so the utterance has intelligibility. Morley (1991) suggests that one of the primary goals of teaching pronunciation in any course is “intelligible pronunciation” not perfect pronunciation. She believes that “intelligible pronunciation is an essential component of communicative competence” (p. 488). To be more specific, intelligibility is the same as understandability, that is to say, improving pronunciation means improving intelligibility. The pronunciation of learners must be understood in the way listeners can understand speakers, and speakers can understand them, therefore, communication takes place.

The aim of speech intelligibility is providing the speaking voice clearly in order to be understood; the factors affecting intelligibility are:

a. the sender

It is concerned with the performance of the speaker. For example, if the speaker hesitates, the listener will find difficulties to carry on the speech or to follow. Speakers
who hesitate while speaking tend to make more errors in pronunciation than those who do not make pauses.

b. the receiver

It is concerned with the acceptance of the listener; if the listener is familiar with the foreign accent, intelligibility will be easy, but if he is not familiar with it he will find difficulties.

2.10 Techniques to Teach Pronunciation

The communicative approaches, which are currently dominant in language teaching, hold that since the primary purpose of language is communication, using language to communicate should be central in all classroom language instruction. This focus on language as communication brings renewed urgency to the teaching of pronunciation, since there is a threshold level of pronunciation for non-native speaker of English. If they fall below this threshold level, they will have oral communication problems no matter how excellent and extensive their control of English grammar and vocabulary might be (Celce-Murcia, Brinton & Goodwin, 1996).

To teach pronunciation as part of the communication approach, experts suggest a list of ten techniques that have been traditionally used and are still being used:

2.10.1 Listen and Imitate

A technique used in the Direct Method 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.

2.10.2 Phonetic Training

Use of articulatory descriptions, articulatory diagrams, and a phonetic alphabet (a technique from the reform movement, which may involve doing phonetic transcription as well as reading phonetically transcribed text).
2.10.3 Minimal Pair Drills

A technique introduced during the audiolingual 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.

2.10.4 Contextualized Minimal Pairs

In this technique, the teacher establishes the setting and presents key vocabulary; students are then trained to respond to a sentence stem with the appropriate meaningful response.

2.10.5 Visual Aids

Enhancement of the teacher’s description of how sounds are produced by audiovisual aids such as sound-color charts, rods, pictures, mirrors etc. These devices are also used to cue production of the target sounds.

2.10.6 Tongue Twisters

A technique from speech correction strategies for native speakers (e.g., “She sells seashells by the seashore.”)

2.10.7 Developmental Approximation Drills

A technique suggested by first-language acquisition studies in which second language speakers are taught to retrace the steps that many English-speaking children follow as they acquire certain sounds in their first language. As children learning English often acquire /w/ before /r/ or /j/ before /l/, adults who have difficulty producing /l/ or /r/ can be encouraged to begin by pronouncing words with initial /w/ or /j/, and then shift to /r/ or /l/, respectively:

\[
/w/ \quad \rightarrow \quad /r/ \quad \quad /j/ \quad \rightarrow \quad /l/
\]

Wed → red → yet → let
Wag → rag → young → lung
2.10.8 Practice of Vowel Shifts and Stress Shifts Related by Affixation

A technique based on rules of generative phonology (Chomsky & Halle 1968) used with intermediate or advanced learners. The teacher points out the rule-based nature of vowel and stress shifts in etymologically related words to raise awareness; sentences and short texts that contain both members of a pair may be provided as oral practice material:

Vowel shift: mime /ai/  mimic /i/

Sentence context: Street mimes often mimic the gestures of passersby.

Stress shift: PHOtograph phoTOgraphy

Sentence context: I can tell from these photographs that you are very good at photography.

2.10.9 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.

2.10.10 Recordings of Learners’ Production

Audio and video-tapes of 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.

Except the last two techniques listed above, we can see that the emphasis in pronunciation instruction has been largely on getting the sound right at the word level dealing with words in isolation or with words in very controlled and contrived sentence-level environments. The last two techniques allow learners to practice at the discourse level. However, the practice material is often fully scripted and sometimes highly contrived.

Conclusion

In sum, we have reviewed in this chapter the speaking skill that is very important and is worth to be learnt, some definitions concerning speaking, the reasons for teaching it, some suggestions for teachers while teaching, the importance of speaking in foreign
language learning, the basic principles and procedures in teaching the speaking skill in EFL, teaching pronunciation, different tips for promoting speaking in the SL classroom, forms of oral communication, negative factors affect students’ speaking skill, speech intelligibility, and several techniques to teach pronunciation. The main purpose of teaching speaking does not consist of making learners sound like native speakers, but to lead them to a relative mastery of pronunciation through a parallel mastery of phonemic transcription. So, to improve students’ oral performances it is necessary for teachers to teach most aspects of pronunciation.
Chapter Three
Field work: Teachers’ and Students’ Questionnaire Analysis

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3.1 Teachers’ Questionnaire Analysis

Introduction

In order to achieve the aim of this study, a questionnaire has been designed and distributed to the teachers of oral expression. This questionnaire aims at collecting data about teachers and students’ attitudes towards the importance of sound transcription for the enhancement of EFL learners’ oral performances. This chapter presents the methodology of the study, beginning with a clarification of our choice of the questionnaire as a method of gathering data for the research. The chapter will also include a thorough description of not only the method, but also the choice of the sampling. Finally, it will include the analysis and the discussion of the results. Some pedagogical implications and recommendations would be done so as to give chance to teachers and specialists to undertake further research.

To achieve the objectives of this study, a descriptive research method has been undertaken. Our aim consists of investigating teachers and students’ attitudes towards the importance of sound transcription for the enhancement of EFL learners’ oral performances. Investigating the attitudes encompasses the use of a descriptive method. Thus, the questionnaire seems the appropriate tool for gathering the necessary data for the study. Two questionnaires have been therefore designed for the sake of gathering the necessary data and information that would be used for the analysis.

3.1.1 Population and sampling

The target population of this survey is constituted essentially of University teachers of the department of English at Larbi Ben M’hidi University. Fifteen (15) teachers constitute our sampling; they all teach either oral expression or phonetics modules.

3.1.2 Description of the teachers’ questionnaire

The teachers’ questionnaire consists of thirty-three items. It is made up of closed-ended and open-ended questions. The latter are divided into three sections, each tackles a number of issues all related to the topic of the study.
Section one is entitled ‘background information’ (Q1-Q5); it covers some preliminary issues about the respondents’ background such as the degree they hold, their teaching experience, eliciting their opinions about ‘their English’, any visit they paid to an English-speaking country, and whether they received any particular training in phonetics and pronunciation. Section two goes from question six to question twenty (Q6-Q20). Indeed, it includes fifteen (15) items which turn around the main issue of the dissertation, namely, the teachers’ attitudes towards the importance of teaching sound transcription. Some subsequent issues are also dealt with such as the importance of teaching pronunciation and sound transcription of English, what is the department’s syllabus in terms of content of the module of phonetics, what is the time allotted to phonetics, what means and materials are available to teach phonetics, what types of activities are devoted to sound transcription, and finally the reasons that are behind students’ failure in transcribing or mispronouncing. In short, the section is devoted to various questions which would provide the researcher with adequate data.

Section three involves thirteen (13) items which cover some complementary issues to the two previous ones (Q21-Q33). It tackles questions that are related to the oral skill and its importance to pronunciation and sound transcription. The teachers are asked whether or not their EFL learners are aware of such relationship between phonetics and oral skill as a domain of application of the various phonetic rules. Teachers are also asked to give their opinions about frequency of errors when speaking, the way the teachers bring their correction and remedy, and finally whether or not there exists any coordination between teachers of phonetics and teachers of the oral expression.
3.1.3 Data analysis of the teachers’ questionnaire and interpretation

Section one: Teachers’ Background Information: (Q1-Q5)

Q1. Which degree do you hold?
   a. Less than 5   a. Less than 5   d. more than 15

Table 1: Degree held

<table>
<thead>
<tr>
<th>Option</th>
<th>Nb</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>License</td>
<td>1</td>
<td>6,7</td>
</tr>
<tr>
<td>Magister/Master</td>
<td>14</td>
<td>93,3</td>
</tr>
<tr>
<td>Total</td>
<td>15</td>
<td>100,0</td>
</tr>
</tbody>
</table>

One teacher, (6, 7%), had a License degree and fourteen have the degree of Magister/Master.

Q2. How long have you been teaching English as a foreign language?
   a. Less than 5 years   b. 5-10 years   c. 10-15 years   d. more than 15

Table 2: Teaching experience

<table>
<thead>
<tr>
<th>Option</th>
<th>Nb</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>less than 5 years</td>
<td>4</td>
<td>26,7</td>
</tr>
<tr>
<td>5-10</td>
<td>6</td>
<td>40,0</td>
</tr>
<tr>
<td>10-15</td>
<td>2</td>
<td>13,3</td>
</tr>
<tr>
<td>more than 15</td>
<td>3</td>
<td>20,0</td>
</tr>
<tr>
<td>Total</td>
<td>15</td>
<td>100,0</td>
</tr>
</tbody>
</table>

As table 2 might suggest, three teachers (20 %) have a long experience in teaching English (more than 15 years) whereas four teachers have been working for (26, 7%) less than 5 years. Six participants have a working experience that goes from five to ten years while two teachers (13, 3%) have an experience that goes from ten to fifteen years. One
may assume that the teaching experience might play an important role for the more experienced the teachers are the more familiar with its complexity and ‘linguistic tricks’.

Q3. Have you ever visited an English-speaking country?

a. Yes  

b. No  

**Table 3:** Teachers’ visiting English-speaking countries

<table>
<thead>
<tr>
<th>Option</th>
<th>Nb</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>15</td>
<td>100.0</td>
</tr>
</tbody>
</table>

All participants (100%) have answered negatively to the question confirming that they did not visit an English-speaking country. Algerian teachers rely only on the limited knowledge they had from their studies in Algeria. Actually, teachers who might have visited an English-speaking country have greater chance to know about the language and its culture.

Q4. If yes, what is your opinion about ‘their English’?

No one of the participants has visited an English speaking country.

Q5. Did you receive any training about how to teach phonetics/pronunciation?

a. Yes  

b. No  

**Table 4:** Teachers’ training

<table>
<thead>
<tr>
<th>Option</th>
<th>Nb</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>4</td>
<td>26.7</td>
</tr>
<tr>
<td>No</td>
<td>11</td>
<td>73.3</td>
</tr>
<tr>
<td>Total</td>
<td>15</td>
<td>100.0</td>
</tr>
</tbody>
</table>
Four participants (26, 7%) admit they have received a training to teach phonetics/pronunciation while eleven respondents (73, 3%) provided a negative answer. The majority of subjects did not receive any training for teaching phonetics/pronunciation only four instructors have answered they have. Once again one may venture to say that undergoing a training for teaching a particular discipline is a ‘plus’. The learners would benefit greatly if their teachers have been trained for such purpose.

Section two: Teaching Sound Transcription: (Q6-Q20)

Q6. Teaching phonetics is as important as any other linguistic aspect.

a. Very important  b. Important  c. Not important

Table 5: The importance of teaching phonetics

<table>
<thead>
<tr>
<th>Option</th>
<th>Nb</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very important</td>
<td>14</td>
<td>93,3</td>
</tr>
<tr>
<td>Important</td>
<td>1</td>
<td>6,7</td>
</tr>
<tr>
<td>Total</td>
<td>15</td>
<td>100,0</td>
</tr>
</tbody>
</table>

As table 5 demonstrates it, almost all of the teachers (93, 3%) believe that phonetics is very important as any other linguistic aspect and only one respondent (6, 7%) thinks simply it is important. The answers are the clear-cut evidence that phonetics ought to be taught for its importance in FL learning.

Q7. Rank the followings according to their importance of teaching (Use 1, 2, 3, 4, 5) (Nb. 1= the most important, 5= least important)

e. Pronunciation
**Table 6**: Ranking teachers’ grammar, transcription, vocabulary, syntax and pronunciation according to their importance of teaching

<table>
<thead>
<tr>
<th>Option</th>
<th>Nb</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.b.c.e.d</td>
<td>2</td>
<td>13,3</td>
</tr>
<tr>
<td>a.c.b.d.e</td>
<td>1</td>
<td>6,7</td>
</tr>
<tr>
<td>a.c.e.b.d</td>
<td>2</td>
<td>13,3</td>
</tr>
<tr>
<td>b.a.c.d.e</td>
<td>2</td>
<td>13,3</td>
</tr>
<tr>
<td>b.c.e.a.d</td>
<td>1</td>
<td>6,7</td>
</tr>
<tr>
<td>c.a.b.e.d</td>
<td>2</td>
<td>13,3</td>
</tr>
<tr>
<td>d.c.a.b.e</td>
<td>2</td>
<td>13,3</td>
</tr>
<tr>
<td>d.c.a.e.b</td>
<td>1</td>
<td>6,7</td>
</tr>
<tr>
<td>e.c.d.a.b</td>
<td>2</td>
<td>13,3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>15</td>
<td>100,0</td>
</tr>
</tbody>
</table>

The ranking has not been made in accordance to our expectations since only two respondents (13.3%) (e.c.d.a.b) have stated that pronunciation, then vocabulary, then syntax, then grammar and finally transcription are worth teaching with regards to their importance. Three informants, on the other hand have admitted that the disciplines that should have priority to be taught because they are important are transcription, then come the other disciplines. It might be deduced that only a few teachers are aware of the importance of transcription and pronunciation.
Q8. Why?

Those who have chosen transcription as a first choice claim that it gives the impression that the learner masters pronunciation and they said that transcription and pronunciation should come first since without them, learners would find it very difficult to write or speak. Those who have chosen vocabulary as their most important item to teach said that students cannot learn transcription or pronunciation without learning some vocabulary because if a learner does not have a good stock of vocabulary, they cannot proceed actually follow easily studying. Other participants have chosen grammar as their most important item to be taught when they confess that grammar is the core discipline of any language because to teach a language means to teach its grammar rules and vocabulary, then apply them. Some of the respondents claim that syntax and vocabulary are the bases for any language acquisition.

Q9. Which language aspect is the most difficult to be taught?

Table 7: The most difficult aspect to be taught

<table>
<thead>
<tr>
<th>Option</th>
<th>Nb</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grammar</td>
<td>1</td>
<td>6,7</td>
</tr>
<tr>
<td>Transcription</td>
<td>12</td>
<td>80,0</td>
</tr>
<tr>
<td>Grammar and transcription</td>
<td>2</td>
<td>13,3</td>
</tr>
<tr>
<td>Total</td>
<td>15</td>
<td>100,0</td>
</tr>
</tbody>
</table>

Only one teacher (6, 7%) finds that grammar is the most difficult aspect to be taught, while (80%), the majority, hold that transcription is the most difficult one. A likely possible explanation for this is that teachers find many difficulties in teaching transcription or because they do not know what they are required to do.
Q10. Does the syllabus of the English department include all the requirements of the teaching of transcription?

a. Yes  b. No

**Table 8:** Requirements for teaching transcription

<table>
<thead>
<tr>
<th>Option</th>
<th>Nb</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>4</td>
<td>26,7</td>
</tr>
<tr>
<td>No</td>
<td>9</td>
<td>60,0</td>
</tr>
<tr>
<td>Missing</td>
<td>2</td>
<td>13,3</td>
</tr>
<tr>
<td>Total</td>
<td>15</td>
<td>100,0</td>
</tr>
</tbody>
</table>

According to nine teachers (60%), the syllabus of the English department does not include all the requirements of the teaching of transcription. On the contrary, four subjects (26.7%) believe that the syllabus of the English department includes all the requirements of the teaching of transcription. Two subjects’ answers (13.3%) are missing. On the basis of the results, we deduce that the majority confirm the absence of requirements for the teaching of transcription in the syllabus of the English department such as the prepared syllabus, inclusion of transcription in the syllabus, availability of materials...etc.

Q11. If no, what do you suggest?

Participants, who have answered ‘no’, say that the English department lacks equipment to teach phonetics and they suggest that there should be laboratories, audio-visual materials, recordings and reference-books of phonetics.

Q12. How much time per session do you devote to teaching transcription?

a. A whole session  b. Half of the session  c. Some 10 to 15 minutes  d. Not at all
Table 9: The amount of time teachers devote to teaching transcription

<table>
<thead>
<tr>
<th>Option</th>
<th>Nb</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>A whole session</td>
<td>2</td>
<td>13,3</td>
</tr>
<tr>
<td>Half of the session</td>
<td>4</td>
<td>26,7</td>
</tr>
<tr>
<td>Some 10 to 15 minutes</td>
<td>9</td>
<td>60,0</td>
</tr>
<tr>
<td>Total</td>
<td>15</td>
<td>100,0</td>
</tr>
</tbody>
</table>

Table 9 shows the absolute majority (60%) said that the amount of time they devote to teach transcription is some ten to fifteen minutes per week. This fact is an evidence that practice of transcription or its teaching are so missing in the EFL classrooms. The result for such situation is the insufficient amount of teaching would make of students ‘weak’.

Q13. Do your students succeed in transcribing the IPA symbols?

Table 10: Teachers’ attitudes towards the success of their students in transcribing the IPA symbols

<table>
<thead>
<tr>
<th>Option</th>
<th>Nb</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>5</td>
<td>33,3</td>
</tr>
<tr>
<td>No</td>
<td>10</td>
<td>66,7</td>
</tr>
<tr>
<td>Total</td>
<td>15</td>
<td>100,0</td>
</tr>
</tbody>
</table>
The analysis of this element shows five teachers (33, 3%) state that their students succeed in transcribing the IPA symbols. However, ten of them (66, 7%) have answered negatively may be they did not follow the specific teaching method of transcribing the IPA symbols.

Q14. If no, what are the reasons?

The majority of students do not succeed in transcribing the IPA symbols because of their neglect of checking dictionaries regularly; it is also due to the lack of practice of transcription outside the classroom. The absence of laboratories is another demotivating factor since it helps to listen to sounds and do the necessary oral and written drills.

Q15. Do you correct your students’ transcription errors?

a. Always  b. Often  c. Sometimes  d. Rarely

**Table 11**: Teachers’ correction of transcription errors

<table>
<thead>
<tr>
<th>Option</th>
<th>Nb</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>5</td>
<td>33,3</td>
</tr>
<tr>
<td>Often</td>
<td>8</td>
<td>53,3</td>
</tr>
<tr>
<td>Sometimes</td>
<td>2</td>
<td>13,3</td>
</tr>
<tr>
<td>Total</td>
<td>15</td>
<td>100,0</td>
</tr>
</tbody>
</table>

The analysis of the data reveals that most of the participants (53, 3%) state that they often correct their students’ transcription errors. In addition, five teachers (33, 3%) claim that they always do. Only two participants (13, 3%) admit that they sometimes correct their students’ transcription errors. On the whole, all teachers hold that they bring some correction to their learners’ errors but in different frequent times.
Q16. What do you bear in terms of pronunciation and/or transcription errors?

a. Misspelling of words   
b. Mis-transcription of words  
c. Ignorance of the IPA symbols   
d. Any others

Table 12: Pronunciation and transcription errors

<table>
<thead>
<tr>
<th>Option</th>
<th>Nb</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Misspelling of words</td>
<td>1</td>
<td>6,7</td>
</tr>
<tr>
<td>Mis-transcription of words</td>
<td>8</td>
<td>53,3</td>
</tr>
<tr>
<td>Ignorance of the IPA Symbols</td>
<td>4</td>
<td>26,7</td>
</tr>
<tr>
<td>Mis-transcription of words and Misspelling of words</td>
<td>2</td>
<td>13,3</td>
</tr>
<tr>
<td>Total</td>
<td>15</td>
<td>100,0</td>
</tr>
</tbody>
</table>

The results of this item show that eight (53, 3%) of the participants hold that they bear the mis-transcription of words, while four teachers (26, 7%) bear their students’ ignorance of the IPA symbols. The results show a relative contradiction in teachers’ opinions unless they are not aware of the facts. Thus, how could a teacher bear, i.e., tolerate that his students make mis-pronunciation and mis-transcription of words and he does not correct them or accepts this fact.

Q17. Rank the following reasons that are behind your students’ failure in mispronunciation/mis-transcription activities? (From the most serious reason to the least one: 1, 2, 3, 4, 5 (1=least difficult, 5=most difficult)

a. Lack of practice in & outside the classroom   
b. Course density   
c. The interference of other languages   
d. Unfamiliarity with the IPA symbols   
e. Complexity of the transcription/phonetic transcription of the English sounds
Table 13: The reasons behind students’ failure in mispronunciation/mis-transcription activities

<table>
<thead>
<tr>
<th>Option</th>
<th>Nb</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.c.b.d.e</td>
<td>2</td>
<td>13,3</td>
</tr>
<tr>
<td>a.d.e.b.c</td>
<td>4</td>
<td>26,7</td>
</tr>
<tr>
<td>b.a.c.e.d</td>
<td>2</td>
<td>13,3</td>
</tr>
<tr>
<td>d.a.b.e.c</td>
<td>2</td>
<td>13,3</td>
</tr>
<tr>
<td>d.a.e.c.b</td>
<td>2</td>
<td>13,3</td>
</tr>
<tr>
<td>e.a.d.b.c</td>
<td>2</td>
<td>13,3</td>
</tr>
<tr>
<td>e.c.a.b.d</td>
<td>1</td>
<td>6,7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>15</td>
<td>100,0</td>
</tr>
</tbody>
</table>

The teachers’ answers are to a large extent consistent with our expectations in that four teachers put it clearly that the unfamiliarity with the IPA symbols and the complexity of the transcription/pronunciation of the English sounds (‘d’ and ‘e’) come as the first reasons that are behind the students’ failure in phonetics activities. Then comes after this, the option ‘a’ (lack of practice in and outside the classroom) as the first reason. In short, there is a sort of consensus among teachers that options ‘a’, ‘d’, and ‘e’ are the most frequent reasons that are behind the failure of students in transcribing or mispronouncing.

Q18. Do your students show any interest in and awareness about phonemic transcription and/or pronunciation?

a. Very much  
  b. Much  
  c. A little
**Table 14**: Teachers’ attitudes towards their learners’ interest and awareness about phonemic transcription and pronunciation

<table>
<thead>
<tr>
<th>Option</th>
<th>Nb</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Much</td>
<td>6</td>
<td>40,0</td>
</tr>
<tr>
<td>A little</td>
<td>9</td>
<td>60,0</td>
</tr>
<tr>
<td>Total</td>
<td>15</td>
<td>100,0</td>
</tr>
</tbody>
</table>

The little interest in and awareness about phonemic transcription and pronunciation (6+9=15) is an evidence of the least interest of the learners in phonemic transcription, not to say, there is no doubt about an obvious failure in this module.

Q19. Do you suggest the use of dictionaries during the transcription activities?

a. Yes  
b. No

**Table 15**: Teachers’ suggestions for students to use dictionaries

<table>
<thead>
<tr>
<th>Option</th>
<th>Nb</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>11</td>
<td>73,3</td>
</tr>
<tr>
<td>No</td>
<td>4</td>
<td>26,7</td>
</tr>
<tr>
<td>Total</td>
<td>15</td>
<td>100,0</td>
</tr>
</tbody>
</table>

Once again, the researcher’s expectations seem to be evident in that eleven teachers (73, 3%) would agree on the use of dictionaries on the part of their learners since, normally, dictionaries are good tools to practice transcription activities.

Q20. If yes, for which purpose?

The majority of teachers suggest the use of dictionaries during the transcription activities. They confess that the dictionary is vital/ inevitable during the transcription activities for checking and practising transcription. Therefore, using dictionaries make the
learners memorize and practice the IPA symbols to get familiar with the transcription of not only the symbols but to come up with the correct transcription, hence with the pronunciation.

**Section three: Teaching Speaking Skill: (Q21-Q33)**

Q21. To what extent do you think your learners value the importance of speaking in learning a foreign language?

a. Very much  
b. Little  
c. Not important

**Table 16:** The importance of speaking in learning a foreign language

<table>
<thead>
<tr>
<th>Option</th>
<th>Nb</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very much</td>
<td>12</td>
<td>80,0</td>
</tr>
<tr>
<td>A little</td>
<td>3</td>
<td>20,0</td>
</tr>
<tr>
<td>Total</td>
<td>15</td>
<td>100,0</td>
</tr>
</tbody>
</table>

The informants’ responses are so obvious and clear in that twelve out of fifteen (80%) agree on the fact that the real skill constitutes an important linguistic aspect in learning a FL.

Q22. Do you apply any syllabus to teach oral expression at the English department?

a. Yes  
b. No

**Table 17:** The use of syllabus in teaching oral expression

<table>
<thead>
<tr>
<th>Option</th>
<th>Nb</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>6</td>
<td>40,0</td>
</tr>
<tr>
<td>No</td>
<td>9</td>
<td>60,0</td>
</tr>
<tr>
<td>Total</td>
<td>15</td>
<td>100,0</td>
</tr>
</tbody>
</table>
In a natural learning situation, teachers should be informed about and provided with a syllabus. If nine respondents (60%) provide a negative answer, this simply means that teachers either ignore the existence of a syllabus, or they are not provided with a syllabus. In both cases, the more than a half of the teachers do apply any syllabus to teach oral expression.

Q23. If yes, what are the main objectives of this syllabus?

Only nine respondents who have answered the previous item positively, they have said that the main objective of the syllabus is to lead students to a relative mastery of the oral skills to achieve fluency and oral confidence.

Q24. Does the syllabus include any part on teaching pronunciation and transcription?

   a. Yes                                         b. No

**Table 18**: Teachers’ attitudes towards the inclusion of teaching pronunciation and transcription in the syllabus

<table>
<thead>
<tr>
<th>Option</th>
<th>Nb</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>4</td>
<td>26,7</td>
</tr>
<tr>
<td>No</td>
<td>11</td>
<td>73,3</td>
</tr>
<tr>
<td>Total</td>
<td>15</td>
<td>100,0</td>
</tr>
</tbody>
</table>

Since a good number of the teachers ignore or do not use any syllabus related to the oral expression module, they would not know about whether the syllabus includes any part on teaching pronunciation and transcription. In short, teachers’ ignorance of the existence of a syllabus of the oral expression implies their ignorance of whether this syllabus includes any teaching of pronunciation and transcription.
Q25. If yes, name some of these aspects

The four teachers who mentioned that pronunciation and transcription are included in the syllabus have come to mention the aspects of stress and some connected speech aspects as well as some aspects that point at the differences between British English and American English.

Q26. How much time per session is allotted to the oral expression course?

The majority of teachers need three hours per week, that is to say two sessions; the rest of them need only one session i.e., one hour and a half to the oral expression course.

Q27. Do you connect/include some pronunciation aspects during your oral lectures?

**Table 19**: Teachers’ inclusion of pronunciation aspects

<table>
<thead>
<tr>
<th>Option</th>
<th>Nb</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>9</td>
<td>60,0</td>
</tr>
<tr>
<td>No</td>
<td>6</td>
<td>40,0</td>
</tr>
<tr>
<td>Total</td>
<td>15</td>
<td>100,0</td>
</tr>
</tbody>
</table>

Almost two-third of the teachers (60%) hold that they include some phonetic and pronunciation aspects in their lectures of oral expression. In fact, the teachers’ inclusion or adoption of some pronunciation aspects during their teaching of the oral expression is a good feature for helping the students improve their oral performances.

Q28. If yes, please explain

Many teachers include some pronunciation aspects during their oral lectures; they claim that oral expression is a good recipient for applying pronunciation rules and from time to time it is better to include some pronunciation activities such as transcribing difficult words, listening to native speakers or listening to songs and fill in the gaps.

Q29. Do you correct your students’ errors during the oral expression session?
Table 20: Teachers’ correction of errors during the oral expression session

<table>
<thead>
<tr>
<th>Option</th>
<th>Nb</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>12</td>
<td>80,0</td>
</tr>
<tr>
<td>No</td>
<td>3</td>
<td>20,0</td>
</tr>
<tr>
<td>Total</td>
<td>15</td>
<td>100,0</td>
</tr>
</tbody>
</table>

Table 20 shows that the majority of teachers (80%) correct their students’ errors during the oral expression session. However, (20%) of them do not. I think that teachers correct their learners’ errors during the oral expression session in order to make them learn from their errors.

Q30. If yes, what aspects do you correct, then?

The majority of teachers correct their students’ errors during the oral expression session. They correct their grammatical mistakes, their pronunciation, accuracy and structural errors.

Q31. Do you engage in any coordination with the teachers of phonetics?

a. Yes  
b. No

Table 21: Teachers’ coordination

<table>
<thead>
<tr>
<th>Option</th>
<th>Nb</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>5</td>
<td>33,3</td>
</tr>
<tr>
<td>No</td>
<td>10</td>
<td>66,7</td>
</tr>
<tr>
<td>Total</td>
<td>15</td>
<td>100,0</td>
</tr>
</tbody>
</table>
Ten participants (66, 7%) do not take the initiative to do in any coordination with the teachers of phonetics while (33, 3%) of them coordinate with the teachers of phonetics. This probably means that most of teachers want to work individually, or they have a specific method they follow. But in any case, individualist work might not lead to better results.

Q32. If yes, what is this coordination about?

No one of the participants answered this question.

Q33. Feel free to add or make any comments about the topic.

Most of participants confess that the topic is interesting since pronunciation and sound transcription are concerned. Ultimately, teachers suggest that it would be better to engage one’s student into intensive practice in and outside the classroom at early stages. The practice of transcription enables students to better not only their spelling, but enhances their speaking performances as well.

3.1.4 Discussion

Analyzing the teachers’ questionnaire helped us to get information about the teachers’ attitudes towards the importance of sound transcription for the enhancement of EFL learners’ oral performances. Teaching the sound transcription may bring some improvement to the students’ oral performances. On condition the syllabus should include intensive activities to be done in and outside the class. Besides, there is also a tacit recognition of the importance of sound transcription which, it is assumed, that may enable EFL learners not only to get an accurate pronunciation, but to acknowledge the words spelling as well.

Being aware of the importance of sound transcription implies also its partial inclusion in the oral expression sessions so as to consolidation not only the acquisition of the IPA symbols writing, but to achieve a relative pronunciation, therefore a betterment of learners’ oral performances.
3.2 Students’ Questionnaire Analysis

3.2.1 Population and Sampling

The target population of this survey is first year LMD students, at the department of English, University of Larbi Ben Mhidi, Oum El Bouaghi. We have dealt with a sample that consists of 60 students from a total population of about 300 students. The participants constitute 2 groups of 60 students that have been selected randomly. The choice has been made deliberately on 1st year students since the latter are new at the University. They are to start their phonetics module for the 1st time where they are going to be initiated to sound transcription.

3.2.2 Description of the Questionnaire

The students’ questionnaire begins with a brief introduction where it explains the study’s objectives calling at the respondents to provide full answers to the suggested questions. On the other hand, the questionnaire is made up of 31 questions divided into 3 sections. The questions vary from open-ended to open questions and multiple choice answers. Section one includes fifteen (15) questions and cover essentially the students’ background (Q1-Q4); their situation as majors of English and studying phonetics as an essential module (Q5-Q9); then students are asked about the practice of both pronunciation and sound transcription and their effective practice in the classroom (Q10-Q15) section two deals with what learning conditions students are in and practising sound transcription as well as the difficulties they confront in learning the sound transcription through using IPA symbols (Q16-Q23) section three tackles the issue of the teaching of the speaking skill. Students are along this section asked about their daily practice of the oral skill as majors, the extent of practising their pronunciation and transcription knowledge in their oral performances, and finally what strategies their instructors are effectively using to make their oral performances improve through using transcription and pronunciation rules (Q24-Q31).

3.2.3 Administration of the students’ questionnaire

The students’ questionnaire was administered to two groups, consisting of 30 students each. They have been informed that: a) it is an important component in the study,
b) their participation is going to be really appreciated. The students have been allotted twenty (20) minutes to answer the questionnaire.

Section one: Students’ General Information: (Q1-Q15)

Q1. Students’ gender:

a. Male

b. Female

Table 22: Students’ gender

<table>
<thead>
<tr>
<th>Option</th>
<th>Nb</th>
<th>Percent %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>20</td>
<td>33,3</td>
</tr>
<tr>
<td>Female</td>
<td>40</td>
<td>66,7</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>100,0</td>
</tr>
</tbody>
</table>

In Table 22 the majority of students are female, (66.7%), only (33.3%), are male. This situation might be explained that nowadays, more and more girls are attracted by foreign language studies with the belief that they may use their degree for getting a teaching job or for looking ‘fashionable’.

Q2. Students’ age:

a. Between 18-20

b. Between 20-24

c. Over 25

Table 23: Students’ age

<table>
<thead>
<tr>
<th>Option</th>
<th>Nb</th>
<th>Percent %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between 18-20</td>
<td>29</td>
<td>48,3</td>
</tr>
<tr>
<td>Between 20-24</td>
<td>23</td>
<td>38,3</td>
</tr>
<tr>
<td>Over 25</td>
<td>8</td>
<td>13,4</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>100,0</td>
</tr>
</tbody>
</table>
A quick glimpse at table 23 reveals that there are three (3) age-categories in the target population. In the first category, twenty-nine subjects representing (48, 3%) are aged between 18-20, the second category twenty-three subjects between 20-24 represents (38, 3%). The third category includes eight subjects aged over 25 years old (13, 3%). They are believed to be older subjects who either have repeated years or did not get their baccalaureate at 18. Their interest for English study is, however, real and motivate them to go to the University at 6 older age.

Q3. Your choice of English was:

a. Personal  

b. Parental (family)  

c. Other

<table>
<thead>
<tr>
<th>Option</th>
<th>Nb</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal</td>
<td>40</td>
<td>66,7</td>
</tr>
<tr>
<td>Parental (family)</td>
<td>9</td>
<td>15,0</td>
</tr>
<tr>
<td>Others</td>
<td>11</td>
<td>18,3</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>100,0</td>
</tr>
</tbody>
</table>

The majority of the students (66, 7%) stated that their choice of English was personal. Those who stated that their choice was parental represent some (15%), whereas ‘others’ (18, 3%) are majoring for some reasons. Some of them admitted that their Baccalaureate average did fit only the choice of English. Other participants chose it for professional reasons; (to get a job in foreign companies or having the desire to immigrate).

There is doubt that most students’ choice was personal, a fact which confirms their interest for learning English.

Q4. Do you think that majoring in English requires fluency and a good pronunciation?

a. Yes  

b. No
Table 25: Majoring in English requires fluency and a good pronunciation

<table>
<thead>
<tr>
<th>Option</th>
<th>Nb</th>
<th>Percent%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>51</td>
<td>85,0</td>
</tr>
<tr>
<td>No</td>
<td>9</td>
<td>15,0</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>100,0</td>
</tr>
</tbody>
</table>

Fifty one participants out of sixty (85 %) agreed on the ‘yes’ answer while nine participants (15%) said ‘no’. It is assumed that the students’ answers are realistic in that majoring in English requires actually some fluency and good pronunciation.

Q5. In either question, please justify your answer:

Among the fifty-one participants who answered positively, eighty-five (85%) admitted that it is essential for acquiring the basic elements to develop fluency. Mastering a language requires also fluency and accuracy because bad pronunciation usually leads to misunderstanding the others. Also they state that a successful student requires knowledge of the four skills. Those participants who answered negatively (15%) declared that written is more important than the spoken language since some students are not fluent when speaking but writing they could get better scores and succeed.

Q6. Now that you are majoring in English, How do you find the lectures of phonetics?

a. Beneficial  b. Learnable  c. Not interesting

Table 26: The lectures of phonetics

<table>
<thead>
<tr>
<th>Option</th>
<th>Nb</th>
<th>Percent%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beneficial</td>
<td>26</td>
<td>43,3</td>
</tr>
<tr>
<td>Learnable</td>
<td>25</td>
<td>41,7</td>
</tr>
<tr>
<td>Not interesting</td>
<td>9</td>
<td>15,0</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>100,0</td>
</tr>
</tbody>
</table>
Table 26 shows that most of students (43, 3%) believe that the lectures of phonetics are beneficial. While twenty-five (41, 7%) among the total participants believe that they are learnable, and nine students (15, 0%) find that the lectures are not interesting. From the results of table 5, we assume that the majority of students are aware of the importance of learning the lectures of phonetics. While those nine ones may be unaware or are not in the right branch.

Q7. Justify your answer

The twenty-six students who declared that the lectures of phonetics are beneficial claim that the lectures enable them to overcome their problems of fluency and accuracy when speaking. They also enable them to spell words and pronounce them correctly. It helps them to differentiate between different accents such as British English/American English. They said that the lectures of phonetics are so important for EFL learners to have a better mastery of the target language pronunciation. It would also, they added, enable them have access to native speakers’ real language and reach a native speaker like-accent. Those who hold that the lectures of phonetics are learnable; they confess that they help them develop their pronunciation, hence their oral performances. A few of the participants declare that the lectures of phonetics are not interesting, most probably because they have no idea of what they are in the English department for.

Q8. How important is phonetics in learning and speaking English?

a. Very important  b. Important  c. Not important

Table 27: Importance of phonetics in learning and speaking English

<table>
<thead>
<tr>
<th>Option</th>
<th>Nb</th>
<th>Percent%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very important</td>
<td>37</td>
<td>61,7</td>
</tr>
<tr>
<td>Important</td>
<td>12</td>
<td>20,0</td>
</tr>
<tr>
<td>Not important</td>
<td>11</td>
<td>18,3</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>100,0</td>
</tr>
</tbody>
</table>
Thirty-seven respondents representing (61, 7%) + twelve others as the (20%) make a total of forty-nine respondents out of sixty admit that phonetics is important. The remaining ones eleven hold that it is not. To explain the latter position, one may assume that these informants are not either aware or do not show any seriousness when responding.

Q9. Why?

Thirty-seven participants said that phonetics is very important in learning and speaking English since it is the study of language sounds and pronunciation. Phonetics and speaking go hand in hand because what makes learning of English successful is the mastery of how sounds are transcribed and combined within words and pronounced. Thus, phonetics becomes a must by means of which learners would speak fluently and correctly the target language. The other twelve students said that phonetics is important and they argued that it is all about pronunciation because it is necessary for fluency and a clear pronunciation. A probable ‘communicative competence’ in phonetics is a feature that distinguishes a relative mastery of both the pronunciation rules and an accurate sound transcription.

Q10. Speaking Good English means for you:

a. Speaking the language fluently, just like a ‘native speaker’
b. Speaking correctly using the rules learnt in phonetics
c. Speaking with less grammatical and pronunciation errors

**Table 28:** The meaning of speaking good English

<table>
<thead>
<tr>
<th>Option</th>
<th>Nb</th>
<th>Percent %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaking the Language fluently, just like a native speaker</td>
<td>13</td>
<td>21,7</td>
</tr>
<tr>
<td>Speaking correctly using the rules learnt in phonetics</td>
<td>25</td>
<td>41,7</td>
</tr>
<tr>
<td>Speaking with less grammatical and pronunciation errors</td>
<td>17</td>
<td>28,3</td>
</tr>
<tr>
<td>Speaking with less grammatical and pronunciation errors and</td>
<td>5</td>
<td>8,3</td>
</tr>
<tr>
<td>Speaking correctly using the rules learnt in phonetics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>100,0</td>
</tr>
</tbody>
</table>
Thirteen respondents (21, 7%) of the students said that speaking good English is speaking the language fluently, just like a native speaker; twenty-five learners (41, 7%) said that speaking good English means speaking correctly using the rules learnt in phonetics; seventeen students (28, 3%) believe that it means speaking with less grammatical and pronunciation errors, and only five respondents (8, 3%) said both speaking with less grammatical and pronunciation errors and speaking correctly using the rules learnt in phonetics. Although these results may involve some subjectivity on the whole, but the stress is put on the 2nd and 3rd options where respondents are aware of the importance of pronunciation and phonetics in general.

Q11. Do you face any difficulties studying phonetics?

a. Yes                              b. No

Table 29: The students’ attitudes towards the difficulties studying in phonetics

<table>
<thead>
<tr>
<th>Option</th>
<th>Nb</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>52</td>
<td>86.7</td>
</tr>
<tr>
<td>No</td>
<td>8</td>
<td>13.3</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>100.0</td>
</tr>
</tbody>
</table>

An overwhelming majority, fifty-two respondents (86, 7%) did not hesitate to admit they face some difficulties while studying phonetics and only a few of eight participants (13, 3%) in their turn, declared they confront no problem studying phonetics. The results show that a great number of students face difficulties while studying phonetics; this is probably due to less practice, and to a lesser degree, to some complex linguistic or phonetic situations.

Q12. Which of the following aspects in phonetics you find difficult?

a. Pronunciation in general              b. Transcription

c. Stress marking                      d. Intonation              e. Any other

Table 30: Aspects in phonetics students find difficult

<table>
<thead>
<tr>
<th>Option</th>
<th>Nb</th>
<th>Percent %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pronunciation in general</td>
<td>7</td>
<td>11,7</td>
</tr>
<tr>
<td>Transcription</td>
<td>21</td>
<td>35,0</td>
</tr>
<tr>
<td>Stress marking</td>
<td>11</td>
<td>18,3</td>
</tr>
<tr>
<td>Intonation</td>
<td>2</td>
<td>3,3</td>
</tr>
<tr>
<td>Any Other</td>
<td>16</td>
<td>26,7</td>
</tr>
<tr>
<td>Total</td>
<td>57</td>
<td>95,0</td>
</tr>
<tr>
<td>Missing</td>
<td>3</td>
<td>5,0</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>100,0</td>
</tr>
</tbody>
</table>

Seven respondents (11, 7%) find that pronunciation in general is the difficult aspect in phonetics while one-third (1/3) of the learners (35%) believe that transcription is the difficult aspect. Eleven informants (18, 3%) said that stress marking is a difficult aspect in phonetics; (3, 3%) of participants have chosen intonation as a difficult aspect; (26, 7%) claim to have other aspects that they found difficult in phonetics. All of them confessed the misunderstanding in IPA symbols. While (5%) of students are missing. In addition, participants who found transcription as a difficult aspect are numerous compared to those who found other aspects difficult.

Q13. What types of practice/activities do you usually have in class?

a. Repetition drills of sounds  
   b. Transcription drills of sounds  
   c. Both of them
Table 31: Types of practice/activities students usually have in class

<table>
<thead>
<tr>
<th>Option</th>
<th>Nb</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Repetition drills of sounds</td>
<td>28</td>
<td>46,7</td>
</tr>
<tr>
<td>Transcription drills of sounds</td>
<td>18</td>
<td>30,0</td>
</tr>
<tr>
<td>Both of them</td>
<td>14</td>
<td>23,3</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>100,0</td>
</tr>
</tbody>
</table>

Twenty-eight respondents (46, 7%) stated that repetition drills of sounds is the practice that they usually have in class while eighteen students (30%); hold that transcription drills of sounds are frequently done. Finally, fourteen students (23, 3%) have chosen both of them. Considering the results, one may admit that all types of activities are practiced in class. i.e., as such, the learners should normally have no problem since they practice in class.

Q14. How often do you have such practice/activities in the class

a. Often   b. Sometimes   c. Seldom   d. Rarely

Table 32: Frequency of having such practice/activities in the class

<table>
<thead>
<tr>
<th>Option</th>
<th>Nb</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Often</td>
<td>15</td>
<td>25,0</td>
</tr>
<tr>
<td>Sometimes</td>
<td>42</td>
<td>70,0</td>
</tr>
<tr>
<td>Seldom</td>
<td>1</td>
<td>1,7</td>
</tr>
<tr>
<td>Rarely</td>
<td>2</td>
<td>3,3</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>100,0</td>
</tr>
</tbody>
</table>

According to the results in table (32), only fifteen of the participants (25%) often have such practice in the class, whereas, forty-two respondents of them (70%) declare that they sometimes practice such activities, while (1, 7%) have chosen the third option which is seldom, and only (3, 3%) declared that they rarely use such activities in the class.
Probably, students differ in the frequency of having such practice/activities in the class according to the methodology that teachers use, and goals they set for teaching.

Q15. What means/aids (if any) are used by your instructor to teach you pronunciation or sound transcription?

a. Visuals    b. Audio recordings    c. Laboratory    d. Head projector    e. Others

**Table 33:** Means/aids used by instructors to teach students pronunciation or sound transcription

<table>
<thead>
<tr>
<th>Option</th>
<th>Nb</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visuals</td>
<td>3</td>
<td>5,0</td>
</tr>
<tr>
<td>Audio recordings</td>
<td>38</td>
<td>63,3</td>
</tr>
<tr>
<td>Laboratory</td>
<td>10</td>
<td>16,7</td>
</tr>
<tr>
<td>Head projector and laboratory</td>
<td>8</td>
<td>13,3</td>
</tr>
<tr>
<td>Total</td>
<td>59</td>
<td>98,3</td>
</tr>
<tr>
<td>Missing</td>
<td>1</td>
<td>1,7</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>100,0</td>
</tr>
</tbody>
</table>

Only three of the participants (5%) who said that the means are used by their instructors to teach them pronunciation or sound transcription are visuals. Whereas, thirty-eight students (63, 3%) said that audio recordings are the aids used by their instructors to teach them pronunciation or sound transcription; ten respondents (16, 7%) state that the laboratory as a mean that is used by their teachers to teach pronunciation or sound transcription; only eight learners (13, 3%) have chosen both head projector and laboratory as a means used by their teacher to teach pronunciation or sound transcription; finally, one student (1, 7%) is missing. The results show that audio recordings are the most used aids that teachers use to teach pronunciation or sound transcription rather than the other means.
Section two: Learning Sound Transcription: (Q16-Q21)

Q16. How do you find the contents of the phonetics lectures?


**Table 34:** Perception of students towards the contents of the phonetics lectures

<table>
<thead>
<tr>
<th>Option</th>
<th>Nb</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Much knowledgeable</td>
<td>18</td>
<td>30,0</td>
</tr>
<tr>
<td>Knowledgeable</td>
<td>26</td>
<td>43,3</td>
</tr>
<tr>
<td>Not knowledgeable</td>
<td>16</td>
<td>26,7</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>100,0</td>
</tr>
</tbody>
</table>

Eighteen students (30%) believe that the contents of the phonetics lectures are much knowledgeable, while twenty-six of them (43, 3%) believe that they are just knowledgeable; and the remaining ones sixteen learners (26, 7%) said that the contents of the phonetics lectures are not knowledgeable. Most participants have answered positively on the question confirming that the contents of phonetics lectures are knowledgeable and the others confirm that they are much knowledgeable, but only some of them disconfirm it. This may be due to the teacher’s way of teaching phonetics, i.e., his methodology.

Q17. Do you practice phonetic transcription by your own out of the classroom?


**Table 35:** The practice of phonetic transcription by the students out of the classroom

<table>
<thead>
<tr>
<th>Option</th>
<th>Nb</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequently</td>
<td>4</td>
<td>6,7</td>
</tr>
<tr>
<td>Sometimes</td>
<td>23</td>
<td>38,3</td>
</tr>
<tr>
<td>Rarely</td>
<td>16</td>
<td>26,7</td>
</tr>
<tr>
<td>Never</td>
<td>17</td>
<td>28,3</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>100,0</td>
</tr>
</tbody>
</table>
Twenty-seven students (4+23) while mention that they practice phonetic transcription in a regular way, thirty-three (16+17) students almost do not practice at all. This shows the ‘total’ neglect of transcription, a fact which makes students very ‘weak’ in such practice, therefore their oral performances might be of low level.

Q18. Do you think that sound transcription helps you improve your oral performance(s)?

a. Yes b. No

**Table 36**: Sound transcription helps learners improve their oral performances

<table>
<thead>
<tr>
<th>Option</th>
<th>Nb</th>
<th>Percent %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>47</td>
<td>78,3</td>
</tr>
<tr>
<td>No</td>
<td>13</td>
<td>21,7</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>100,0</td>
</tr>
</tbody>
</table>

The evidence wants that ¾ of the respondents agree on the fact that in a way or another sound transcription may improve students’ oral performances.

Q19. Do you have any difficulties in transcribing the IPA symbols, or at least some of them?

a. Yes b. No

**Table 37**: Difficulties in transcribing the IPA symbols

<table>
<thead>
<tr>
<th>Option</th>
<th>Nb</th>
<th>Percent %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>22</td>
<td>36,7</td>
</tr>
<tr>
<td>No</td>
<td>38</td>
<td>63,3</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>100,0</td>
</tr>
</tbody>
</table>

On the whole, thirty-eight students (63, 3%) think that they do not have ‘big’ problems in using the IPA symbols; others (twenty-two students) representing (36, 7%)
would think the opposite. This position is most probably due to the absence of practice and ‘neglect’.

Q20. If yes, please explain?

Only twenty-two respondents answered “yes”, they claim that the IPA symbols are difficult because most of these students would very probably neglect these aspects of IPA symbols which require some ‘application’ and ‘care’ to be written. In any case, this category of learners usually do not practice much transcription.

Q21. Are you satisfied about the way you are taught phonetics?

a. Yes  
b. No

**Table 38**: Students’ attitudes towards the way they are taught phonetics

<table>
<thead>
<tr>
<th>Option</th>
<th>Nb</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>33</td>
<td>55,0</td>
</tr>
<tr>
<td>No</td>
<td>27</td>
<td>45,0</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>100,0</td>
</tr>
</tbody>
</table>

More than half of the respondents (55%) are satisfied about the way they are taught phonetics whereas twenty-seven of students (45%) are not.

Q22. If no, please explain?

Twenty-seven participants are not satisfied about the way they are taught phonetics. They declared that their teachers tend only to lecture not to focus on practice; they complain about their teachers’ lack of practice; they also said that there are no visual and oral reinforcement.

Q23. Your phonetics/pronunciation lectures are much loaded with:

a. Theory  
b. Practice
Table 39: The phonetics/pronunciation lectures

<table>
<thead>
<tr>
<th>Option</th>
<th>Nb</th>
<th>Percent%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theory</td>
<td>36</td>
<td>60</td>
</tr>
<tr>
<td>Practice</td>
<td>24</td>
<td>40</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>100,0</td>
</tr>
</tbody>
</table>

Thirty-six of the participants (60%) answered that their phonetics lectures are much loaded with theory whereas twenty-four would hold the opposite (40%). These positions seem very realistic of most Algerian educational institution.

Section three: Learning Speaking Skill: (Q22-Q29)

Q24. How often do you take part in the oral expression sessions?

a. Often  b. Sometimes  c. Rarely

Table 40: The frequency of taking part in the oral expression sessions

<table>
<thead>
<tr>
<th>Option</th>
<th>Nb</th>
<th>Percent%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Often</td>
<td>18</td>
<td>30,0</td>
</tr>
<tr>
<td>Sometimes</td>
<td>21</td>
<td>35,0</td>
</tr>
<tr>
<td>Rarely</td>
<td>21</td>
<td>35,0</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>100,0</td>
</tr>
</tbody>
</table>

When students are asked about the frequency of taking part in the oral expression sessions, eighteen of them (30%) answer ‘often’. Those who answer ‘sometimes’ represent (35%) twenty-one other students (35%) answer that they rarely do.

Q25. Justify your answer

Only eighteen participants who ‘often’ take part in the oral expression sessions, they said that they like speaking and they like giving their points of view; they want to
interact in order to improve their oral performances. Those who hold that they ‘sometimes’ take part in the oral expression sessions represent (35%) of the total number of the participants, they claim that it depends on the nature of the subject if it is interesting; for those who said that they rarely take part in the oral expression sessions because of the fear of making mistakes and criticism.

Q26. How do you feel when speaking English in the classroom?

a. At ease  b. Motivated  c. Anxious  d. Indifferent

Table 41: Students’ feeling while speaking English in the classroom

<table>
<thead>
<tr>
<th>Option</th>
<th>Nb</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>At ease</td>
<td>9</td>
<td>15,0</td>
</tr>
<tr>
<td>Motivated</td>
<td>16</td>
<td>26,7</td>
</tr>
<tr>
<td>Anxious</td>
<td>30</td>
<td>50,0</td>
</tr>
<tr>
<td>Indifferent</td>
<td>3</td>
<td>5,0</td>
</tr>
<tr>
<td>At ease and Motivated</td>
<td>2</td>
<td>3,3</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>100,0</td>
</tr>
</tbody>
</table>

Nine respondents (15%) of the participants said that they feel at ease while speaking English in the classroom; sixteen students (26, 7%) feel motivated while half of them (50% ) feel anxious; two students (3,3%) feel at ease and motivated. Apparently, many students believe they feel anxious while speaking English in the classroom. This might be due to the fact that these students are not trained enough or lack confidence when speaking English.

Q27. Do you think that oral expression sessions are opportune to put into practice your phonetic and pronunciation rules?

a. Yes  b. No
**Table 42:** Oral expression sessions are opportune to put into practice students’ phonetic and pronunciation rules

<table>
<thead>
<tr>
<th>Option</th>
<th>Nb</th>
<th>Percent %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>42</td>
<td>70,0</td>
</tr>
<tr>
<td>No</td>
<td>18</td>
<td>30,0</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>100,0</td>
</tr>
</tbody>
</table>

The majority of students forty-two of them (70%) believe that their oral expression sessions constitute a good opportunity to practice some of their phonetic rules. The remaining ones eighteen (30%) seem not or are ignorant of ‘what’ and ‘when’ to put into practice their different phonetic rules.

**Q28.** To what extent are your oral performances getting improved through good pronunciation?

a. Very much   b. Much    c. A little   d. Not at all

**Table 43:** The importance of good pronunciation in raising students’ oral performances

<table>
<thead>
<tr>
<th>Option</th>
<th>Nb</th>
<th>Percent %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very much</td>
<td>13</td>
<td>21,7</td>
</tr>
<tr>
<td>Much</td>
<td>43</td>
<td>71,7</td>
</tr>
<tr>
<td>A little</td>
<td>3</td>
<td>5,0</td>
</tr>
<tr>
<td>Not at all</td>
<td>1</td>
<td>1,7</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>100,0</td>
</tr>
</tbody>
</table>

More than a half of students (13+43=56) representing (93, 4%) of the total informants provide a positive opinion about the fact that students’ oral performances improve considerably thanks to good pronunciation.
Q29. What types of errors do you make when speaking English in the classroom?

a. Pronunciation errors  b. Grammatical and spelling errors  
c. Stylistic errors      d. Others

**Table 44:** The types of errors students make when speaking English in the classroom

<table>
<thead>
<tr>
<th>Option</th>
<th>Nb</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pronunciation errors</td>
<td>20</td>
<td>33,3</td>
</tr>
<tr>
<td>Grammatical and spelling errors</td>
<td>8</td>
<td>13,3</td>
</tr>
<tr>
<td>Stylistic errors</td>
<td>15</td>
<td>25,0</td>
</tr>
<tr>
<td>Grammatical and spelling errors and pronunciation errors</td>
<td>3</td>
<td>5,0</td>
</tr>
<tr>
<td>Others</td>
<td>4</td>
<td>6,7</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>83,3</td>
</tr>
<tr>
<td>Missing</td>
<td>10</td>
<td>16,7</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>100,0</td>
</tr>
</tbody>
</table>

One-third (1/3) of the participants refer to the pronunciation errors. A fact which reflects their ‘big’ weakness in pronunciation. This and the other options are mostly due to the lack of practice and reading.

Q30. Does your instructor refer to any pronunciation rule during the oral session?

a. Yes  b. No

**Table 45:** Instructors refer to pronunciation rule during the oral session

<table>
<thead>
<tr>
<th>Option</th>
<th>Nb</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>27</td>
<td>45,0</td>
</tr>
<tr>
<td>No</td>
<td>33</td>
<td>55,0</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>100,0</td>
</tr>
</tbody>
</table>
While twenty-seven teachers (45%) usually make reference to some pronunciation rules during the oral session, thirty-three others (55%) do not. A probable explanation is that some teachers are often ‘ignorant’ of the pronunciation rules, and sometimes they do not give importance to such matters.

Q31. Does your instructor make any use of phonetic transcription to correct any learner’s mispronunciation?

a. Yes  
b. No

### Table 46: Use of phonetic transcription to correct learners’ mispronunciation

<table>
<thead>
<tr>
<th>Option</th>
<th>Nb</th>
<th>Percent %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>34</td>
<td>56,7</td>
</tr>
<tr>
<td>No</td>
<td>26</td>
<td>43,3</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>100,0</td>
</tr>
</tbody>
</table>

It is worth noting that thirty-four students (56, 7%) attest that their teachers bring some correction through using phonetic transcription. Others, (43, 3%) do not for the simple reason that they either neglect such a matter or are ‘ignorant’ of the rules.

#### 3.2.5 Discussion of the results

The students’ questionnaire reflects at a large extent certain facts and attitudes about the importance of sound transcription for the enhancement of EFL learners’ oral performances. First, students recognize that learning about sound transcription is beneficial for them to learn the speaking skill, though they are not enough exposed or do not practise much. Teachers usually do not take the initiative to design activities and exercises so that students get accustomed with the rules and make use of them more often than not. Furthermore, students are convinced of the fact that learning sound transcription would relatively improve their oral performances. Moreover, students find that including sound transcription activities into the classroom is very important and knowledgeable at the same time.
Conclusion

On the basis of the analysis of the data collected from the learners’ questionnaire, we have come to the conclusion that although all of teachers are aware of the importance of sound transcription, and they consider it as an important element for the enhancement of EFL learners’ oral performances, some of them often neglect dealing with transcription in their classes.

The results obtained in chapter three have confirmed our hypothesis that teaching sound transcription would be a motivating factor that may encourage EFL learners to improve their oral performances. Yet the problem remains in dealing with transcription as an important element in classrooms. Therefore, this issue should be surveyed in further studies to highlight other reasons behind ignoring sound transcription in our classrooms and to find solutions and recommendations in order to ameliorate the situation of teaching English and its phonetics in the Algerian universities.

General Conclusion

The analysis of the research findings shows that sound transcription brings a significant development in students’ oral performances. Our study took place in Larbi Ben M’Hidi University, in Oum El Bouaghi. We worked with 60 students of first year LMD and 15 teachers of Oral Expression and phonetics modules. It has been noticed that a lot of learners have problems in transcribing FL sounds. The study is made up of three main chapters.

Chapter one is a general introduction about the importance of sound transcription, chapter two is related to the importance of speaking in EFL classrooms, and chapter three presents the field work to evaluate this FL proposal and the methodology design and the data analysis of the descriptive study. Thus, the conclusion drawn from this study has confirmed the reliability of the proven hypothesis that the use of sound transcription in EFL classroom, would improve relatively the learners’ oral performances since they would be able not only to pronounce accurately, but to spell correctly the words as well.

Teachers allot a little time to sound transcription, therefore learners lack considerable practice to master this learning aspect. Syllabus designers, in this turn, are urged to design activities which would enable students to overcome the sound transcription and design sufficient activities for practice.
**Pedagogical implications**

The findings of this study suggest that the use of sound transcription is significantly beneficial in terms of improving the students’ oral performances, and motivating them to learn the English language.

This study has implications for integrating transcription into the EFL classrooms using more sophisticated materials, such as, visuals, audio recordings, head projectors and laboratories.

a. English teachers’ have to access to training courses to gain experience and competence in teaching sound transcription as well as to be proficient in teaching it.

b. Teachers should make their students aware about the use of sound transcription

c. Students should not transcribe for the sake of transcription in fact they should transcribe in order to improve their oral performances.

**Limitations of the Study**

In the present study, some inevitable limitations are as follows:

a. It was better to conduct an experimental method because better results could be achieved.

b. It should be the practice of sound transcription.
References


Bliss, P. (2005). The importance of spoken English skills training in the business. In Ch. Cunningham (Ed), Knowledge transfer voices that work (pp.1-15). United Kingdom: The Central School of Speech and Drama.


Appendices

Appendix I: Teachers’ Questionnaire

Appendix II: Students' Questionnaire
Appendix I

Teachers’ Questionnaire

Dear teachers,

We would be very thankful if you accept answering the following questionnaire. The latter aims at investigating whether teaching sound transcription may enhance EFL learners’ oral performances or not.

Please, tick the appropriate option and/or answer the questions. We appreciate your cooperation, your time, and your effort in completing the questionnaire.

Thank you very much indeed

Miss Rami Haifa

Section one: Background Information

Q1. Which degree do you hold?
   a. License [ ]
   b. Master [ ]
   c. PhD [ ]

Q2. How long have you been teaching English as a foreign language?
   a. Less than 5 years [ ]
   b. 5-10 years [ ]
   c. 10-15 years [ ]
   d. more than 15 years [ ]

Q3. Have you ever visited an English-speaking country?
   a. Yes [ ]
Q4. If yes, what is your opinion about ‘their English’?
........................................................................................................................................
........................................................................................................................................

Q5. Did you receive any training about how to teach phonetics/pronunciation?

a. Yes
b. No

Section two: Teaching Sound Transcription

Q6. Teaching phonetics is as important as any other linguistic aspect.

a. Very important
b. Important
c. Not important

Q7. Rank the followings according to their importance of teaching. (Use 1, 2, 3, 4, 5)

(Nb. 1= the most important, 5= least important)

a. Grammar
b. Transcription
c. Vocabulary
d. Syntax
e. Pronunciation

Q8. Why? ........................................................................................................................................
........................................................................................................................................
Q9. Which one is the most difficult to be taught?

a. Grammar

b. Vocabulary

c. Transcription

Q10. Does the syllabus of the English department include all the requirements of the teaching of transcription?

a. Yes

b. No

Q11. If no, what do you suggest?

Q12. How much time per week do you devote to teaching transcription?

a. A whole session

b. Half of the session

c. Some 10 to 15 minutes

d. Not at all

Q13. Do your students succeed in transcribing the IPA symbols?

a. Yes

b. No

Q14. If no, what are the reasons?

Q9. Which one is the most difficult to be taught?

a. Grammar

b. Vocabulary

c. Transcription

Q10. Does the syllabus of the English department include all the requirements of the teaching of transcription?

a. Yes

b. No

Q11. If no, what do you suggest?

Q12. How much time per week do you devote to teaching transcription?

a. A whole session

b. Half of the session

c. Some 10 to 15 minutes

d. Not at all

Q13. Do your students succeed in transcribing the IPA symbols?

a. Yes

b. No

Q14. If no, what are the reasons?

Q9. Which one is the most difficult to be taught?

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b. Vocabulary

c. Transcription

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b. No

Q11. If no, what do you suggest?

Q12. How much time per week do you devote to teaching transcription?

a. A whole session

b. Half of the session

c. Some 10 to 15 minutes

d. Not at all

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a. Yes

b. No

Q14. If no, what are the reasons?

Q9. Which one is the most difficult to be taught?

a. Grammar

b. Vocabulary

c. Transcription

Q10. Does the syllabus of the English department include all the requirements of the teaching of transcription?

a. Yes

b. No

Q11. If no, what do you suggest?

Q12. How much time per week do you devote to teaching transcription?

a. A whole session

b. Half of the session

c. Some 10 to 15 minutes

d. Not at all

Q13. Do your students succeed in transcribing the IPA symbols?

a. Yes

b. No

Q14. If no, what are the reasons?
Q15. Do you correct your students’ transcription errors?

a. Always
b. Often
c. Sometimes
d. Rarely

Q16. What do you bear in terms of pronunciation and/or transcription errors?

a. Misspelling of words
b. Mis-transcription of words
c. Ignorance of the IPA symbols
d. Any others

Q17. Rank the following reasons that are behind your students’ failure in mispronunciation/mis-transcription activities? (From the most serious reason to the least one: 1, 2, 3, 4, 5) (1 = least difficult, 5 = most difficult)

a. Lack of practice in & outside the classroom
b. Course density
c. The interference of other languages
d. Unfamiliarity with the IPA symbols
e. Complexity of the transcription/pronunciation of the English sounds

Q18. Do your students show any interest in and awareness about phonemic transcription and/or pronunciation?

a. Very much
Q19. Do you suggest the use of dictionaries during the transcription activities?

a. Yes  

b. No  

Q20. If yes, for which purpose? .................................................................................................
........................................................................................................................................

Section three: The Speaking Skill

Q21. To what extent do you think your learners value the importance of speaking in learning a foreign language?

a. Very much  

b. Little  

c. Not important  

Q22. Do you apply any syllabus to teach oral expression at the English department?

a. Yes  

b. No  

Q23. If yes, what are the main objectives of this syllabus?

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

Q24. Does the syllabus include any part on teaching pronunciation and transcription?

a. Yes
b. No

Q25. If yes, name some of these aspects…………………………………………………………………………………
…………………………………………………………………………………………………………………………………………
Q26. How much time per week are allotted to the oral expression course?
…………………………………………………………………………………………………………………………………………
…………………………………………………………………………………………………………………………………………
Q27. Do you connect/include some pronunciation aspects during your oral lectures?
   a. Yes  □
   b. No   □
Q28. If yes, please explain……………………………………………………………………………………………………
…………………………………………………………………………………………………………………………………………
Q29. Do you correct your students’ errors during the oral expression session?
   a. Yes  □
   b. No   □
Q30. If yes, what aspects do you correct, then? ………………………………………………………………………
…………………………………………………………………………………………………………………………………………
Q31. Do you engage in any coordination with the teachers of phonetics?
   a. Yes  □
   b. No   □
Q32. If yes, what is this coordination about?
…………………………………………………………………………………………………………………………………………
…………………………………………………………………………………………………………………………………………
…………………………………………………………………………………………………………………………………………
Q33. Feel free to add or make any comments about the topic.

…………………………………………………………………………………………………………………………

…………………………………………………………………………………………………………………………

…………………………………………………………………………………………………………………………
Appendix II

Students’ questionnaire

Dear student,

We would be very thankful if you accept answering the following questionnaire, which is an investigation of the teachers’ and students’ attitudes towards the importance of sound transcription for the enhancement of EFL learners’ oral performances.

Please, tick the appropriate option and/or answer the questions. Your Cooperation is much appreciated.

Thank you very much indeed

Miss Rami Haifa

Section one: General Information

Q1. Students’ gender:

a. Male ☐

b. Female ☐

Q2. Students’ age:

a. Between 18-20 ☐

b. Between 20-24 ☐

c. Over 25 ☐

Q3. Your choice of English was:

a. Personal ☐

b. Parental (family) ☐

c. Other .................................................................................................................................

Q4. Do you think that majoring in English requires fluency and a good pronunciation?
Q5. In either question, please justify your answer: .................................................................
...........................................................................................................................................

Q6. Now that you are majoring in English, how do you find the lectures of phonetics?

a. Beneficial

b. Learnable

c. Not interesting

Q7. Justify your answer
...........................................................................................................................................
...........................................................................................................................................

Q8. How important is phonetics in learning and speaking English?

a. Very important.

b. Important.

c. Not important.

Q9. Why?
...........................................................................................................................................
...........................................................................................................................................

Q10. Speaking good English means for you:

a. Speaking the language fluently, just like a ‘native speaker’

b. Speaking correctly using the rules learnt in phonetics.

c. Speaking with less grammatical and pronunciation errors

Q11. Do you face any difficulties studying phonetics?

a. Yes
Q12. Which of the following aspects in phonetics you find difficult?

a. Pronunciation in general
b. Transcription
c. Stress marking
d. Intonation
e. Any other

13. What types of practice/activities do you usually have in class?

a. Repetition drills of sounds
b. Transcription drills of sounds
c. Both of them

14. How often do you have such practice/activities in class?

a. Often
b. Sometimes
c. Seldom
d. Rarely

15. What means/aids (if any) are used by your instructor to teach you pronunciation or sound transcription?

a. Visuals.
b. Audio recordings
c. Laboratory

d. Head projector

e. Other(s)……………………………………………………………………………………………………………………………………

Section two: Learning Sound Transcription

Q16. How do you find the contents of the phonetics lectures?

a. Much knowledgeable

b. Knowledgeable

c. Not knowledgeable

Q17. Do you practice phonetic transcription by your own out of the classroom?

a. Frequently

b. Sometimes

c. Rarely

d. Never

Q18. Do you think that sound transcription helps you improve your oral performance(s)?

a. Yes

b. No

Q19. Do you have any difficulties in transcribing the IPA symbols, or at least some of them?

a. Yes

b. No

Q20. If yes, please explain?

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………………………………………………………………………………………………………………………………………………………………
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Q21. Are you satisfied about the way you are taught phonetics?

a. Yes [ ]

b. No [ ]

Q22. If no, please explain

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Q23. Your phonetics/pronunciation lectures are much loaded with:

a. Theory [ ]

b. Practice [ ]

c. Both [ ]

Section three: Teaching Speaking Skill

Q24. How often do you take part in the oral expression sessions?

a. Often [ ]

b. Sometimes [ ]

c. Rarely [ ]

Q25. Justify your answer........................................................................................................
........................................................................................................................................
........................................................................................................................................

Q26. How do you feel when speaking English in the classroom?

a. At ease [ ]

b. Motivated [ ]
c. Anxious


d. Indifferent

Q27. Do you think that oral expression sessions are opportune to put into practice your phonetic and pronunciation rules?

a. Yes

b. No

Q28. To what extent are your oral performances getting improved through good pronunciation?

a. Very much

b. Much

c. A little

d. Not at all

Q29. What types of errors do you make when speaking English in the classroom?

a. Pronunciation errors

b. Grammatical and spelling errors

c. Stylistic errors

d. Others

Q30. Does your instructor refer to any pronunciation rule during the oral session?

a. Yes

b. No
Q31. Does your instructor make any use of phonetic transcription to correct any learner’s mispronunciation?

a. Yes  

b. No
Résumé

Cette thèse vise à étudier si l'enseignement de la transcription de la langue cible (Anglais) dans la classe Algérienne est efficace pour développer la performance de la langue orale des étudiants ou le contraire. Nous devons prouver l'hypothèse par deux questionnaires. Le premier questionnaire est destiné aux élèves de la première année universitaire LMD, tandis que le deuxième questionnaire a été remis aux enseignants de l'expression orale et de la phonétique, du Département d'Anglais, Université de Larbi Ben Mhidi, Oum El Bouaghi, Algérie. Les résultats de l'étude montrent que les enseignants, et les étudiants estiment que l'enseignement de la transcription de la langue Anglaise est bénéfique pour les étudiants afin d'améliorer la langue orale dans les salles de classe. Sur la base de ces résultats, nous avons proposé des recommandations pour les enseignants en visant l'amélioration des conditions d'enseignement de la langue orale et la phonétique dans les universités algériennes.
ملخص

تهدف هذه الطروحة للتحقق في ما إذا كان تدريس اللغة في الجامعات الجزائرية هو تطوير لأداء فعال للطالب في مجال اللسانيات عامة وعلم الأصوات الكلامية خاصة. لهذا فإن استبيانات العام الدراسي لا بد اخذها بعين الاعتبار فالهدف من الاستبيان الأول لطلاب قسم اللغة الإنجليزية بجامعة العربي بن مهدي أم البواقي هو علم النطق فأغلبية نتائج الدراسة تثبت أن الأساتذة والطلاب يدركون أن تدريس علم الأصوات للغة الإنجليزية هام جدا في تطوير اللغة. فن يجعل دارس اللغة ينطق الأحرف و الكلمات كما ينطقها أهلها. لان هذا الأخير (علم الأصوات) يدرس العملية التي يتم من خلالها إنتاج الصوت (جهاز النطق) وانتقاله (الموجات الصوتية) و استقباله (الاستقبال السمعي) وبناءً على هذه النتائج اقترحنا جملة من التوصيات للأساتذة بغية تحسين ظروف تدريس اللغة فبدونها يتعذر نشاط الإنسان المعرفي.

تهدف هذه الالموحة للتحقق في ما إذا كان تدريس اللغة في الجامعات الجزائرية هو تطوير لأداء فعال للطالب في مجال اللسانيات عامة وعلم الأصوات الكلامية خاصة. لهذا فإن استبيانات العام الدراسي لا بد اخذها بعين الاعتبار فالهدف من الاستبيان الأول لطلاب قسم اللغة الإنجليزية بجامعة العربي بن مهدي أم البواقي هو علم النطق فأغلبية نتائج الدراسة تثبت أن الأساتذة والطلاب يدركون أن تدريس علم الأصوات للغة الإنجليزية هام جدا في تطوير اللغة. فن يجعل دارس اللغة ينطق الأحرف و الكلمات كما ينطقها أهلها. لان هذا الأخير (علم الأصوات) يدرس العملية التي يتم من خلالها إنتاج الصوت (جهاز النطق) وانتقاله (الموجات الصوتية) و استقباله (الاستقبال السمعي) وبناءً على هذه النتائج اقترحنا جملة من التوصيات للأساتذة بغية تحسين ظروف تدريس اللغة فبدونها يتعذر نشاط الإنسان المعرفي.