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**IDENTIFYING PRONNCIATION LEARNING STRATEGIES OF EFL
LEARNERS: A CASE STUDY OF FIRST-YEAR UNIVERSITY STUDENTS OF
ENGLISH AT ABDELHAFID BOUSOUF MILA UNIVERSITY CENTRE**

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Dedication

I would like to dedicate this dissertation:

First and foremost, to my best example, to my beloved parents RABIE and FAHIMA who deserve all my love, respect and everything I have.

I thank you for your unconditional love, constant prayer, support, encouragement and most of all for your care. Thank you for teaching me to never give up.

To my dearest sisters: FARIDA and her kids, SOUAD, NOURA, and ROKIA who all the time advised and motivated me.

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To my brothers: DAHMEN, DJALOUL, HAWARI and their respective families.

Thank you for supporting me.

To all my friends and colleagues for the cheerful moments I shared with them.

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Abstract

Pronunciation is an essential element of language learning as it reflects a fundamental part of students' language proficiency which, in turn, affects students' communication skill. Thus, students have to focus on their pronunciation learning throughout the implementation of Pronunciation Learning Strategies (PLS) to achieve an acceptable pronunciation level. This dissertation, therefore, attempts to identify the PLS that help English students at Mila University Centre to better learn the pronunciation of the target language (TL). To fulfill the above aim, we considered the following research questions: (1) What are the PLS which are used by English students at Mila University Centre? (2) Do PLS help learners to learn pronunciation? (3) Do learners use all PLS or focus on specific ones? and (4) Does the use of PLS reflect students' self-reliance and autonomy? A students' questionnaire and a teachers' interview were opted for to collect data. The former is administered to forty first year LMD students at the Department of English at Abdalhafid Boussouf University Centre Mila, while the latter is addressed to two teachers of Phonetics of first year English as a foreign language (EFL) classrooms at the same university. After the analysis and interpretation of data, the results obtained from the current study confirm the research hypotheses. That is, first year English students at Mila University Centre do use various types of PLS to learn pronunciation, and its use helps EFL students to learn pronunciation. Besides, the learners rely on some PLS more than others in the sense that our sample has a tendency to utilize memory and cognitive strategies more than the other strategies especially compensation ones which are rarely used. Finally, it is also found that the use of PLS promotes learners' autonomy.

Key words: pronunciation, language learning strategies, pronunciation learning strategies.

ملخص

يعتبر النطق عنصرا أساسيا في تعلم اللغة كونه يعبر بعمق عن كفاءة الطلبة اللغوية، و بدوره يؤثر على مهاراتهم التواصلية. لذلك يجب على الطلبة أثناء تعلمهم التركيز أكثر على عملية النطق من خلال اعتماد استراتيجيات تعلم النطق لتحقيق مستوى مقبول. تسعى هذه الدراسة إلى تسليط الضوء على استراتيجيات تعلم النطق لدى طلبة اللغة الانجليزية بالمركز الجامعي ميله، والتي تساعد على تحسين الأداء اللغوي. لتحقيق الهدف المسطر أعلاه اعتمدنا على الأسئلة الآتية: (1) ماهي استراتيجيات تعلم النطق المعتمدة من طرف طلبة اللغة الانجليزية بالمركز الجامعي ميله؟ (2) هل بإمكان هذه الاستراتيجيات مساعدة الطلبة على تعلم النطق؟ (3) هل يستعمل الطلبة كل استراتيجيات تعلم النطق أو البعض منها فقط؟ (4) هل استعمال استراتيجيات تعلم النطق يعكس الاعتماد الذاتي للطلبة؟ لجمع المعلومات المرجوة تم اعتماد استبيان للطلبة و حوار مع الأساتذة حول استعمال استراتيجيات تعلم النطق. الأول كان موجها لأربعين طالبا للسنة الأولى لغة انجليزية من معهد الآداب و اللغات الأجنبية بالمركز الجامعي عبد الحفيظ بوالصوف ميله، أما الثاني فكان موجها لأستاذتي مقياس علم الأصوات مدرستي طلبة السنة الأولى لغة انجليزية بنفس المركز الجامعي. بعد تحليل و دراسة النتائج المتحصل عليها من خلال هذه الدراسة تم التأكد من فرضيات البحث والتي شملت: استعمال طلبة السنة الأولى لغة انجليزية بالمركز الجامعي ميله لمختلف أنواع استراتيجيات تعلم النطق له تأثير في تعلمهم للنطق. زيادة على ذلك اعتمادهم لبعض الاستراتيجيات أكثر من البعض الآخر، بمعنى أن العينة المدروسة تحبذ استعمال استراتيجيات العقل و الذاكرة أكثر من الاستراتيجيات الأخرى (القياس ، الماورائيات، الاستراتيجيات الحسية، و الاستراتيجيات الاجتماعية) فمثلا استراتيجيات القياس نادرا ما تستعمل. أخيرا، من النتائج المتحصل عليها أن الاستعمال المكرر لاستراتيجيات تعلم النطق يبين الاعتماد الذاتي للطلبة.

List of Abbreviations

EFL: English as a Foreign Language

ESL: English as a Second Language

FL: Foreign Language

ID: Individual Differences

L1: First Language

L2: Second Language

LLS: Language Learning Strategies

PLS: Pronunciation Learning Strategies

PLT: Pronunciation Learning Tactics

SILL: Strategy Inventory for Language Learning

SILP: Strategy Inventory for Learning Pronunciation

TL: Target Language

%:Percentage

Q: Question

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General Introduction

Learning any foreign language (FL) means learning all its skills, and pronunciation is an important aspect of the speaking skill. Pronunciation is a challenging process for most learners especially beginners as it comprises different segmental and suprasegmental features which are, in turn, a bit hard for them to cope with. In fact, learners need to know how to pronounce words properly in order to convey their messages successfully and achieve an accurate pronunciation. To reach such goal, a set of language learning strategies (LLS) is applied. In this regard, LLS are investigated in relation to pronunciation learning. This intersection brought PLS that can be defined based on Oxford's (1990) definition of LLS as: "specific actions taken by the learner to make learning [pronunciation] easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations" (p.8). That is to say, PLS are helpful ways for learners to achieve an acceptable pronunciation level.

1. Statement of the Problem

Based on Oxford's (1990) classification of LLS, pronunciation learning strategies are classified into memory, cognitive, compensation, metacognitive, affective, and social strategies. In order to become responsible for and involved in their own learning pronunciation, EFL learners need to be aware of the strategies (memory, cognitive, compensation, metacognitive, affective, and social strategies) to be utilized in that.

2. The Aim of the Study

Pronunciation is an important aspect of FL learning; learners need to know the main learning strategies used to improve pronunciation. The main aim behind conducting this research is to identify the strategies used by EFL learners to learn pronunciation.

3. Methodology

3.1. Participants

The participants in the present study are forty (40) EFL first year students of English at Mila University Centre. The selection of this sample was done randomly regardless of gender and age. The study contains another sample made up of two teachers of Phonetics who currently teach first year students in the Department of English at Mila University Centre.

3.2. Instruments

The instruments used for collecting data in this research were a questionnaire and an interview. The questionnaire contains about twenty (20) items conducted with the students whereas the interview was directed to two teachers of Phonetics and it includes fourteen (14) items.

4. Statement of the Research Questions and Hypotheses

The current research aims at answering the following research questions:

- 1- What are the PLS which are used by English students at Mila University Centre?
- 2- Do PLS help learner to learn pronunciation?
- 3- Do learners use all the PLS or focus on specific ones?
- 4- Does the use of PLS reflect students' self-reliance and autonomy?

From these questions we hypothesize the following:

1-First year English students at Mila University Centre do use various types of PLS to learn pronunciation.

2- Using PLS help EFL learners to learn pronunciation.

3- The learners rely on some PLS more than others.

4- When learners use PLS, they become autonomous learners.

5. The Structure of the Study

This study is divided into three chapters: the first two chapters represent the theoretical part that reviews the existing literature about pronunciation teaching and learning, and the third chapter represents its practical part.

The first chapter tackles the history and scope of teaching pronunciation and pronunciation features. In addition, it explains the approaches of teaching pronunciation, and the techniques and activities used in that, in addition to pronunciation and intelligibility. Finally, it states some of the factors and problems of teaching and learning pronunciation.

The second chapter sheds light on learning strategies in general, by focusing on their definition, features, classifications, and some factors affecting their use, and PLS, in particular, in which we dig into the nature of PLS by providing a definition and classification. It also supplies some studies on PLS and highlights the role of PLS in pronunciation learning.

The third chapter is a practical part that discusses the instruments used to collect data (questionnaire and interview) and the analysis of the data collected. It also includes the explanation and the interpretation of the findings together with their implications. Some recommendations and limitations of the study were laid forth to wrap up the whole chapter.

CHAPTER ONE:

TEACHING

PRONUNCIATION

Introduction

Teaching pronunciation is teaching elements that influence meanings of sentences through segmental and suprasegmental features. Since pronunciation is a basic sub-skill in speaking, it is very important to be taught. For instance, good pronunciation avoids misunderstanding in communication. In teaching pronunciation, many approaches, models and techniques are involved to facilitate the process of teaching and to guide the learners to a better and accurate pronunciation.

. 1.1. The History and Scope of Teaching Pronunciation

Long ago, methods and approaches to teaching totally neglected pronunciation and considered it as an irrelevant task such as the grammar translation method and the reading based approaches in which the focus was on grammar rather than on the oral communication skill (Celce-Murcia, Brinton & Goodwin, 1996).

In fact, pronunciation began to be studied before the beginning of the twentieth century. Besides, an inventory of methods and approaches have considered that its teaching and learning is essential. These methods and approaches have given credit to teaching pronunciation and placed it either on the top of instruction, such as the reform movement practices (1980s) and the audio-lingual /oral method(1940s,1950s);or on the back of instruction as with the direct method(late 1800s and early 1900s) (Celce-Murcia et al.,1996).

In 1970, the silent way and the community language learning methods were dominant in language teaching and brought new and interesting ways to deal with pronunciation (Celce-Murcia et al., 1996).

Today, teaching pronunciation is based on the notions of the communicative approach (1980) which places much focus on the oral skills. Celce-Murcia et al. (1996) noted that

"since the primary purpose of language is communication, using language to communicate should be central in all classroom language instruction" (p.7). That is, in language teaching much attention should be given to communicative competence.

1.2. Features of Pronunciation

In order to study pronunciation, it is useful to break it down into constituent parts; they are the segmental and suprasegmental features of the language .The segmental aspects of pronunciation, which are the phonemes¹, are the main focus of the traditional methods of teaching because they are the easiest to notice and are pronounced according to the written letters. Recently, some speakers notice that the suprasegmental features of pronunciation including intonation and stress can strongly affect intelligibility and give a better impression of the speaker (Yates, 2002). Below is a diagram representing the major features of pronunciation followed by a detailed explanation of each.

The following tree diagram shows a representation of the main features of pronunciation

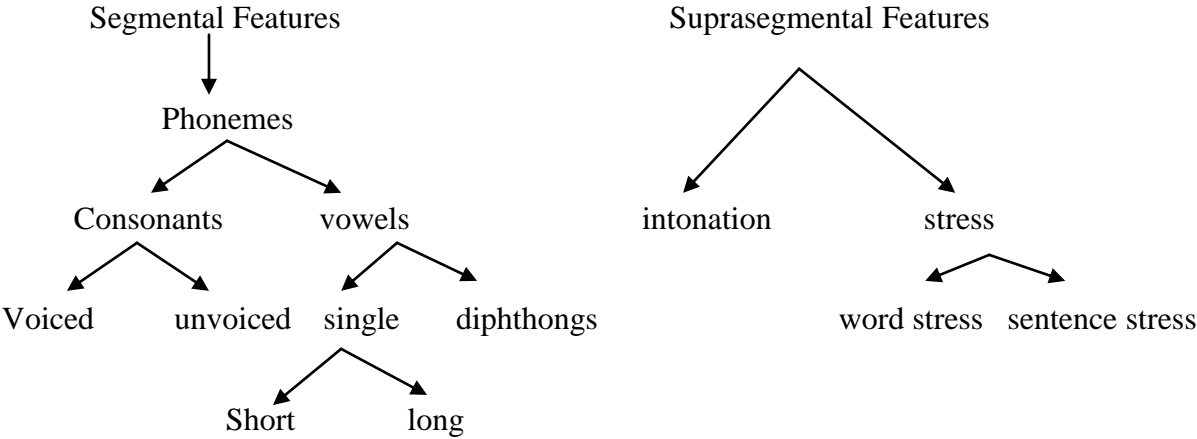


Figure.1.1. Features of Pronunciation (Kelly, 2000, p.1)

¹Phonemes: are the minimal units in the sound system of a language. A sound is considered phonemic if its substitution in a word causes a change in meaning. In English phonemes refer to the vowel and consonant sounds which are given symbols and written between oblique lines (Crystal,2008)

1.2.1. Segmental Features

The segmental features of pronunciation are named phonemes, which are the different sounds in a language system. Roach (2002) defined the phoneme as the fundamental unit of phonology that spoken language can be broken down into and that each language has a small, relatively, fixed set of these phonemes. Furthermore, Ogden (2009) suggested that: "the phoneme is the smallest unit of sound which can differentiate one word from another" (P.4). That is to say, phonemes are used to distinguish words from each other.

In fact, two categories of phonemes exist: vowel sounds and consonant sounds; both are speech sounds, and are required for a language because they play a necessary role in structuring syllables and words. Vowels and consonants are shaped by modification of a moving air stream carried out by the movement of the vocal folds and the articulatory organs as a whole (Mc Mahon, 2002).

Vowels and consonants are described in different ways in order to set a possible classification of each. In the classification of vowels, the air stream mechanism is not required since it can generally suppose that all vowels are voiced and oral. So, to describe vowels, phoneticians were to take into account three different parameters: height (for the dimension of the tongue height), frontness (for the place of articulation), and rounding (for the shape of the lips). In addition, vowels may be classified on the basis of time spent in their articulation to get long and short vowels. Furthermore they can be divided into monophthongs: /i:, i:, ʊ, u:, e, ə, ɜ:, ɔ:, æ, ɑ, ɒ, ʌ/ or diphthongs: /ei, ɔi, ai, iə, ʊə, eə, əʊ, aʊ/ according to the number of elements used in their formulation (Mc Mahon, 2002).

In contrast to vowels, consonant sounds are classified into voiced and unvoiced sounds according to the position of the glottis. A Voiced sound requires the vocal cords to vibrate but the unvoiced does not. In English, voiced and unvoiced sounds are set to correspond with

gentle and strong aspiration. To illustrate more, voiced consonants may be uttered with weaker breath force due to the breath energy they take whereas unvoiced consonants may be uttered with stronger breath force (Underhill, 2005).

Additionally, consonants are put into groups according to their place of articulation which is the place in the vocal tract where the air flow is blocked and the sound is made. Consonants are, hence, classified into: bilabials (sounds which are produced with both lips /p, b, m, w/), labiodentals (sounds which are produced with the upper teeth and lower lip /f, v/), dentals (phonemes which are produced with the tip of the tongue and the teeth /ð, θ/), Alveolars (phonemes which are produced with the tip of the tongue and tooth ridge /t, d, n, l, r, s, z/), palatals (sounds which are produced with the blade of the tongue and hard palate /ʃ, ʒ, tʃ, dʒ, j/), velars (sounds which are produced with the back of the tongue and the soft palate /k, g, ŋ/), and a glottal (a phoneme produced at the level of the glottis where the air passes from the wind pipe through the vocal cords as in articulating /h/).

In the production of consonants two articulators at least are involved. When the articulators become closer together the air flow between them changes and affects the kind of the sound that is produced resulting in a new classification of consonants known as the manner of articulation. Building on that, consonants are grouped into: plosives (the airstream is stopped or totally blocked when they are articulated /p, b, t, d, k, g/), fricatives (the air is forced in the mouth or throat making continuous frictions /f, v, θ, ð, s, z, ʃ, ʒ, h/), affricates (they are sounds which start as plosives then released as fricatives /tʃ, dʒ/), nasals (when the speech organs stop the airstream, it is released through the nasal cavity /m, n, ŋ/), and approximants (the airstream moves around the tongue in an unobstructed way /l, r, w, y/) (Ogden, 2009). The following table shows all the vowels, diphthongs and consonants of English (Table 1.1), and the classification of consonants according to their place and manner of articulation is supplied in (Table 1.2).

vowels		diphthongs		consonants			
i:	bead	eɪ	cake	p	pin	s	sue
ɪ	hit	ɔɪ	toy	b	bin	z	zoo
ʊ	book	aɪ	high	t	to	ʃ	she
u:	food	iə	beer	d	do	ʒ	measure
e	left	ʊə	fewer	k	cot	h	hello
ə	about	eə	where	g	got	m	more
ɜ:	shirt	əʊ	go	ʧ	church	n	no
ɔ:	call	aʊ	house	ʤ	judge	ŋ	sing
æ	hat			f	fun	l	live
ʌ	run			v	van	r	red
ɑ:	far			θ	think	j	yes
ɒ	dog			ð	the	w	wood

Table1.1. English Vowels, Diphthongs and Consonants (Kelly, 2000, p.2)

		the place of articulation						
Manner of articulation		Bilabial	Labio-dental	dental	alveolar	Palatal	Velar	Glottal
	Plosive	p b			t d		k g	
	Fricative		f v	θ ð	s z	ʃ ʒ		h
	Affricate					tʃ dʒ		
	Nasal	m			n		ŋ	
	Approximant	w			l r	y		

Table.1.2.The Classification of English Consonants According to Place and Manner of Articulation (Roach, 2002)

1.2.2. Suprasegmental Features

1.2.2.1. Intonation

Intonation is the linguistic use of particular contours in the production of speech; these contours are described as: fall([\]),rise ([/]),fall-rise ([\ /]),rise-fall ([/ \]),and level([']). According to Ogden (2009), the main stressed item of an utterance takes an intonation contour which means that the pitch movement begins on the stressed item and moves on over any subsequent syllables. Roach (2002), on his part, suggested that:"Intonation refers to the variation in the pitch of a speakers' voice used to convey or alter meaning" (p.39). In other words, intonation is the emphasis of the speakers' voice on specific utterances in order to express the meaning, to communicate the message, and to convey emotions and attitudes.

1.2.2.2. Stress

Stress is the force of breath with which sounds are produced; stressed syllables are produced with greater effort than the unstressed due to the air pressure generated in the lungs and in the articulatory movements in the vocal tract. Basically, in the pronunciation of words, some syllables are, in some sense, stronger than others; these syllables are described as stressed. In other terms, in each word one syllable, in particular, will be phonetically more prominent than the others (Mc Mahon, 2002).

Stress is marked by a number of phonetic factors, which work together to distinguish the stressed syllable from the unstressed one(s) that surround it. First, the vowel of a stressed syllable is produced with higher pitch; it means that the vocal folds vibrate more quickly. Secondly, stressed syllables are longer in their duration. Thirdly, stressed syllables are produced with greater effort; thus, they are heard louder than the unstressed syllables (Roach, 2002).

The linguistic function of stress differs from one language to another. In English, for example, the position of stress can change the meaning of the word like in the word 'export'; the second syllable might be stressed [exPORT] if it is used as a verb, the first syllable may also be stressed but this time to refer to the noun [EXport] (Roach, 2002).

1.3. Approaches to Teaching pronunciation

According to Celce-Murcia (1996) and Chen (2007) (as cited in Hismanoglu&Hismanoglu, 2010), the intuitive-imitative approach, the analytic-linguistic approach, and the integrative approach are the three main approaches to pronunciation teaching. These approaches integrate traditional methods with modern techniques to teaching.

1.3.1. The Intuitive-Imitative Approach

The intuitive-imitative approach considers that the ability of the students to listen to and imitate the rhythms and the sounds of the TL helps to increase and enhance their pronunciation with no need to any explicit information. This approach has been promoted especially with the invention of the language laboratory and the use of audio-lingual method² in the 1960's, 1970's and right up into the 1980's (Carey, 2002 as cited in Hismanoglu&Hismanoglu, 2010).

1.3.2. The Analytic-Linguistic Approach

In the analytic linguistic approach, the instruction emphasizes an explicit intervention. This means that teachers use some pedagogical aids like the phonemic chart and articulatory descriptions along with some practical exercises like minimal pair drills (Carey, 2002 as cited in Hismanoglu&Hismanoglu, 2010).

Celce–Murcia, etal. (1996) claimed that instead of replacing the intuitive-imitative approach with the analytic-linguistic approach, this later was conceptualized to complement the former through instructing the learners to pay their attention to the sounds and the rhythms of the TL.

1.3.3. The Integrative Approach

In the integrative approach, pronunciation is practiced in meaningful task-based activities that facilitate its learning and satisfy the learners' needs. It is viewed as a necessary device of communication rather than an isolated train and practice sub-skill. The integrative approach focuses more on the suprasegmental features of pronunciation (intonation, stress)

² **Audio-Lingual Method (1940's, 1950's):** it is a teaching method which owed its existence to the behaviorist models of learning, which are based on the stimulus-response patterns in order to create good habits in language learners. To form these habits, the Audio-Lingual method relied more on drills (Harmer, 2001).

Moreover, there is a communicative programme which includes two levels (Morley,1994): (1) the micro level instruction where the focus is on the linguistic competence by practicing segmental and suprasegmental features, and (2) the macro level instruction that deals with communicability,i.e. the use of language for communicative goals, and the aim is to develop discourse, socio-linguistic, and strategic competence(Hismanoglu&Hismanoglu, 2010).

1.4. An Integrated Model of Pronunciation

Reed and Michaud (2011) designed the integrated model of pronunciation which uses a particular and practical pedagogy that allows learners to design acoustic images of new sounds. The integrated model of pronunciation includes both speaking and listening and combines both suprasegmentals and segmentals. Figure1.2 below represents Reed and Michaud’s integrated model of pronunciation.

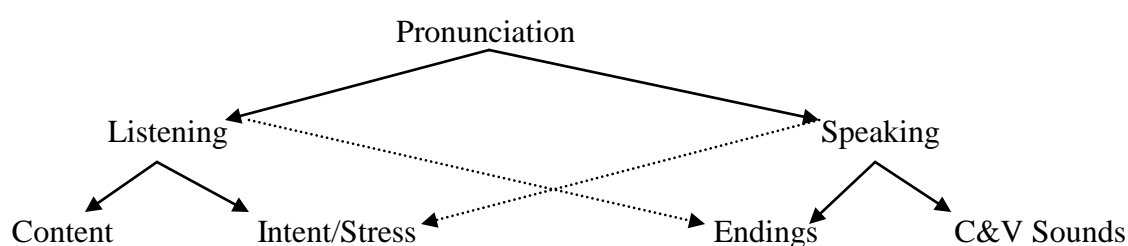


Figure1.2.Reed and Michaud’s model of pronunciation (2011, p.97)

Reed and Michaud identified four main components which appear from left to right in the figure above. They established listening to content as a first constituent. It concerns learners who have difficulties with this area; they are expected to miss or misunderstand the content of what is being said. This area includes the aspects of connected speech although learners, frequently, consider speed as the main cause of their problems of listening comprehension. Reed and Michaud established, also, the area of intent which combines the suprasegmentals of English that convey the intended meaning of the speaker. The importance of this point lies in the possibility that learners may understand all the words a speaker utters

but the exact meaning may still be lost. Therefore, Reed and Michaud draw a dotted arrow coming down to this area from speaking. Besides, the area of endings is established in the diagram. It is related to sounds of regular verb and noun inflectional morphology which can cause problems to learners when they are omitted or mispronounced. This area is a key for developing both the speaking and listening skills. Individual consonant and vowel sounds is the fourth area of pronunciation which seems to form the biggest pronunciation errors of learners and to be the main source of communication break downs (Derwing&Rossiter, 2002).The integrated model of pronunciation offers a dual focus on segmental and suprasegmental features. One may note that an integrated approach to teaching is especially helpful to learners so that they become aware of their errors (Reed & Michaud, 2011).

1.5. Techniques and Activities in Teaching Pronunciation

In order to learn and teach pronunciation many techniques and activities are used to facilitate the process of teaching and to help the learners to achieve good and accurate pronunciation. Among these techniques and activities is visual aids. Kelly (2000) claimed that drilling, chaining, and pronunciation and spelling activities are the most used techniques.

1.5.1. Visual Aids

According to Avery and Ehrlich (1992), visual aids is a technique based on visual demonstration to the items being taught. A number of ways and tools are included under the visual aids technique and they are: the exaggerating articulation, Sammy diagrams, and mirrors.

1.5.1.1. Exaggerating Articulation

In English, some sounds can be displayed visually according to their place and manner of articulation. For instance, teachers can demonstrate easily the articulators which are

involved in the production of some sounds such as: the lips in /b/ and /p/, the teeth in /f/ and /v/, and the tongue in /d/, /r/, /ð/, /θ/. To apply this technique in the classroom, teachers can choose two sounds for example /b/ and /v/ and give a minimal pair³ containing the two sounds e.g. 'boat' vs. 'vote'; then, they try to pronounce them by illustrating the difference in place of articulation between the two sounds. To grab the students' attention to notice this difference, teachers can hesitate for a moment before pronouncing each word, and keep the lips held together before saying 'boat'; or keep the upper teeth on the lower lip before saying 'vote' e.g. vvvvvvote (Avery & Ehrlich, 1992)

1.5.1.2. Sammy Diagrams

Avery and Ehrlich (1992) claimed that Sammy diagrams are useful especially in demonstrating the different places of articulation of sounds. More particularly, a place of articulation of a sound which cannot be perceived by looking at the movement of the speech organs can be illustrated by Sammy's diagram. In this diagram, it is clear that to articulate the sound /ŋ/ in 'sing', for example, it is the back of the tongue which is involved.

1.5.1.3. Mirrors

According to Avery and Ehrlich (1992), mirrors are very beneficial for students. By looking to their mouths in a mirror when producing sounds, students can increase their awareness of sound production.

1.5.2. Drilling

Drilling is one of the main techniques used to practice pronunciation in the classroom. Drilling leads learners to a better pronunciation of language items, and helps them to remember new items since it involves the teacher in pronouncing a word or a language

³**Minimal Pairs:** they are pairs of words which are identical in all the phonemes but differ in just one sound and differ in meaning e.g. sheep and ship (Avery & Ehrlich, 1992).

structure then the learners imitate or repeat it. In drilling, the teachers' main role is to provide a model for learners. In general, teachers drill chorally at first, engaging, thus, the whole class in repeating the item simultaneously. Then, this stage is followed by individual drilling in which learners are invited to repeat one by one. Choral drilling helps students to build confidence, whereas individual drilling gives the teacher an overview about how well the individuals are able to pronounce the items being drilled. Drilling is an important technique in pronunciation teaching. Since it has roots in the behaviorist psychologist theory and audio-lingual approaches to teaching, drilling is still used as a tried and tested technique (Kelly, 2000)

1.5.3. Chaining

According to Kelly (2000), Chaining is used to drill long sentences that involve difficult words and sounds. This technique is practiced by isolating certain words from sentences and models them separately for students to repeat, and gradually building up the sentences until they become complete. There are two kinds of chaining:

1.5.3.1. Back chain

In this type of chaining, students are drilled to pronounce sentences and build up parts belonging to the end of the sentence from the end to add to its length gradually. Thus, each part of the sentence is modeled by teachers and repeated by students.

1.5.3.2. Front chain

In front chain, students are drilled to pronounce sentences and build up parts of the sentence from the start, thus, gradually extending the length of the sentence. As in back chain, each part of a sentence is modeled by teachers and repeated by students.

1.5.4. Pronunciation and Spelling Activities

Homographs and homophones can be used as the basis for pronunciation and spelling work. Homographs are words which have the same spelling but differ in pronunciation e.g. “Why don’t you read this book?” And “I’ve already read it”. Homophones are words which have the same pronunciation but distinct spellings (write and right, there and their, fair and fare, etc.). To work with homophones, students listen to a sentence and from a list of words in front of them, they select the word, on the basis of its spelling, that best corresponds to the one they heard in the sentence (Kelly, 2000).

1.6. Pronunciation and Intelligibility

In the 1970’s, many English teachers across the world considered that to aim for a native like pronunciation was unrealistic and time consuming. Thus, the concept of intelligibility has become the key to teaching pronunciation (Field, 2005).

Intelligibility is the most sensible goal of teaching and learning a second language (L2) or a FL⁴. It is defined by Kenworthy (1987) as: “Intelligibility is being understood by a listener at a given time in a given situation” (p.13) so, intelligibility emphasizes the perception of the listeners rather than the production of the speakers as Field (2005) suggested.

According to Levis (2011), intelligibility may be influenced by some factors depending on the listening task type and the familiarity of the listener with the speaker patterns. Moreover, pronunciation may be the most noticeable factor in intelligibility loss but it is not the only concern. For instance, vocabulary choice, grammar, fluency, listener internal factors and speaking choices may all cause a loss of understanding.

⁴ **L2 vs. FL:** a person’s L2 is not the native language but any language in addition to native language that is used in local and generally spoken by the community. Whereas FL is a language learned in an area where is not generally spoken by the community as a whole and students are exposed to it in classroom only (“second language”, n.d.).

1.7. Factors Affecting Learning Pronunciation

According to Kenworthy (1987), there are several factors that affect the learning of pronunciation: the native language, age, the amount of exposure to FL, phonetic ability, attitude and identity, and motivation.

The learners native language can have a great influence on their English pronunciation in that the more differences exist between native language and English the more difficulties the learners face, though a great deal of research in which the sound systems of English are compared with other systems of other languages supply predictions of these problems and difficulties (Kenworthy, 1987).

The second factor influencing the learning of pronunciation is age. When someone pronounces English or a L2 like a native, it is usually supposed that he/she, perhaps, started its learning at a early age, may be as a child. By contrast, if a person starts learning a L2 during adulthood, he/she will never have a native like accent even if his vocabulary and syntax would not be distinguishable from the native speakers' syntax and vocabulary. The relation between age and the mastery of pronunciation in a L2 or a FL is a much researched topic, but the results are conflicting. Some researchers suggest that there is a sensitive period for language learning, and after a certain age, (usually between 10 and 13 years) some biological changes take place in the brain; thus, some abilities are subsequently lost (Kenworthy, 1987).

Other studies claimed that age is not the important and the only factor that affect language pronunciation learning, and other factors must be included. For instance, the amount of exposure to English is another factor influencing pronunciation. It does not matter whether or not the learners are living in an English speaking country to develop their pronunciation skills. Many learners live in an English speaking country but they pass a lot of their time in environments where English is not or rarely used. Contrary to them, other learners live in a

non- English speaking country but they use English in many contexts of their lives (at work, at school, at social gathering, etc). In such situations, it is hard to know how much exposure to English the learners have received. To elaborate more on this idea, exposure itself is not what matters; rather, it is the learners' reaction to listening and to speaking English which is paramount, here (Kenworthy, 1987).

Furthermore, it is commonly agreed upon that some people have a better ear for FL than others. Researchers found that some people have the ability to make the distinction between two sounds better than others. Some studies pointed out that those with good phonetic abilities can benefit from pronunciation drills and tasks in which the learners can hear sounds and imitate them. So, the phonetic ability can affect the learner's pronunciation learning making them good discriminators (Kenworthy, 1987).

Another factor that might influence the learning of pronunciation is the person's sense of identity and feeling of group affiliation. Some people do not change or adapt their pronunciation when they meet other persons in new environments even after a long time. By contrast, others seem very receptive and start to change their pronunciation as soon as they contact new individuals in unusual environments (Kenworthy, 1987).

Analyses of people in conversations have shown that adopting and imitating the partner's way of speaking is a matter of showing positive and friendly feeling toward them. Whenever this behavior takes place, pronunciation or accent change is likely to occur. This happens due to the feeling and the identity of people. Some will feel close to the environment and that their accent will change in the direction of people surrounding them. Others, however, still feel a strong sense of identity related to the place of birth. Studies of attitude and motivation in language learning demonstrated that those learners who show a positive feeling with the speakers of the new language seem to develop a more native like accent.

These positive feelings are related to the learners' integrative motivation; for instance, the language learner wishes to be integrated in the new speech community, and he is truly interested in the speakers and their way of pronunciation (Kenworthy, 1987).

Finally, motivation and concern for good pronunciation is an affective factor that could influence the acquisition of a native-like pronunciation. Some learners are more concerned about their pronunciation than others in that they speak and seek correction for their mistakes more than their classmates. This desire to do well is a kind of achievement motivation. By contrast, others do not care about their pronunciation and do not see its value; they are not motivated to do well. To explain more, learners seem to be unconcerned because they are, possibly, not aware that the way they speak may cause problems and/or misunderstanding for the listener (Kenworthy, 1987).

1.8. Problems of Teaching and Learning Pronunciation

Among the problems of teaching and learning English pronunciation is the sound/letter correspondence. Harmer (2001) noted that there are two main problems of teaching and learning pronunciation: what students can hear and the intonation problem.

1.8.1. Sound/Letter Correspondence

In English, the relationship between spelling and pronunciation is complex. There are twenty one consonant letters making twenty four sounds and five vowel letters making twenty five sounds. As a consequence, English as second language learners (ESL) of whatever first language (L1) background find difficulty to see how to pronounce a written English word, or how to write a word just heard. This is because one letter can stand for more than one sound. For example, the letter 'C' can be pronounced as /K/ like in "can" or /s/ like in "Cinema"; by contrast, many sounds can be represented by more than one letter like the sound /ʊ/ in put,

book, or could. In addition, the absence of a phoneme in a L1 may result in difficulties for ESL learners. For instance, the Italian language does not have the sound /ʒ/. Thus, the Italians may face problems with this phoneme in English. As another example about the differences between the sounds and their graphic representations is the German letter "W" which is pronounced as /V/ but in English the same letter is pronounced /w/ or, at some cases, is mute. This makes the English learners of a German background pronounce the word wine as /vain/. In other words, the lack of a simple correspondence between the spelling system and pronunciation system in English causes problems for ESL learners which leads them to misspell words and/or mispronounce them (Kelly, 2000).

1.8.2. What Students Can Hear/ Listen

Some students have a big difficulty in hearing some pronunciation features which they are asked to produce. Often, ESL learners find problems with different English sounds which do not occur in their native languages. For example, the English sounds /b/ and /v/ are not the same two sounds in Spanish. So, the Spaniards cannot differentiate between them; they will find a problem with the production of these two different English phonemes. To deal with this problem, teachers can show students how sounds are made via demonstrations, diagrams, and explanations. Teachers may also draw students' attention to those sounds every time they occur to train their ears (Harmer, 2001).

1.8.3. The Intonation Problem

One of the most complicated issues of pronunciation is intonation. For instance, many students have a great difficulty hearing tones or identifying the various patterns of rising and falling tones. Nevertheless, having difficulty to recognize specific intonation tones does not mean giving up and stopping teaching pronunciation. Many students, while listening to English, feel that the speaker is enthusiastic, bored, surprised, or is asking a question and is

not only providing a mere statement. To give the students the chance to recognize speech intonation patterns, they need be allowed to imitate the way these intonation contours are produced.

Conclusion

Teaching pronunciation enhances both learners' listening comprehension and communication. Thus segmental features of pronunciation help in comprehension of words and sentences, and suprasegmentals play a fundamental role in oral communication. For a better pronunciation, the learners should have enough knowledge about pronunciation features. Teachers, on their part, should use their knowledge and experience to select the suitable method(s) or technique(s) to improve their learners' pronunciation. Moreover, they should create good atmosphere for learners to feel ease while learning pronunciation.

CHAPTER TWO:
PRONUNCIATION
LEARNING STRATEGIES

Introduction

Great shift has been done in the process of learning L2 or FL; hence, the area of LLS has been largely researched since the 1990's. In this regard, Oxford (1990) valued the independent use of LLS by the learners in improving their language skills (listening, speaking, reading, and writing). However, little attention has been paid to the use of strategies in learning pronunciation. That is to say, only few recent studies have dealt with this intersection between the two fields of LLS and pronunciation learning (Peterson, 2000).

In this chapter, we seek to provide a definition and classification of LLS, then determine some features of LLS together with selective factors affecting their use. After that, some light is shed on PLS with special focus on their definition and classification. This chapter will end up with some significant studies on PLS along with their role in learning pronunciation.

2.1. Definition of Language Learning Strategies

Great attention has been paid to LLS since the 1970's-1990's. Many studies (as those of Rubin and Stern, 1975; Wender, 1987; Chamot, 1987; Schmeck, 1988; Crookall, 1989; Choken, 1996; O'Malley and Chamot, 1990; and Oxford, 1990, among others) brought about similar definitions of learning strategies. O'Malley and Chamot (1990) described LLS as "... the special thoughts or behaviors of processing information that individuals use to help them comprehend, learn, or retain new information " (p.1). Besides, Oxford (1990) pointed out that LLS are "steps taken by students to enhance their own learning...they are tools for active, self-directed involvement, which is essential for developing communicative competence " (p.1). So, LLS are generally considered as specific ways, procedures and technique employed by learners to improve their learning. These strategies can either be conscious or subconscious. For instance, in reading tasks learners subconsciously relate familiar

expressions with the context in which they appear in addition to the use of imagery strategy that requires a quite more conscious tension but such strategies used as making plans are very conscious (Macaro,2001). In other words, there is no absolute decision to consider learning strategies as being conscious or sub-conscious, i.e. they are gradually related to consciousness.

2.2. Characteristics of Language Learning Strategies

Language learning strategies have several common characteristics-just to name few-for instance: they reinforce learning both directly and indirectly, they are not always observable nor teachable, they are flexible, and most of all, they support learners self-direction and autonomy. Concerning the first feature about promoting learning both directly and indirectly, it is meant that they can provide direct learning and manipulation of the TL (direct strategies) as they can supply indirectly but strongly to learning. At any rate, learning strategies, whether direct or not, are paramount to each other and to learning in general (Oxford, 1990).Furthermore, LLS are not always observable in the sense that students, while working collaboratively, behave in such ways that can sometimes be visible but at others hidden.Some strategies are linked to the cognitive processes as making mental linkage. Therefore, they cannot be observed nor noticed by teachers as they are used outside the classroom and in natural settings (Oxford, 1990). Moreover, LLS can be taught; that is, a teacher can involve learners in some learning activities and tasks that require them to train their learning strategies through some drilling and practicing. This results in enhancing learners strategies especially by raising their awareness of using them appropriately in different situations. In other words, in the process of strategy training, the teacher can show students how to use particular strategies in particular setting and help them engage in different learning practices (Oxford, 1990).In addition, LLS share a common flexibility in terms of the

learners' ability to select, compose and arrange strategies. That is to say, strategies do not always occur in a strict arrangement and students play a part in sequencing them. Besides, such learning strategies, by nature, require learners to follow ordered stages. In other terms, flexibility provides a chance not to constantly follow the same gradation or paradigm (Oxford, 1990). The most important feature of LLS is that they allow learners to become more self-directed although most language learners, regardless of their age or level, are not active and prefer to be guided all the time. More than that, they often elaborate only what is cardinal to their achievement in learning. Hence, the involvement of LLS can make a difference among those learners. Since students rely more on their own techniques and ways of learning, they become more independent, active and queried on their learning (Oxford, 1990).

2.3. Classification of Language Learning Strategies

Many researchers have studied LLS and classified them differently; still, all the classification schemes tend to address approximately the same aspects of LLS. Those strategies were classified into three main categories: metacognitive, cognitive and socio-affective strategies (Brown, 2006).

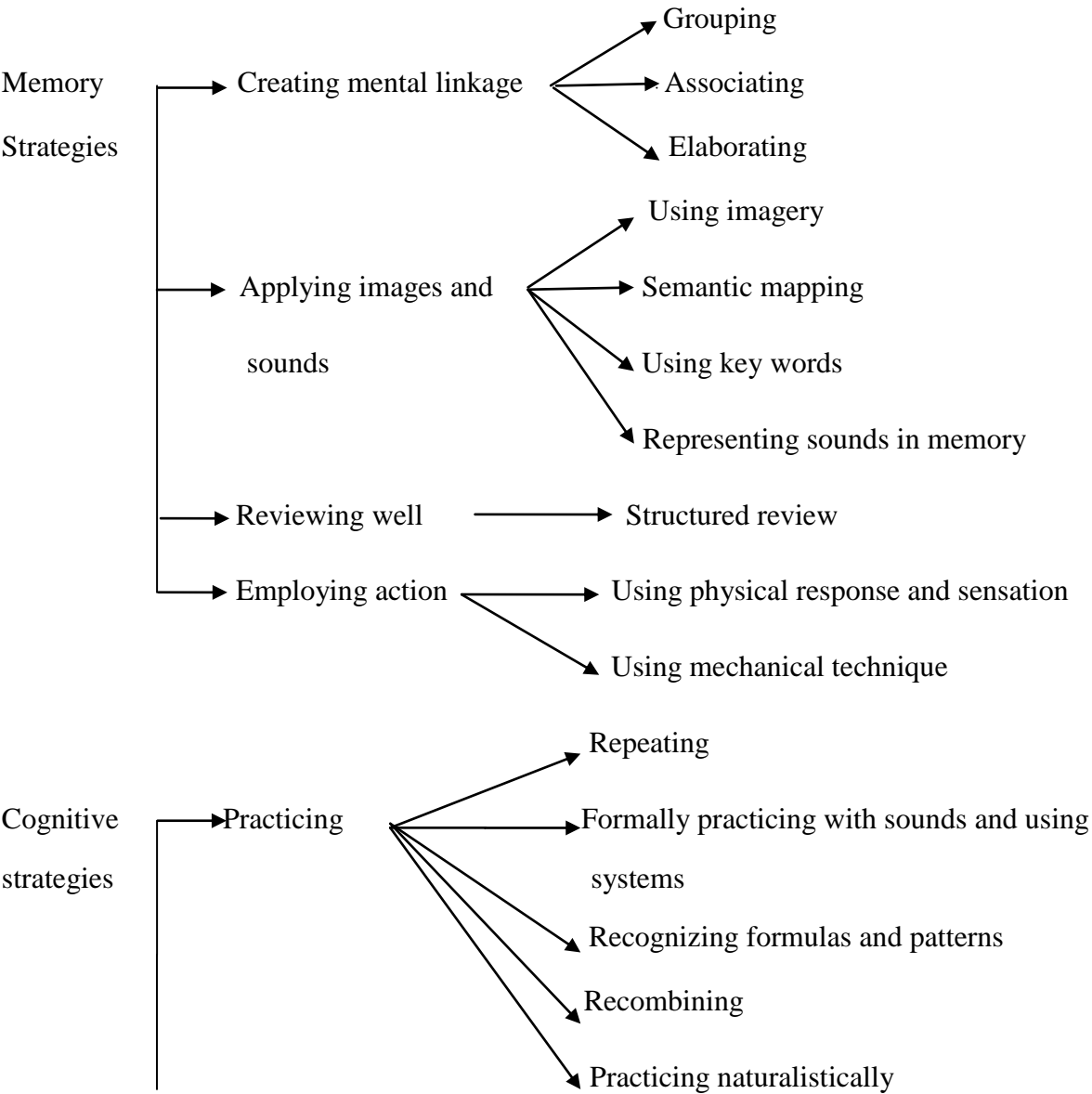
Metacognitive strategies is a reference to the upper cognitive abilities involved in learning as: concentration, arranging and managing learning, regulating and controlling one's performance, or testing out and assessing one's outcomes (O'Malley & Chamot, 1990). They are found to be used in various learning activities (O'Malley, Chamot, Kupper & Sabol, 1987).

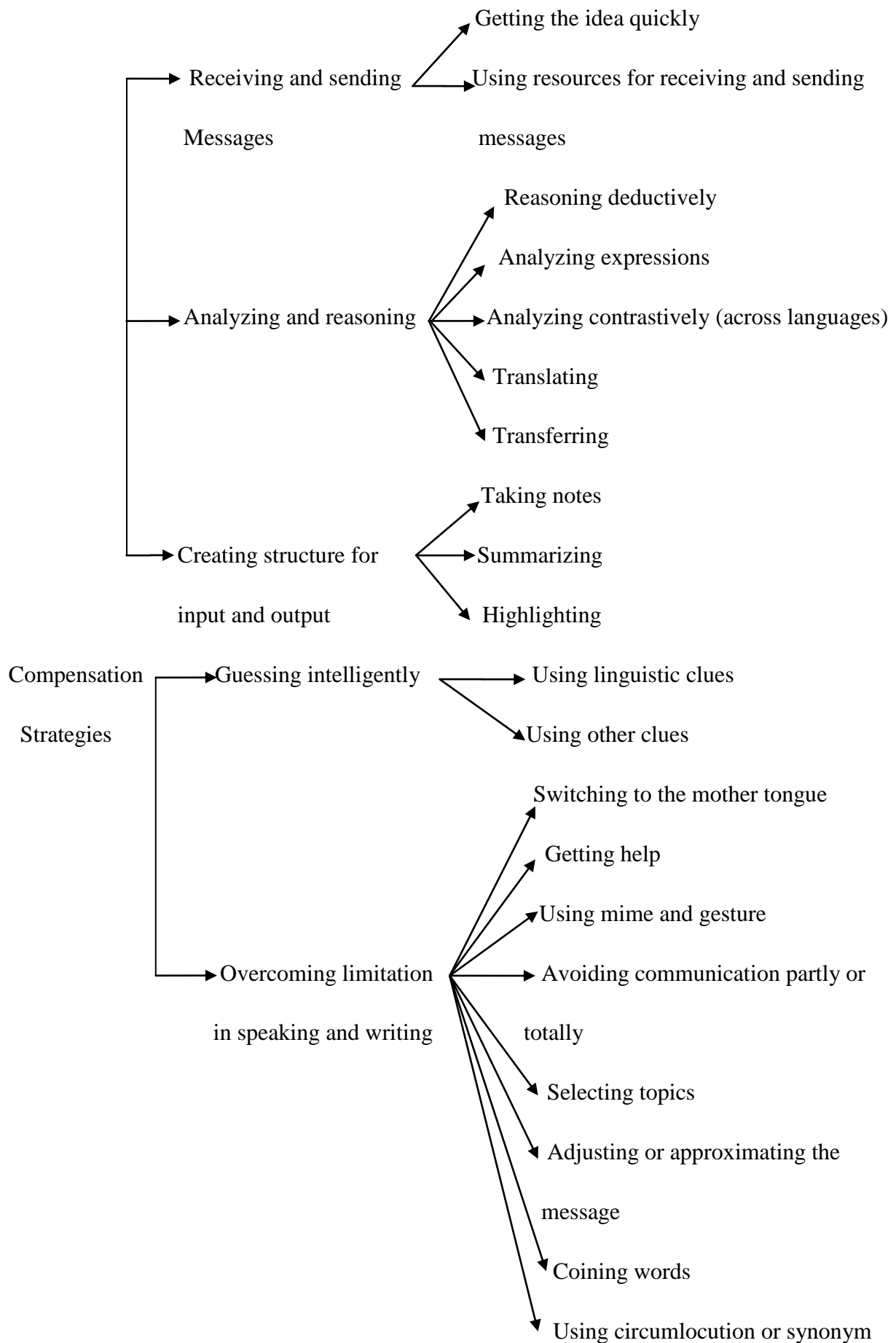
Cognitive strategies refer to the mental plans that learners apply to manage and immediately treat their particular learning behaviors within particular learning activities and problem solving (Brown, 2006).

Social affective strategies concern with the techniques the learners use to communicate and exchange ideas with others and to orient their thoughts in accordance with what they are expected to perform in a given task (Brown, 2006).

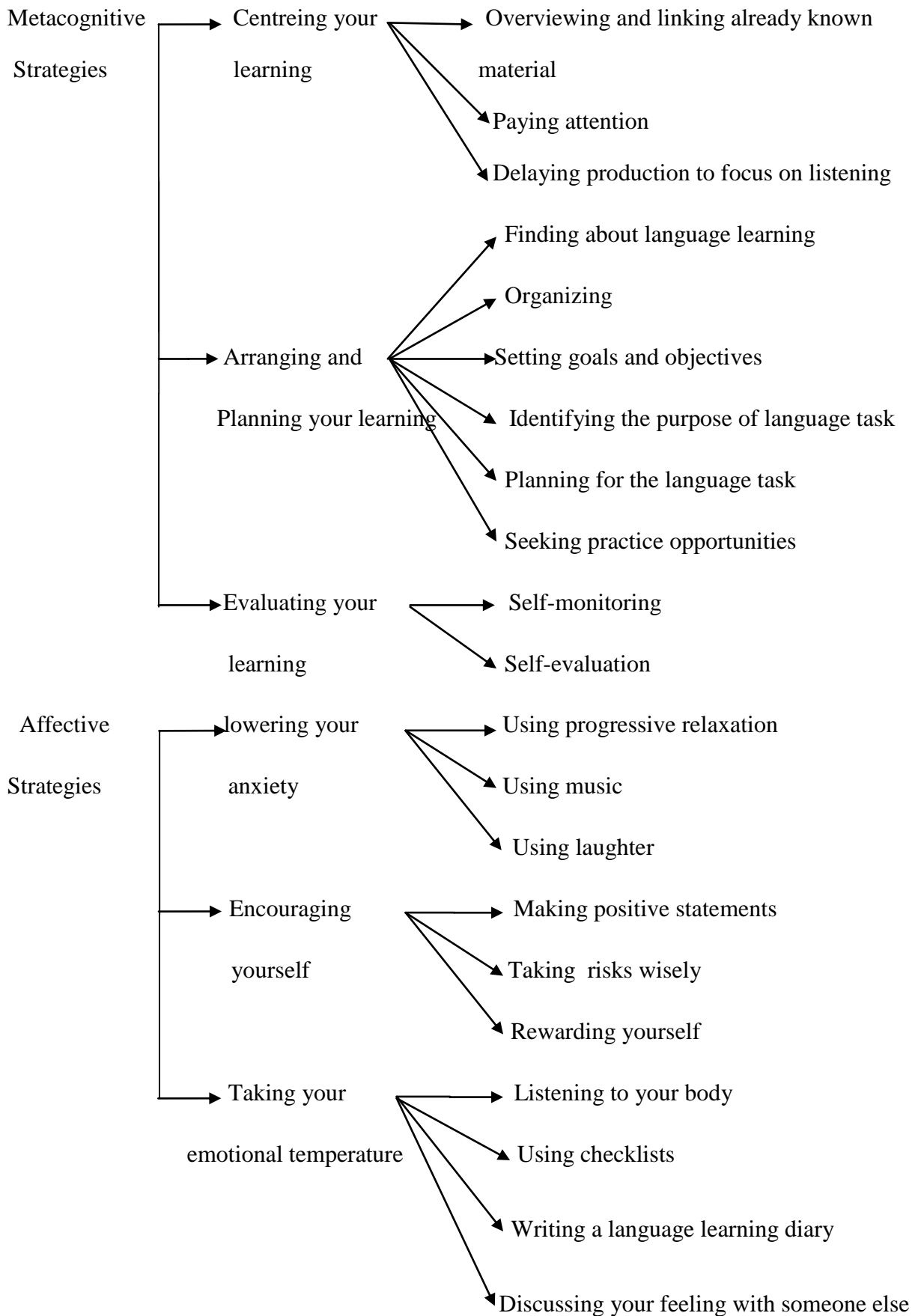
Oxford (1990) provided a very clear and detailed classification of LLS. She divided them into two main types: direct and indirect which they are placed into six groups: memory, cognitive, compensation, metacognitive, affective and social strategies. Each of which is then subdivided into different sets. See figure 2.1 which represents direct and indirect LLS.

➤ Direct strategies (memory, cognitive and compensation strategies)





➤ Indirect strategies (metacognitive, affective, and social strategies)



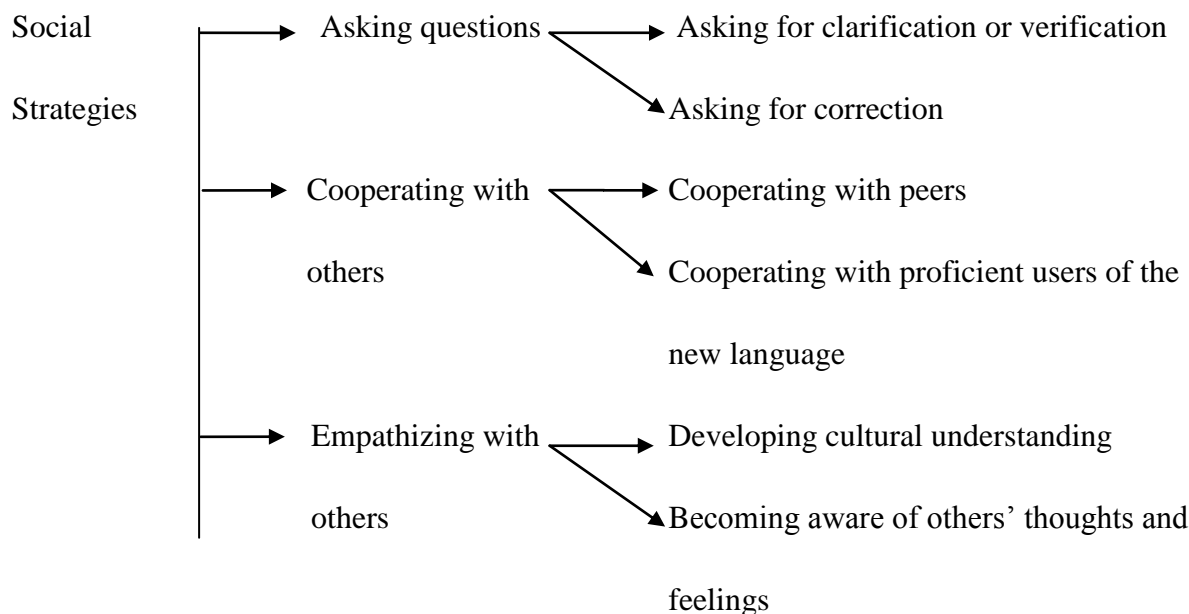


Figure 2.1. Diagram of the strategy system showing all the strategies (Oxford, 1990, pp. 18-21)

First and foremost, memory strategies are generally known as "mnemonic" which underpin information processing and enhance memory retrieval. The best example is using acronyms as memory assists that easily store input or recall already stored information; for instance, "CARE" which stands for memory strategies, i.e. each letter of the word "CARE" represents one strategy (see memory strategies in figure 2.1) (Oxford,1990). Second, cognitive strategies in Oxford's (1990) description are very common language learners' strategies that support the processing and manipulation of input of concerned language and enhance learners' production within the same language. Most of these strategies value practice and repetition, an important aspect of learning and success. Third, compensation strategies permit learners to produce in a given language appropriately and to successfully cope with the difficulties, weaknesses, shortcomings and gaps that they face with different aspects of the language being learned(Oxford,1990).Fourth, metacognitive strategies enable learners to regulate their mental processes to be able to emphasize on the accomplishment of

learning tasks, reaching their aims and assessing their development (Oxford,1990).The fifth category, which named affective strategies, helps learners monitor and direct their feelings, thoughts, inspirations and principals in the sense that they affect their learning positively. Among these emotions, Oxford (1990) mentioned having a higher self-esteem, decreasing fear or worry, overcoming frustration, and challenging difficult and hard situations. Social strategies constitute the final category. They refer to those strategies which involve learners in more cooperative learning. As they interact and communicate with others (peers, teachers, native speakers, etc), the learners improve their understanding and enhance their conversational ability (Oxford, 1990).

Relying on a large scale research, Rubin (1981) brought another classification by making observation in various situations and analysis of some students strategy use after showing them an example. Her classification is based on two main categories of LLS that are divided into other subcategories.Those strategies have either a straightforward influence on learning as: monitoring and keeping in check of own mistakes, clarification and confirmation, memorization, inductive conjecturing and deductive reasoning, and practice; all together making the first category, or an indirect relation to learning like generating practice occasions and employing production tricks that constitute the second category.

Naiman et al.(1978, as cited in O'Malley &Chamot, 1990) provided another strategy taxonomy, relied on a previous classification of stern (1975) and interviews with thirty- four good language learners, that contains five main divisions of LLS with minor subdivisions. Among the main strategies; realization of language as a system and/or as a means of communication and interaction, active task approach, controlling of affective demands, and monitoring L2 performance. These strategies were popular for all learners who were concerned with the interview while the minor strategies (subdivisions) appeared only with few of them, for example, seeking communicative situations with L2 speakers.

There is also another categorization of LLS proposed by Stern (1992 as cited in Zare, 2012) that subsumes five categories named as interpersonal, affective, cognitive, management and planning, and communicative and experimental strategies. In that, interpersonal strategies help to control the students' progress and check their outcomes. In other words, they allow learners to contact with native speakers to better learn their language and culture. As for affective strategies, they concern with learners' possibility of facing many emotional problems or obstacles while learning FL like anxiety, defeat, negative expectation concerning native speakers, and so on. Affective strategies highly help them avoid these negative emotions towards TL learning. Cognitive strategies, as usually defined, are mental plans or activities that reflect learners' behavior towards particular learning exercises or problems. These strategies include the same processes as Rubin's (1981) first category (monitoring, deductive reasoning, clarification or confirmation, inductive conjecturing, memorization, and practice). Concerning management and planning strategies, Zare (2012) suggested that they lead learners to guide and orient their own learning by making and ameliorating their own plans. That is to say, learners are responsible for making decisions about their learning objectives, methods, materials and assessing their well beings (achievements). Experimental communication strategies are tactics or techniques used by learners either verbally or nonverbally for the sake of exchanging information; for example, using facial expressions, asking for illustration or clarification, etc.

2.4. Factors Influencing the Choice of Language Learning Strategy Use

Individual differences (ID) including such factors as: age, gender, learning styles, motivation, cultural background, among others, play an important role in the choice of strategy use (Shi, 2017).

2.4.1. Age: Many studies which are concerned with learners of different ages or grades prove the idea that learners' age do influence their use of LLS. Taking the university students as an example, Peacock and Ho (2003) conducted a research on English for Academic Purposes students across eight disciplines to examine the utilization of LLS revealing that adult learners roughly apply affective and social strategies in comparison to adolescent learners. While Pasaltou-Joycy and Kontaridou (2009a as cited in Gavriilidou&petrogiannis, 2016) also conducted a research on Greek students finding that the strategy use is greatly influenced by the age factor in the sense that, metacognitive and compensation strategies are largely applied in comparison to memory and cognitive ones. So, the age factor can make a difference in the students' strategy implementation.

2.4.2. Gender: Gender is another factor that affects strategy use in TL learning in the sense that girls outperform boys. In other words, girls are more likely to utilize memory and metacognitive strategies than boys use (Peacock & Ho 2003). In accordance with them, Salahshour, Sharifi, and Salahshour (2013) studied high school Iranian students and pointed out that girls seek to use more cognitive strategies whereas boys use them less. This difference can be explained in terms of girls' consciousness of the significance of learning strategies in processing information and their readiness to produce in language using those strategies. Zeynali (2012) also carried out a research on 149 Iranian EFL students to elicit the influence of sex on LLS employment concluding that girls frequently apply social and affective strategies whereas boys seldom use them.

2.4.3. Learning Styles: According to Dornyei (2005) learning styles are basically related to individuals' normal, preferable and common ways of learning. They are strongly related to learning strategies since both of them reflect learners' particular ways of learning. So, according to Mitits (2015), learning styles are considered as an important determining factor

of using such strategies more than others. It has been noticed that students generally prefer to use strategies that go hand in hand with their own learning styles, for example, optical learners tend to use more concrete strategies like taking notes.

2.4.4. Motivation and Learning Strategies: Both motivation and learning strategies have an intensive interrelationship, i.e. the greater the students are motivated, the more learning strategies are used and vice versa (Wharton, 2000). Concerning this view, Mitits (2015) came with the conclusion that most researchers studying the importance of motivation in language suggest an effective relation between motivation and the use of learning strategies. Oxford (1990) also claimed that motivation is highly linked to language learning objective which is, in turn, a means to strategy application.

2.4.5. Cultural Background: Previous studies highlighted the point that the cultural background of learners has a crucial influence on their strategy use as it comprises various aspects such as: culture, traditions, ethnicity, language, etc. (Mitits, 2015). As they have investigated the use of LLS among Chinese ESL and Japanese EFL college students subsequently, Chang, 1990 and Mochizuki, 1999 (as cited in Mitits, 2015) found that compensation strategies are among the most preferable ones to be used while affective strategies are employed rarely.

2. 5. Definition of Pronunciation Learning Strategies

Since pronunciation is strongly related to the field of Phonetics, it is highly pertinent to producing and verbalizing phonemes, words, utterances and longer stretches of language in addition to other crucial features such as rhythm, stress and intonation. So, when trying to learn pronunciation, students, generally use specific ways or skills which can be referred to as PLS. In fact, PLS got its meaning from its name; that is, the relationship between pronunciation learning and LLS. Based on Oxford's (1990) definition of LLS, PLS can be

defined as "specific actions taken by the learners to make [pronunciation] learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situation." (p.8). More clearly, PLS assist learners to enhance their FL pronunciation. Pawlak (2010) also defined PLS as "deliberate actions and thoughts that are consciously employed, often in logical sequence, for learning and gaining greater control over the use of various aspects of pronunciation " (P.191). In other words, PLS are the actual representations of students' deliberations and behaviors towards learning FL pronunciation.

2.6. Classification of Pronunciation Learning Strategies

Among the afore-mentioned classification schemes of LLS, focus is placed on Oxford's (1990) classification system because Peterson (2000) chose it as a suitable taxonomy of PLS. In her study, Peterson (2000) reported forty-three tactics tied particularly to pronunciation and tried to categorize them into twelve strategies which, in turn, represent five main groups: memory, cognitive, meta-cognitive, affective, and social groups. See table 2.1. below.

Strategy groups	Pronunciation learning Strategies	Pronunciation Learning tactics
Memory	-Representing sounds in memory	-making up songs or rhymes to remember how to pronounce words
Cognitive	-Practicing naturalistically	-Trying to recall how teacher pronounced something. -Trying to recall and imitate a teacher's mouth movements -Mentally rehearsing how to say something before speaking -Talking with others in the TL

	-Formally practicing with sounds	-pronouncing a difficult words over and over -Practicing words using flash cards
	Analyzing the sound system	-Forming and using hypotheses about pronunciation rules -noticing contrast between L1 and TL pronunciation
Meta-cognitive	Finding out TL pronunciation	-reading reference material about TL rules
	Setting goals and objectives	-deciding to focus one's learning on particular sounds - deciding to memorize the sounds(the alphabet right away)
	Planning for a language task	-preparing for an oral presentation by witting difficult –to- pronounce words very large in one's notes
	Self evaluation	-recording one-self to listen to one's pronunciation
Affective	Using humor to lower anxiety	-having a sense of humor about mispronunciation
Social	Asking for help	-asking someone else to correct one's pronunciation
	Cooperating with peers	-studying with someone else

Table 2.1: Peterson's (2000) pronunciation learning strategies (p.25) (based on oxford, 1990)

Note: the table represents the classification of PLS with only some examples of strategy tactics (Peterson, 2000).

From this table, it is clearly noticed that there are shared descriptive similarities between PLS and other LLS as represented by Oxford (1990) especially their labels such as:

asking for help, practicing naturalistically. Therefore, there is no innovation in the classification of PLS except for some additional tactics that are resulted from learners' pronunciation training.

Another important classification of PLS was reported by Eckestein (2007) relying on Kolb's (1984) model of learning cycle construct which is, in turn, concerned with four particular steps that are generally utilized to learn particular aspects of pronunciation. Eckestein (2007) suggested twenty-eight PLS in relation to Kolb's (1984) four stages of the learning construct namely: concrete experience, reflection of observation, abstract conceptualization and action based on new conceptualization which are subsequently concerned with input/practice, feedback/noticing, hypothesis forming and hypothesis testing. Moreover, there is another group entitled motivation which is not included under the learning cycle construct.

To start with strategies that are related to input and practice, they allow learners to experience the pronunciation of the given language in a tangible way, for instance, listening to new English sounds and identifying difficult sounds to be produced. At this stage, pronunciation input refers to any language instance whether oral or aural through which students listen to sounds and from recorded tapes, television or chat. By practice, here, is meant the habit of using sounds both when learning individually or when communicating with others (Eckestein, 2007). Second, pronunciation noticing and feedback reflect highly what one observes concerning pronunciation aspects. Precisely, noticing means learners' ability to direct his/her attention towards rules and patterns of pronunciation. The best example is to notice the difference between one's native language and English language sounds (Eckestein, 2007). Third, the hypothesis forming phase of pronunciation which is a matter of abstract conceptualization heavily relies on the previous phase- noticing and feedback – to fill the gaps between what one tried to pronounce and the real pronunciation of a given language. For

instance, willing to guess the pronunciation of new sounds (Eckstein, 2007). The fourth phase of pronunciation learning, which is named as the hypothesis testing, involves making alterations in pronunciation based on new assumptions as to change speed of speech. This phase is highly linked with the stage of action based on new conceptualization. The last group of strategies, motivation that is regarded as crucial element to learn the pronunciation of a given language, is concerned with, for instance, knowing how to cut down pronunciation anxiety, concentrating on word stress, etc. (Eckstein, 2007).

Pawlak (2010), based on such previous foundations as Cohen and Dornyei's (2002) classification scheme of LLS, some books and periodicals dedicated for pronunciation instruction, tailored items from Strategy Inventory for Language Learning (SILL) of Oxford (1990), and prior enquires' (investigations) outcomes concerning PLS, provided the latest taxonomy of PLS that consists of four major categories which, in turn, represent some tactical processes. These categories are: metacognitive, cognitive, affective, and social PLS. In his classification, Pawlak (2010) pursued O'Malley and Chomot's (1990) taxonomy of LLS in which memory and compensation learning strategies that are advocated by Oxford (1990) are included beneath cognitive group. This latter, became the most complicated category in Pawlak's (2010) classification since it comprises an absolute number of strategy tactics pertaining particularly to pronunciation learning. In other terms, it reflects the fact that it includes actions and thoughts that are concerned with training FL pronunciation. Moreover, he kept Oxford's (1990) partition of affective and social strategies.

2.7. Studies on pronunciation learning strategies

Pronunciation learning strategies is that field of study that correlates learning strategies and the pronunciation learning process. Few studies whose main focus merely on pronunciation have been recently conducted by Peterson, 1998; 2000; Derwing and Rossiter,

2002; Vitanova and Miller, 2002; Obsurne, 2003; Berkil, 2008; Muhammad, 2014; Rokoszewska, 2012; among others.

In her investigation of the affiliation between pronunciation ability and learning strategies, Peterson (1998), based on the edited version of Oxford's (1989) SILL that contains twenty supplementary items pertaining especially to pronunciation learning, claimed that twenty-three PLS are new in the sense that they were not formerly recognized in the literature. Altogether are categorized into six strategy issues: authentic/functional practice strategies, pronunciation and memory, affective and memory strategies, cooperation strategies, and another unnamed issue (Peterson, 1998). Of those strategies, only the first two are absolutely related to pronunciation ability.

Peterson (2000) conducted a research on eleven mature learners; nine of them were females, of Spanish as SL or FL. Through the use of diaries and interviews, Peterson emphasized the identification and categorization of PLS. So, in diaries, learners wrote whatever kind of learning strategies they have utilized to learn the TL pronunciation. Then, they were supposed, after a limited time (approximately twenty-two days), to explain their written notes concerning PLS. yet, their explanations were, again, written in the diaries. Furthermore, three interviews were submitted to three groups of students having different grades (beginners, intermediate and advanced) mainly to find out their best ways of enhancing Spanish pronunciation.

At the end, her investigation (2000) revealed the use of forty-three pronunciation learning tactics (PLT); twenty-one of which were utilized only to learn pronunciation which were then all classified into twelve strategies with reliance on Oxford's (1990) typology scheme of LLS. Those strategies were not equally used by the participants; in that, the cognitive strategy devices were mainly applied by the learners especially those that were

included under the two strategies which are practicing naturalistically and formally practicing with sounds. Whereas, strategies or tactics from memory, compensation, and affective groups were rarely used, if at all.

The best merit of Peterson (2000) study is that it enlarges the number of PLS or PLT and appropriately grouping them into a clearer useful classification scheme.

The second selected study dealing with PLS is that of Derwing and Rossiter (2002). They also conducted a research on one hundred (100) ESL mature immigrant students at college level to test how they perceive pronunciation while considering their needs and to identify the preferable pronunciation strategies they use to cope with pronunciation problems and language communication failure in natural settings. The study was based on predetermined interview, lasted about one hour and a half, in which students were required to respond to its items individually. It was mixture of: 1) questions opened to interpretations for students to reflect on their experiences when facing verbal interaction difficulties and the specific pronunciation strategies they use to maintain the flow of conversational communication, and 2) close-ended questions.

Derwing and Rossiter (2002) found that among the pronunciation strategies that participants were utilizing to solve their communication problems are seven principle strategies. They are concerned with: rephrasing, writing down and spelling, repeating to oneself, high voice pitch, slowing pace, and talking obviously in addition to other idiosyncratic strategies that were employed by few students. In other words, a new different set of Pronunciation strategies emerged from those strategies. To explain more, rephrasing was the first strategy to be used by almost students whereas the other strategies were used in degrees. Concerning the pronunciation difficulties students faced while communicating, as

interviewees reported, they are due either to the useless instruction they have ever received or to not getting the appropriate necessary lessons as well as the state of being anxious or angry.

In the same line of thought, Vitanova and Miller (2002) made a pilot study to identify students' perceptions of pronunciation regarding the instruction they were receiving. That study enabled the researchers to understand more the elements of pronunciation teaching and the strategies that are worthy to be used by the learners. Though the students, having different native languages "Chinese, Korean, Spanish, Taiwanese, Greek, French, and Indian" (Vitanova& Miller, 2002, para.5), have been previously taught English as a L2, they were not all competent in that language. The participants who were asked many questions about the processes they applied to enhance their pronunciation were put into three groups and given a pronunciation lesson that lasted forty-five minutes. The study revealed that learners' awareness should be raised concerning pronunciation instruction elements. For instance, the learners should emphasize both phonetic and phonological aspects of pronunciation because these latter help them control their speaking and involve other metacognitive strategies. In addition, such strategies were applied while learners were attempting to pronounce English successfully as metacognitive strategies which, in turn, includes correcting oneself when making mistakes or listening attentively to natives' speech and imitating them. Another good strategy, Vitannova and Miller (2002) found out, is practicing pronunciation outside in natural settings especially with native speakers. Furthermore, one important fact revealed from that research is that learners' negative feelings such as anxiety, hesitation and annoyance lead to poor pronunciation learning. Moreover, the researchers (2002) concluded that "As ESL professionals we should teach students how to learn pronunciation, not just how to produce sounds or patterns." (para.31).That is to say, teachers or inspectors have to show students the appropriate way of learning pronunciation as how to apply PLS not concentrating only on the teaching process.

Osburne, (2003), as well, investigated PLS of fifty advanced ESL learners having different mother tongues. The majority of them were girls. The research was mainly based on recording students' monitored conversations in which the instructor intended to ask students some questions that involve them in thinking aloud protocol, i.e. they describe their thinking processes while talking. For example, they were asked to speak for few minutes about their own history of learning the spoken production. Their speech was recorded for the coming steps. After that, the learners were given the chance to practice pronunciation three times by repeating few sentences from the recorded passage and in each attempt; they were supposed to make improvement. While students were attempting to improve their pronunciation, they actually used some strategies though the time was not sufficient for doing so. Based on that, Osburne (2003) suggested eight main Pronunciation strategies that are: global articulatory gesture, local articulatory gesture or single sound, individual syllables, clusters below syllables level, prosodic structure, individual words, paralanguage and memory or imitation. Among those strategies the latter was the most frequently used strategy as the learners tried to control their speech.

Berkil (2008), as well, conducted a much more detailed research on forty-first year EFL Turkish college learners to identify PLS and to find out the link between PLS implementation and pronunciation capacity as well as proficiency level together with other effective factors. She submitted a questionnaire to students based on Peterson's (1997) SILP that includes forty-four strategy items belonging to six main groups (memory, cognitive, compensation, metacognitive, affective and social strategies) but after making some modification; that is, reforming the strategy items into meaningful sentences, adding or omitting some strategy items, regrouping few sub- strategies and renaming the last group from being social to becoming cooperational. Berkil (2008) used, also, two pronunciation

activities, that require the learners to experience pronunciation, to test their pronunciation capacities.

Berkil's (2008) study revealed that affective strategies were mostly used by the learners by contrast to metacognitive strategies that were less preferable. The largest number of strategy items that were mostly employed is belonging to the cognitive group. In addition, among the eleven additional strategy items revealed at that study, just two tactics were highly utilized. Moreover, all those strategies were neither applied too often nor too rarely by EFL Turkish students. Perhaps, this is due to the fact that they received little English pronunciation instruction and strategy guidance both prior and at university studies.

Concerning the relationship of the PLS that were used by the participants and their pronunciation capacities, it did not exist; that is to say, the students' proficiency level did not affect the choice and frequency of using PLS. In other words, there was no slight difference in using SILP between proficient and less proficient learners in terms of the pronunciation aspect. However, the only link, Berkil (2008) found, was between the learners' pronunciation competence and their age and length of studying English for many years. Furthermore, the only factor, at that study, that influenced PLS use was gender.

In the same line with Eckstein's (2007) classification of PLS, Muhammad (2014) examined the use of PLS among fourth year EFL university students and found that PLS were all applied by the participants but with different frequencies. In other words, learners applied input/practice strategies more than the other strategies (noticing/feedback, hypothesis forming and hypothesis testing).

In another study, Rokoszewska (2012) sought precisely to investigate the role of PLS on English vowels production (acquisition of English vowels) among first year students of English. He found that the learners while attempting to learn pronunciation, they mostly

applied indirect strategies though they were infrequently using them. That can be explained in terms of both lack of strategy training on the part of the learners and not having earlier official pronunciation lessons. In addition, students were extremely using cognitive sub-strategies that were implicitly taught throughout classroom tasks such as; phonetic practices and transcription activities rather than strategies that require them to perform naturalistically which, in turn, a sign of students' reliance, to a certain extent, on the teacher and being oblivious that classroom drilling alone is inadequate to learn pronunciation. Moreover, Rokoszewska (2012) highlighted the importance of PLS in articulating the English vowels though their correlation is still weak which denote that there are other intervening factors which affect FL acquisition.

2.8. The Role of Pronunciation Learning Strategies in Pronunciation Learning

Language learning strategies, in general, play an important role in the process of ESL or EFL learning especially when learners are trained to use those strategies. Put another way, training can raise students' awareness concerning the strategy use which, in turn, may support their autonomy, independence, and self-orientation towards language learning (Oxford, 1990). So, when strategy training is related to pronunciation learning, PLS will function as a useful means to make learners more confident pronouncers since these strategies would enable them to discover their pronunciation strengths and limitations (Vitanova& miller, 2002). More clearly, strategies "can increase learners' language proficiency, self-confidence and motivation" (Oxford, 1990, p.236). Building on this fact, PLS can enhance learners' pronunciation proficiency and lead to better pronunciation acquisition. In addition, PLS can reflect learners' motivation to improve their pronunciation skills and the desire to be fluent pronouncers.

All in all, such studies as Berkil, 2008; Derwing and Rossiter, 2000; Eckstein, 2007; Obsurne, 2003; Peterson, 2000; and Vitanova and Miller,2002 which are interested in PLS field suggested a positive impact of those strategies on ESL or EFL Pronunciation learning. Vitanova and Miller (2002) emphasized the role of socio-affective strategies in reaching good pronunciation acquisition. Furthermore, PLS do not only function largely in improving pronunciation instruction (Peterson, 2000); besides, few of PLS such as noticing others mistakes, may help to interpret learners' pronunciation ability. Moreover, when PLS is linked to pronunciation instruction, it increases the mechanical pronunciation skills of the learners without the teacher help (Muhammad, 2014). In other words, PLS are capable of helping learners to develop their pronunciation outside classroom where they are not limited with time as in the academic settings. That process might results in better pronunciation acquisition. In addition, in two separate studies conducted on Thai students of English and first year university students, it is noticed that PLS training leads to high pronunciation certainty and intelligibility. Concerning metacognitive, social and affective strategies, when students are trained in these strategies, their consciousness and attitudes towards pronunciation change positively. In addition their pronunciation quality is enhanced (Varasarine, 2007; Boukowski, 2004 as cited in Pawlak, 2010).

Conclusion

To sum up, this chapter is concerned with researching for various aspects of LLS with relation to TL pronunciation learning. The first part sheds light on LLS' definition, characteristics, classification, and some factors that affect the use of LLS. The second part focuses on PLS' definition and classification, studies on PLS and ends up with the role of PLS in learning pronunciation. In general, PLS are considered as the main means to a successful pronunciation learning as they reinforce learning both directly and indirectly. They,

therefore, help learners to better learn pronunciation as they are involved in the learning process.

CHAPTER THREE:
FIELD INVESTIGATION
ON IDENTIFYING
PRONUNCIATION
LEARNING STRATEGIES

Introduction

The purpose of this chapter is to identify the PLS used by learners and to check or investigate the research hypotheses that are mainly concerned with the effect of learners' use or awareness of PLS on their pronunciation learning. In order to realize this purpose, the two research procedures: the students' questionnaire and teachers' interview are used. The questionnaire is administered to collect data about the students' use of PLS. Teachers' interview aims to enlarge the data gathered by the questionnaire and to get insights into teachers' perceptions and attitudes concerning the learners use of PLS and their awareness about the importance of those strategies in enhancing students' pronunciation level. The present chapter begins with the description of the two means of data collection: the students' questionnaire and the teachers' interview. It is followed by the presentation of the population and the sample. After that, the results obtained are reported and analyzed using tables and circles, and the findings are discussed. To end up, some pedagogical implications, limitations and recommendations are stated.

3.1. Means of Data Collection

It is worth reminding that the present study sets out to identify the PLS that are used by first year LMD students at Mila university Centre. The present chapter is meant to sketch the process of gathering the necessary data for carrying out this research project. In this regard, the main utilized means of research are a students' questionnaire and a teachers' interview.

First, the students' questionnaire aims at eliciting the strategies that the students use to learn pronunciation and to find out the most used strategy groups. We opted for a questionnaire, whereby the respondents are required to supply written answers, because Richards (2001) claimed that "questionnaires are easy to administer and information can be

obtained from large numbers of responses” (p.301). In addition, questionnaires are easy to analyze especially when they include close-ended questions. The questionnaire submitted in this study consists of close-ended items because learners, generally, avoid responding to open questions that require them to think and they usually consider them as time demanding.

For the teachers’ interview, we opted to use the structured one in order not to go far from the major objectives of the research. It contains questions open to interpretation so as to give a chance for the teachers to answer freely and give justifications to their answers.

3.2. Population and Sample

The target population is first-year University English students who are assigned to seven groups. The whole population includes 231 students. The sample, therefore, consists of 40 English students who belong to two groups of first year English students at Abdelhafid Boussouf University Centre- Mila. The sample includes both males and females to eradicate gender- biased effects on the students’ answers. We decided to choose first year students to carry out our study due to the fact that they are beginners and they have not acquired yet the English pronunciation, therefore, the possibility of using the learning strategies as a means to learn pronunciation is highly expected. Concerning the sample of teachers, it contains only two English teachers of Phonetics in the Department of Foreign Languages at the same University Centre. Apparently, such a sample can be regarded in itself as a population at this University because they are the only teachers of Phonetics of the first year. Though we felt the necessity to enlarge this sample, it was not possible because looking for other similar samples from other Universities would bias the results since the teaching/learning environments are different. Furthermore, incorporating teachers of Phonetics of the second year in the sample may also bias the results because

those teachers may not be aware of the strategies used by the participants who are enrolled in the first year.

3.3. Students' Questionnaire

Students' questionnaire is a means of research utilized for gathering qualitative and quantitative data to see their ways and strategies of learning pronunciation. It may also provide us with the most used strategy group of PLS; i.e. memory, cognitive, compensation, meta-cognitive, social, and affective strategies. Special attention is given to the level of agreement or disagreement about the students' use of PLS.

The questionnaire is administered to a sample of forty first-year English students (at Mila University Centre) which is randomly selected from seven groups of English classes. The chosen sample includes both males and females.

3.3.1. Description of Students Questionnaire

After making some editions to the questionnaire, its items decreased from twenty-six to twenty. For instance, questions as “which aspect of phonetics do you find more difficult to learn segmental or suprasegmental?” were omitted because first year students, at the time of answering the questionnaire, had not yet studied seprasegmental features. Other items were also deleted because they sounded repetitive. So, the final version of the questionnaire involves twenty questions split up into three parts. The first part is devoted to students' background information. The second one contains general questions about learners' strategies to learn pronunciation. The last part bears upon some specific strategies used by learners to learn pronunciation. Each part includes a set of scale questions that provide learners with a series of options to answer from, one open-ended question, and

another (yes/ no) question. It is worth noticing that the questionnaire was administered to participants during a study time; so, the return rate was 100%.

Part One: Background Information (Q1to Q5)

The first part of the students' questionnaire consists of five questions. They are directed for knowing the learners' sex and age (Q1), learners' interest of learning pronunciation (Q2), levels of difficulty and the more difficult aspect of learning pronunciation (Q3 and Q4), and learners' pronunciation levels (Q5).

Part Two: General Questions about Learner's Strategies to Learn Pronunciation (Q6 to Q9)

The purpose of the second part is to elicit learners' general strategies utilized for learning pronunciation (Q6), Learners' regular use of PLS (Q7), learners' ways to deal with unknown pronunciation of new English words (Q8), learners' strategies used in case of pronouncing a word incorrectly or having difficulty pronouncing it (Q9).

Part Three: Specific Pronunciation Learning Strategies (Q10 to Q20)

In this part we wanted to rely on Oxford's (1990) classification scheme of LLS because it is the most detailed and comprehensive taxonomy among the other classifications. It includes such strategies as memory, cognitive, compensation, metacognitive, affective, and social strategies. The following items, which followed the aforementioned classification, tend to identify some specific pronunciation strategies that are categorized into: 1) memory strategies (Q10 and Q11), 2) cognitive strategies (Q12 to Q15), 3) meta-cognitive strategies (Q16 to Q18), 4) social strategies (Q19), and finally affective strategies (Q20)

3.3.2. Data Results and Analysis of Students' Questionnaire

Part One: Background Information

Q1: Put a tick in the right answer?

Gender	Number	Percentage (%)	Age	Number	Percentage (%)
a)Males	05	12,5%	a)17-23	40	100%
b)Females	35	87,5%	b)24-more	00	00%
Total	40	100%	Total	40	100%

Table 3.1: Students' Gender and Age

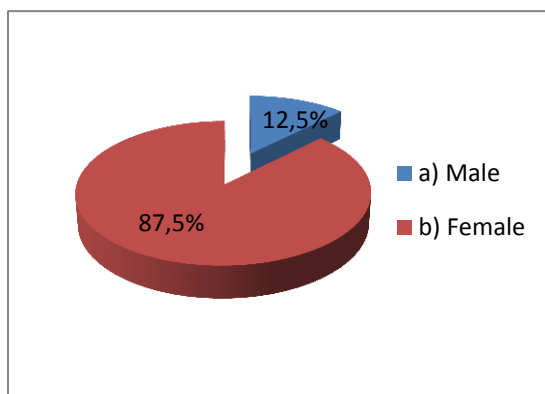


Figure 3.1: Students' Gender

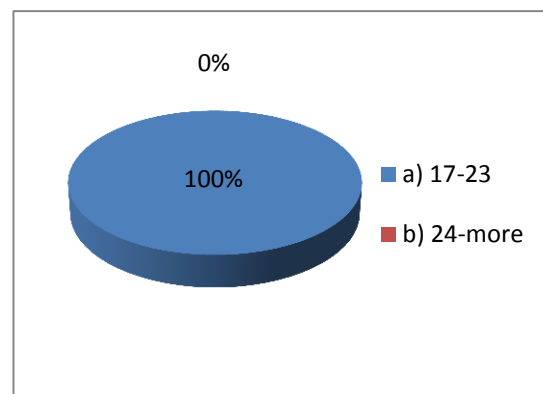


Figure3.2: Students' Age

We can notice from table 3.1 that the overwhelming majority of the participants (87, 5 %) are females and few of them (12, 5 %) are males and that all the participants' age ranged between 17-23 years old which indicates that most of the students are beginners and that strategy use may approximately be the same among all of them. In other terms, there are no students who have previously experienced using PLS. Still, there is a probability

that some students are better at using particular strategies in particular situations than others.

Q 2: Are you interested in learning the English pronunciation?

Options	Number	Percentage (%)
a) Yes	38	95%
b) No	02	05%
Total	40	100%

Table 3.2: Students’ Interest in Learning English Pronunciation

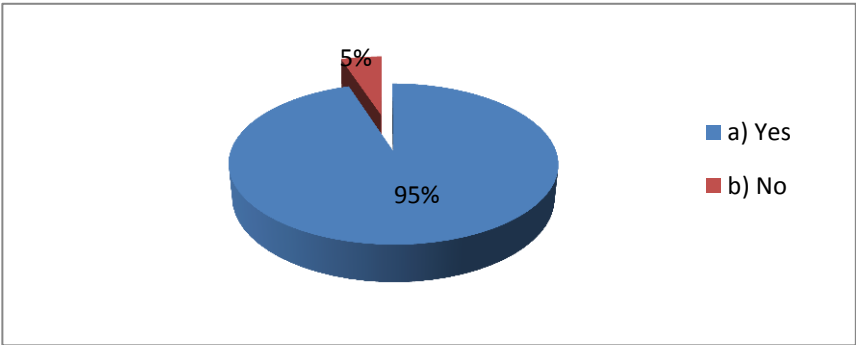


Figure 3.3: Students’ Interest in Learning English Pronunciation

The table 3.2 shows that the majority of learners (95%) are interested in learning the English pronunciation, the thing that leads them to use various learning strategies to improve their pronunciation accuracy and fluency. However, those who are not interested in learning it (5%) show less agreement to utilize PLS.

Q 3: How difficult is it for you to learn the English pronunciation?

Options	Number	Percentage (%)
a) Not so difficult	15	37,5%
b) Somewhat difficult	24	60%
c) Very difficult	01	2,5%
Total	40	100%

Table 3.3: Learners' Levels of Difficulty in Learning Pronunciation

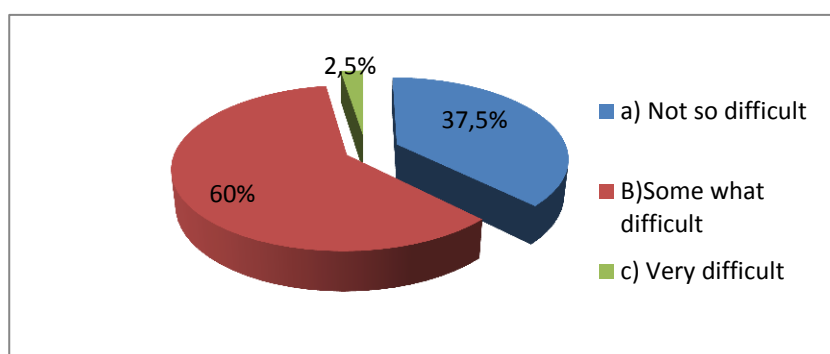


Figure 3.4: Learners' Levels of Difficulty in Learning Pronunciation

It is worth noticing, from table 3.3 that 60% of the students found the process of learning pronunciation difficult. In addition, 2, 5% of them regarded it even more difficult. In fact, this difficulty may have an advantage in increasing students' use of PLS to eradicate all pronunciation problems that they, generally, face or suffer from. However, the rest 37% of them considered it not so difficult. This easiness does not neglect the fact that they utilize PLS to enhance their pronunciation ability.

Q4: Which aspect of pronunciation do you find more difficult to learn?

Options	Number	Percentage (%)
a)Phonetics	11	27,5%
b)Phonology	13	32,5%
c)Both	16	40%
Total	40	100%

Table 3.4: Learners' More Difficult Aspect of Learning Pronunciation

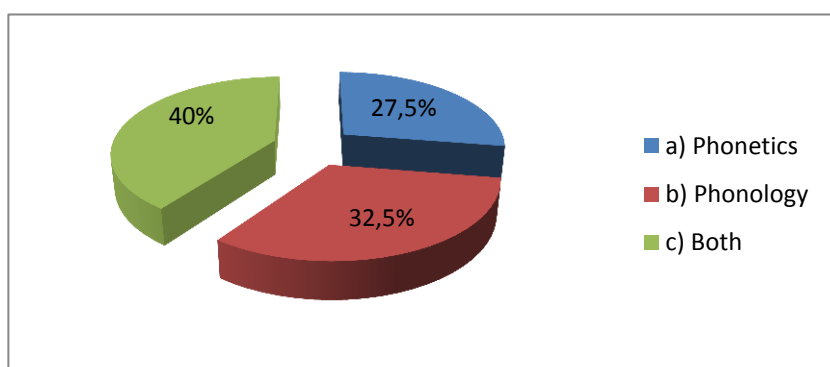


Figure 3.5: Learners' More Difficult Aspect of Learning Pronunciation

As we see in table 3.4 above, all the participants have difficulty in learning pronunciation but in degrees. The highest percentage of the students (40%) found difficulty in learning both phonetic and phonological aspects of pronunciation whereas (35, 5%) of them considered phonology as the most difficult aspect. By contrast, the lowest percentage (27, 5%) of the students had more difficulty in the phonetic aspect. These results can lead to saying that those students either lack both the phonetic and phonological knowledge; i.e. they are not aware of their features, patterns and rules, or they did not have the chance to work on their pronunciation before.

Q5: How do you consider your pronunciation level?

Option	Number	Percentage (%)
a)Very good	02	5%
b)Good	20	50%
c)Average	13	32,5%
d)Poor	05	12,5%
Total	40	100%

Table 3.5: Students' Pronunciation Levels

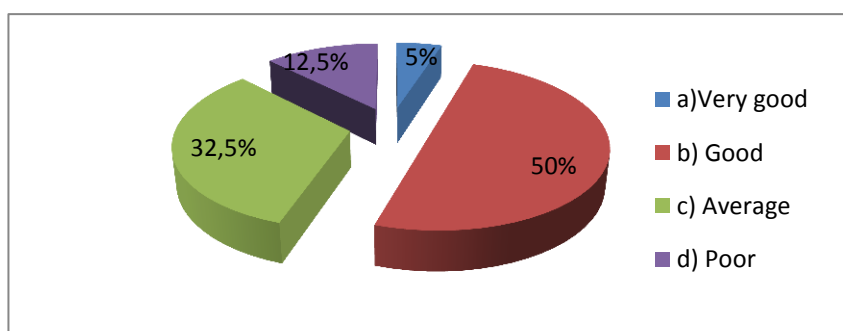


Figure 3.6: Students' Pronunciation Levels

Table 3.5 shows that half of the participants (50%) considered their pronunciation as good and only 5% regarded theirs very good. This denotes that the students' levels push them to work more to develop their pronunciation skill. However 32, 5% of the students thought that they have an average level in English pronunciation and 12, 5% of them just believed that their pronunciation level is poor. This latter demonstrates that students face much more pronunciation problems in comparison to the former and that they are in a great need of some learning strategies that will help them overcome those problems.

Part Two: General Questions about Learner’s Strategies to Learn Pronunciation

Q 6: How do you, generally, learn English pronunciation? (Pick only one answer)

Option	Number	Percentage (%)
a) Reading books	05	12,5%
b) Using dictionaries	09	22,5%
c) Using media	09	22,5%
d) Listening to native speakers	04	10%
e) Listening to songs	12	30%
f) Other	01	2,5%
Total	40	100%

Table 3.6: Learners’ General Ways of Learning Pronunciation

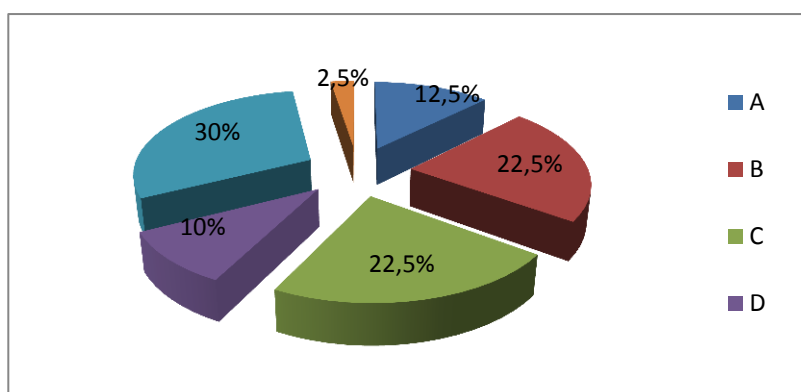


Figure 3.7: Learners’ General Ways of Learning Pronunciation

We can notice from the results in table 3.6 that listening to songs is the most utilized strategy by the students with the highest percentage (30%) followed by two other strategies, those of using dictionaries and media, in less equal percentages, (22,5%) for each. However, students seem to rarely use the “reading books” and “listening to native speakers” strategies since they appear with low percentages (12,5%) and (10%) respectively. Only two and a half percent (2, 5%) of the students tend to follow

“interacting with natives or fluent speakers” strategy. These differences in using strategies allow us to note that perhaps students use the strategies that go hand in hand with their preferences and general learning styles.

Q 7: What are the learning strategies that you usually use to learn pronunciation? (You can tick more than one answer)

Option	Number	Percentage (%)
a) Rote learning by repeating a word several times	17	42,5%
b) Using mechanical techniques as using flash cards	05	12,5%
c) Doing phonetic transcription exercises	21	52,5%
d) Self-monitoring	09	22,5%
e) Encouraging oneself to speak in English	26	65%
f) Cooperating with peers or advanced users of the English language	20	50%

Table 3.7: Learners’ Most Used Strategies

This table shows the participants’ selection of more than one answer according to their preferences of using PLS. As it is shown, encouraging oneself to speak in English is

the most frequently utilized strategy with a percentage of 65% in the sense that it is highly related with motivation which is, in turn, a very important element in language learning, in general, and pronunciation learning, in particular. This strategy is included under the affective strategy group. In addition, 52, 5% of the students prefer doing phonetic transcription exercises strategy which is, in turn, considered as a cognitive strategy. Cooperating with peers or advanced users of English language is a social strategy; it is, also, one of the most frequently used strategies as 50% of the respondents suggested utilizing it more than rote learning by repeating a word several times which is opted for in a less percentage of 42,5%. The strategy of self-monitoring that is, generally, used by only 22, 5% of the students as well as the strategy of using mechanical techniques as using flash cards that rates 12, 5% of them are categorized under the meta-cognitive group and they are the least frequently used in contrast to the previously mentioned ones. From this point, it can be noticed that the majority of students avoid using the meta-cognitive strategies that require them to use higher mental processes as to think about one's thinking.

Q 8: When you encounter a new English word that you do not know how to pronounce, you: (you can pick more than one answer).

Option	Number	Percentage (%)
a) Try to produce a word/a sound using your native system	09	22,5%
b) Guess its pronunciation(on the basis of its spelling)	13	32,5%
c) Compare it to similar words that you already know	18	45%
d) Ask for help(peers or teacher)	21	52%
e) Use the dictionary	25	62,5%
f) Other	00	00%

Table 3.8: Learners' Ways to Deal with Pronunciation of New Words

It is clearly noticeable from the results in the table above that almost the students use all the strategies to deal with an unknown pronunciation of new words, yet those strategies are used in various degrees according to their preferences. So, the majority of the participants (62, 5%) tend to use the dictionary to check the right pronunciation of unknown words. They believe that words' pronunciation equal words' transcription not spelling as some of the participants (32,5%) think. In that, they try to guess the pronunciation of the new words on the basis of their spelling. Moreover, a minority of the students (22, 5%), when encountering new English words, they prefer to articulate them

using the sound system of their native language. This permits us to state that cognitive strategies are highly applied by the students (the former strategy) while compensation strategies are rarely utilized (the latter strategy). This is not necessarily the final deduction because there are other strategy groups that are predominantly or rarely employed; for instance, asking for help from teachers or peers is, also, another strategy that tends to be used by some students with a percentage of 52% but it is included in the social strategy group.

Q9: When pronouncing a word incorrectly in English or having difficulty pronouncing it, what do you do? (Open-ended question)

Students' own answers	Number	Percentage (%)
a) Repeating and practicing	06	15%
b) Asking for the teachers' or students' help and using dictionaries	25	62,5%
c) Using audio dictionaries to listen to the right pronunciation	06	15%
d) Dividing the word into syllables and try to practice on them separately then together	01	2,5%
e) Listening to the teacher's pronunciation and repeat after him/her	02	5%
Total	40	100%

Table 3.9: Learners' Strategies in Case of Incorrect or Difficult Pronunciation

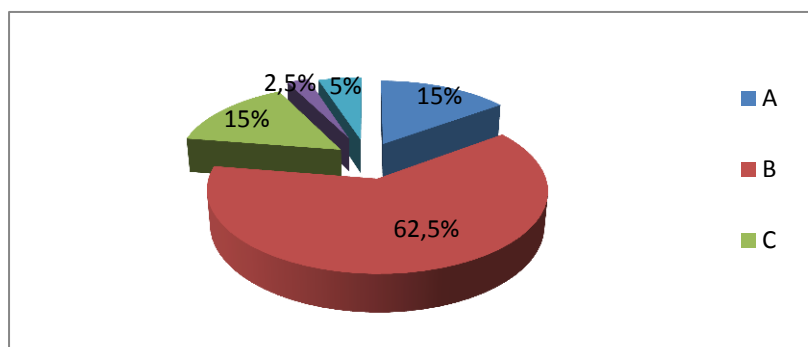


Figure 3.8: Learners' Strategies in Case of Incorrect or Difficult Pronunciation

We can read in table 3.9 that 62,5% of the learners suggests asking for teachers' or students' help and using dictionaries as the most useful strategies that they resort to in order to defeat the problem of mispronouncing the English words or to overcome the difficulty of pronouncing them. The two strategies are helpful; still, using dictionaries might be the best since it shows students' self reliance and autonomy. Concerning repetition and practice as well as using audio dictionaries strategies are equally utilized by the students, 15% for each. So, the students' little use of audio dictionaries can permit the conclusion that they are aware of the fact that this kind of dictionaries may hinder their pronunciation acquisition rather than promote it because, we noticed that, those dictionaries tend to provide various pronunciation accents that are different from the academic language pronunciation. The strategy of listening to teacher's pronunciation and repeating after him/her is not frequently used since only 5% of the students seem to apply it. Concerning the strategy of dividing the word into syllables and trying to practice on them separately then together, students prefer using it less because only 2, 5 % of them suggested it. The reason behind that, we suppose, is that this last strategy is a new one because it was not used before or documented in prior studies whereas the other strategies are, usually, known. Besides, this strategy, we think, is used only by poor students or beginners.

Part Three: Specific Pronunciation Learning Strategies

1) Memory Strategies

Q 10: To remember how to pronounce words, I make songs or rhymes.

Option	Number	Percentage %
a) Agree	29	72,5%
b) Partly agree	08	20%
c) Slightly disagree	01	2,5%
d) Disagree	02	5%
Total	40	100%

Table 3.10: The Strategy of Making Songs or Rhymes to Remember Words'

Pronunciation

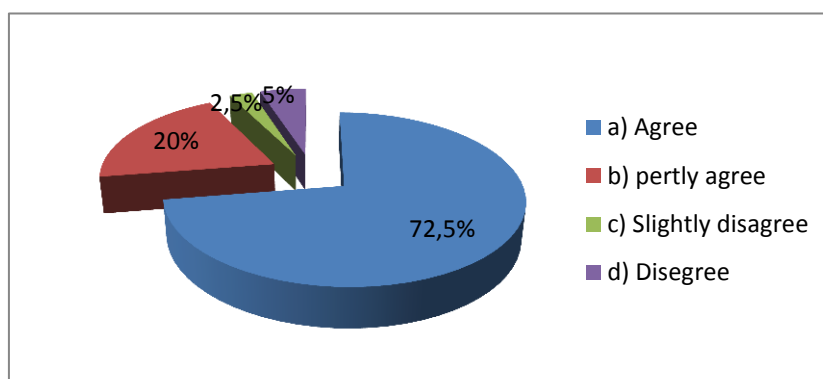


Figure 3.9: The Strategy of Making Songs or Rhymes to Remember Words'

Pronunciation

On the basis of the results shown above, it is clear that the majority of the learners (72, 5%) agreed with the idea of relying on songs or rhymes to better recall the pronunciation of words in addition to 20% whose agreement is partly and only few of them

showed their disagreement concerning that. In here, five percent (5%) of the learners totally disagreed and 2, 5% of them slightly disagreed. This leads to say that most of the participants might have a musical intelligence.

Q11: To know and remember how to pronounce words, I use the system of phonetic symbols.

Option	Number	Percentage %
a) Agree	20	50%
b) Partly agree	14	35%
c) Slightly	02	5%
d) Disagree	04	10%
Total	40	100%

Table 3.11: The Strategy of using the System of Phonetic Symbols

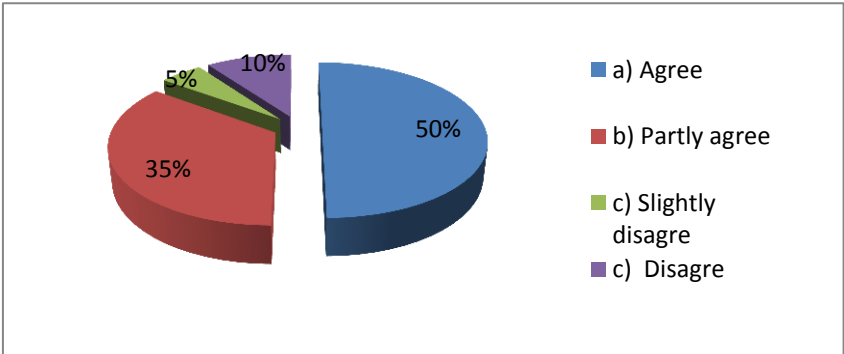


Figure 3.10: The Strategy of using the System of Phonetic Symbols

As can be seen from this table, the majority of the learners reported that they use the system of phonetic symbols as a strategy to know and remember the pronunciation of particular words. Precisely, fifty percent (50%) of them showed their agreement with that whereas 35% of them gave a partial agreement. This may indicate that those students

believe in the fact that pronunciation is better represented through phonetic symbols not through spelling. Apparently, only a minority of those learners seem not to care about it because they either slightly disagreed (5%) or showed total disagreement (10%). From this, we might say that few of the participants have difficulty to represent sounds by phonetic symbols.

So, it is obvious from the results displayed in both tables 3.10 and 3.11 that most of the students (61, 5% agreed and 27.5 partly agreed) are likely to employ memory strategies and only few of them (7.5% disagreed and 3, 75% slightly disagreed) prefer not to apply them (Consider the table below). It can be concluded that the reason behind students' tendency to use memory strategies is that these strategies may seem helpful as they do not require students to do more efforts or practice to learn the pronunciation of some words.

Memory strategies	Making up songs and rhymes	Using the system of phonetic symbols	Strategy average
Agree	72,5%	50%	61,25%
Partly agree	20%	35%	27,25%
Slightly disagree	2,5%	5%	3,75%
Disagree	5%	10%	7,5%
Total	100%	100%	100%

Table 3.12: Memory Strategies Group

2) **Cognitive Strategies:**

Q12: I try to exercise on my speech organs (lips, tongue) and observe in the mirror.

Option	Number	Percentage %
a) Agree	24	60%
b) Partly agree	05	12,5%
c) Slightly disagree	02	5%
d) Disagree	09	22,5%
Total	40	100%

Table 3.13: The Strategy of Exercising on Speech Organs and Observing in the Mirror

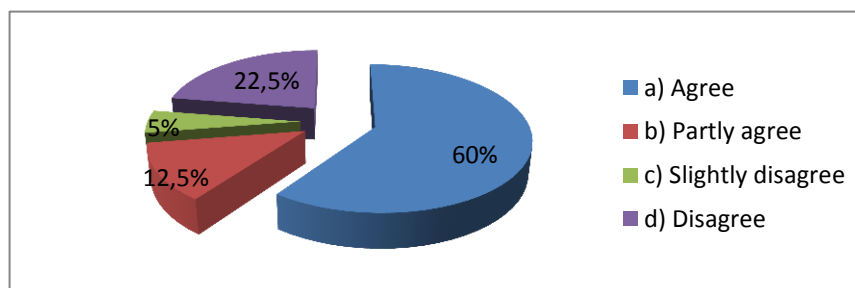


Figure.3.11: The Strategy of Exercising on Speech Organs and Observing in the Mirror

We notice that the majority of students (60%) seem to use the strategy of exercising on speech organs and observing in the mirror. In fact, it is a helpful strategy as students practice speaking and at the same time observe the mistakes and discover which speech organs they have problem with while trying to speak. In addition, 12, 5% of the students showed a partial agreement of using this strategy. However, the rest of them seem not to use this strategy in the sense that 12, 5% disagreed and very few 7.5% slightly disagreed.

This latter can indicate that the minority of those students either do not benefit from utilizing this strategy or the weaknesses that they have in learning pronunciation are not part of their speech organs; so that, they tend not to use them.

Q13: To better learn pronunciation, I try to notice teacher's or natives' mouth movements and imitate them.

Option	Number	Percentage %
a) Agree	24	60%
b) Partly agree	08	20%
c) Slightly disagree	03	7,5%
d) Disagree	05	12,5%
Total	40	100%

Table 3.14: The Strategy of Noticing Others Mouth Movements and Imitating them

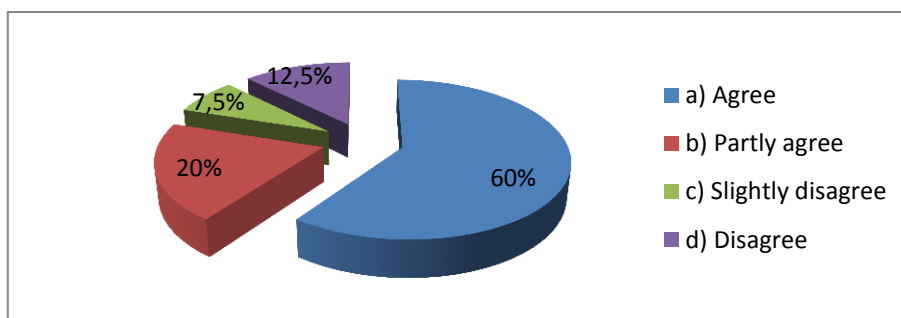


Figure 3.12: The Strategy of Noticing Others Mouth Movements and Imitating them

This table shows that 60% of the students employ the strategy of noticing others' mouth movements and imitating them to better acquire a native-like pronunciation, but only 20% of the respondents agreed partly. Still, 12, 5% of them expressed their disagreement vis-a-vis the use of this strategy and 7, 5% do not employ them at all; they disagreed totally. These results imply that most of the students prefer to learn pronunciation by seeing and that they are visual learners.

Q14: When I am seeking to acquire English pronunciation, I try to practice new sounds or sound patterns by repeating them, as often I think it is necessary, or by using them while speaking with others.

Option	Number	Percentage %
a) Agree	21	52,5%
b) Partly agree	11	27,5%
c) Slightly	04	10%
d) Disagree	04	10%
Total	40	100%

Table 3.15: Practice and Repetition Strategy

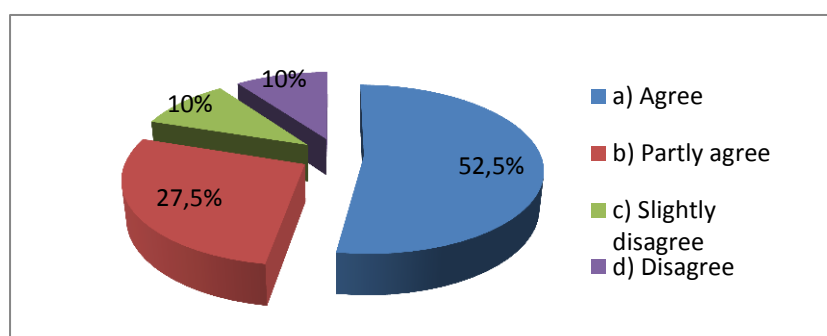


Figure 3.13: Practice and Repetition Strategy

We can notice from the previous table that the students are willing to practice and repeat a lot the new sounds or sound patterns in order to acquire a correct pronunciation since a high percentage of them (52%) stated their agreement in addition to other 27,5% of them who expressed a partial agreement. By contrast, only 10% of the participants gave the impression that they do not apply this strategy. Another 10% of these students disagreed slightly with the practice of using new sounds, while speaking, or repeating them several times. This demonstrates that students who tend to utilize this strategy, i.e. practice

the production of new sounds by repetition, are active learners who learn by doing; maybe they are kinesthetic learners.

Q15: To improve my English pronunciation, I memorize the pronunciation of the difficult words.

Option	Number	Percentage %
a) Agree	24	60%
b) Partly agree	07	17,5%
c) Slightly	01	2,5%
d) Disagree	08	20%
Total	40	100%

Table 3.16: The Strategy of Memorizing the Pronunciation of the Difficult Words

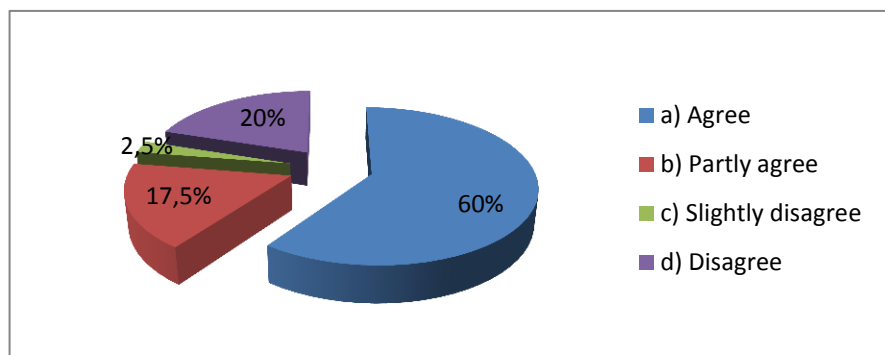


Figure 3.14: The Strategy of Memorizing the Pronunciation of the Difficult Words

It seems, as table 3.14 illustrates, that the majority of the participants (60%) agreed totally to utilize the strategy of memorizing difficult words and few of them (17, 5%) agreed partly with that. This leads to say that the learners have a high ability to memorize. However, 20% of them disagreed about its use and a very few percentage of these students 2, 5% also showed their disagreement but it is a slight one.

All in all, when looking at the cognitive strategies wholly as a group, and from the results represented in the previous four tables above 3.13, 3.14, 3.15, and 3.16, we discover that the majority of the students (58, 12% agreed and 19, 38% partly agreed) have a tendency to use the cognitive strategies to learn and acquire pronunciation whereas a low percentage of them (6.25% slightly disagreed and 16.25% disagreed) are not inclined to applying them. The students' frequent use of cognitive strategies is perhaps due to their belief that these strategies value practice and repetition which is a very important aspect of successful learning in general and pronunciation in particular. The conclusions are clearly represented in table 3.17 bellow.

Cognitive strategies	Exercising on speech organs and observing on the mirror	Noticing others moth movements and imitatig them	Practice and repetitio n	Memori- zing the pronun- ciation of difficult words	Strategy average
Agree	60%	60%	52,5%	60%	58,12%
Partly agree	12,5%	20%	27,5%	17,5%	19,38%
Slightly disagree	5%	7,5%	10%	2,5%	6,25%
Disagree	22,5%	12,5%	10%	20%	16,25%
Total	100%	100%	100%	100%	100%

Table 3.17: Cognitive Strategy Group

3) Meta-cognitive Strategies:

Q16: To work on my pronunciation, I try to practice by contrasting sounds (e.g. /b/, /p/; /f/, /v/; etc.)

Option	Number	Percentage (%)
a) Agree	16	40%
b) Partly agree	14	35%
c) Slightly disagree	05	12,5%
d) Disagree	05	12,5%
Total	40	100%

Table 3.18: The Strategy of Practicing Contrasting Sounds

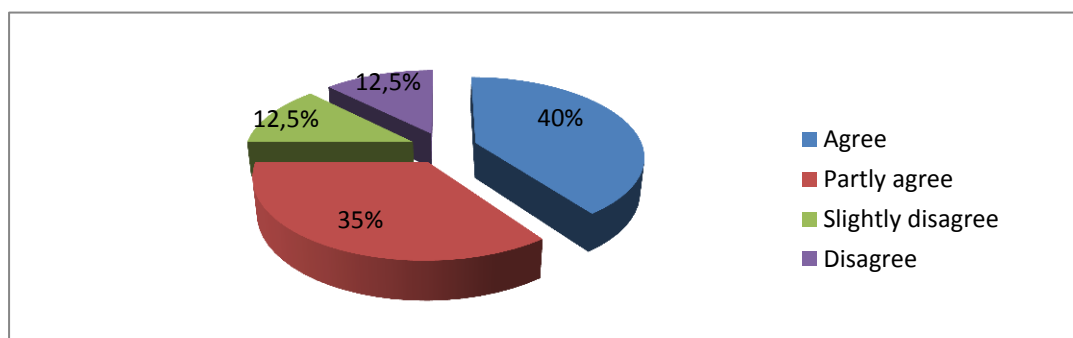


Figure 3.15: The Strategy of Practicing Contrasting Sounds

The strategy of practicing contrasting sounds, as demonstrated in table 3.18 above, is the preference of only 40% of the participants. Besides, another 35% of them also admitted their use of this strategy, though they agree only partly. However, 12,5% of them showed their disagreement and the same percentage disagreed slightly. So, what could be deduced from these results is that this strategy is more or less used by the students. In other words, it is more likely to be applied than neglected. We might say that this strategy is

useful especially for those students who have a difficulty in distinguishing between the similar sounds which differ only in one feature, for example, voicing as /p, b/.

Q17: I try to direct my attention to particular phonetic features that I have problems with.

Option	Number	Percentage (%)
a) Agree	26	65%
b) Partly agree	12	30%
c) Slightly disagree	00	0%
d) Disagree	02	5%
Total	40	100%

Table 3.19: Selective Attention Strategy

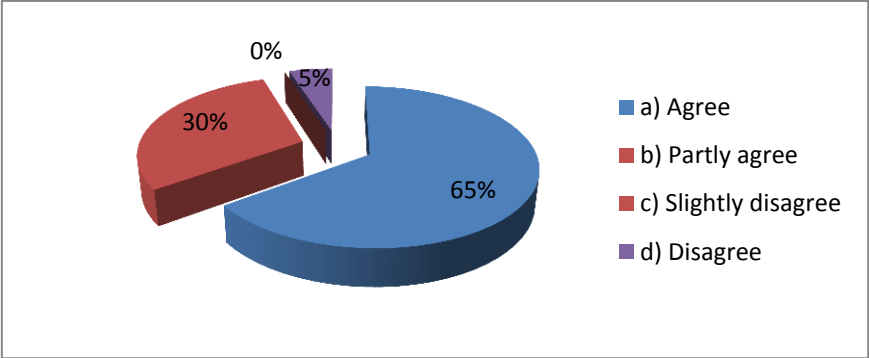


Figure 3.16: Selective Attention Strategy

This table shows that the majority of the participants agree that they direct their attention to the particular phonetic features which they have problems with when trying to learn English pronunciation. Concerning this, 65% of them gave total agreement and 30% partial agreement though only 5% seem to disagree. In here, we can say that this strategy is very useful and helpful for the students because if it were not, students would not have

accepted to use it. We can also say that this strategy may be used by good students as it engages them in thinking highly, a process which is a bit difficult for the poor students.

Q 18: I record my own voice to hear my pronunciation and check areas of weaknesses.

Option	Number	Percentage (%)
a) Agree	26	65%
b) Partly agree	05	12,5%
c) Slightly disagree	05	12,5%
d) Disagree	04	10%
Total	40	100%

Table 3.20: Recording Own Voice and Checking Areas of Weaknesses strategy

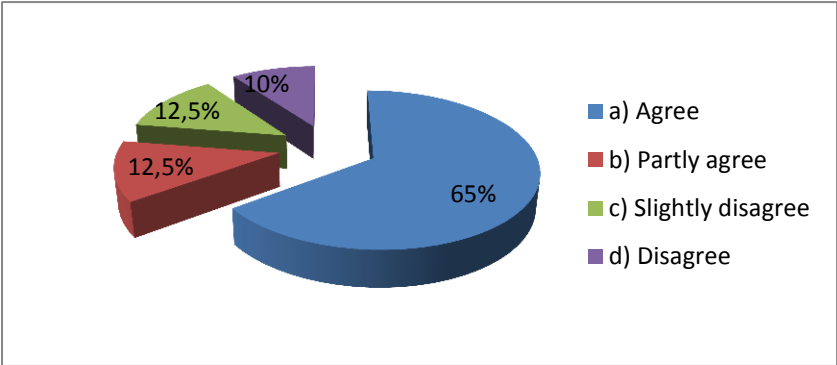


Figure 3.17: Recording Own Voice and Checking Areas of Weaknesses Strategy

As table 3.20 illustrates the highest percentage of the students (65%) states that they apply the strategy of recording one’s own voice to check areas of weaknesses; besides, 12, 5% of them partly agree to do so. The rest show their disagreement whether slightly with the percentage of 12, 5% or totally with the percentage of 10%. So, the majority of the students tend to utilize this strategy whereas the minority not. This strategy, as well,

requires students to do high mental processes the thing that leads us to say that they are good learners.

To sum up, regarding the results shown in the previous three tables 3.18, 3.19 and 3.20, it is noticed that the majority of the participants (56, 67% agreed and 25, 83% partly agreed) are willing to employ meta-cognitive strategies to better learn pronunciation whereas the minority of them (9, 17% disagreed and 8.33% slightly disagreed) have a tendency not to use them. By observing the results in table 3.21 below, we might deduce that the participants are good active learners or independent ones since this kind of strategies require them to think highly and work individually on their pronunciation by relying on themselves.

Meta-cognitive strategy	Practice by contrasting sounds	Selective attention	Recording one's own voice and checking areas of weaknesses	Strategy average
Agree	40%	65%	65%	56.67%
Partly agree	35%	30%	12,5%	25.83%
Slightly disagree	12,5%	0%	12,5%	8,33%
Disagree	12,5%	5%	10%	9,17%
Total	100%	100%	100%	100%

Table3.21: Meta-cognitive Strategy Group

4) Social Strategies:

Q19: When I am conversing with others (peers, teachers) in English, I ask for feedback on my pronunciation.

Option	Number	Percentage (%)
a) Agree	22	55%
b) Partly agree	06	15%
c) Slightly disagree	07	17,5%
d) Disagree	05	12,5%
Total	40	100%

Table 3.22: Asking for Feedback Strategy

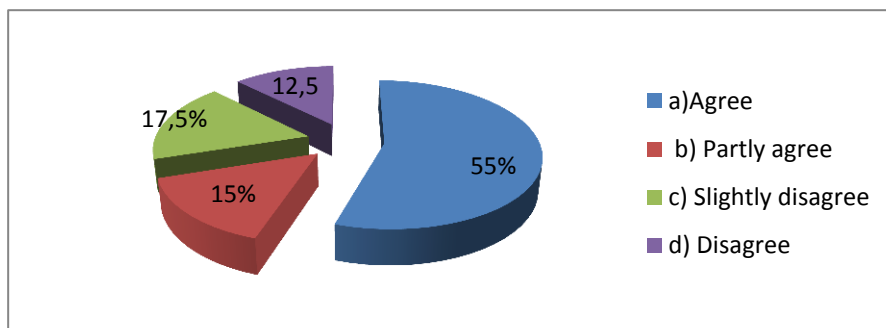


Figure 3.18: Asking for Feedback Strategy

We can understand from table above that more than half of the participants (55%) prefer to learn pronunciation by conversing with others using English and asking them for feedback and 15% of them reported having partial agreement. However, 17, 5% of those students suggested a slight disagreement. The lowest percentage of them (12, 5%) seems to refuse utilizing this strategy. This lead us to say that most of the students are sociable and

extroverts by contrast to the minority of them who are introverts and feel shy to speak or interact with others.

5) Affective Strategies:

Q20: I try to lower my anxiety when I speak (using sense of humor).

Option	Number	Percentage (%)
a) Agree	20	50%
b) Partly agree	07	17,5%
c) Slightly disagree	02	5%
d) Disagree	01	2,5%
No answer	10	25%
Total	40	100%

Table 3.23: The Strategy of Using Sense of Humor to Lower Anxiety

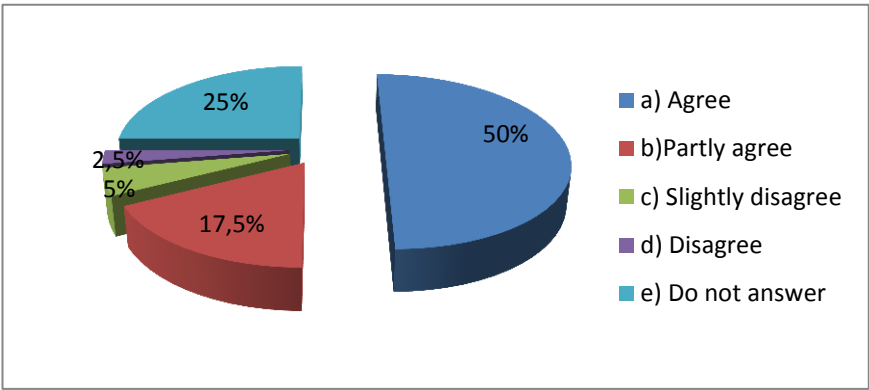


Figure 3.19: The Strategy of Using Sense of Humor to Lower Anxiety

It is noticeable from this table that half of the participants (50%) agreed to apply the affective strategy of lowering one’s anxiety when speaking by using sense of humor

especially concerning one's mispronunciation; besides, 17, 5% also agreed but partly. Moreover, very few of them indicate their disagreement with the use of this strategy: they both slightly disagreed with the percentage of 5% and totally disagreed with the lowest percentage of 2, 5%. Consequently, we may say that the majority of the students tend to use affective strategies while the rest claim using them very little. This might be due to the fact that the affective factor (emotions and feelings) is very crucial for most of the students to learn any language aspect especially pronunciation. However, this is not the absolute conclusion because there are 25% of the participants did not show neither an agreement nor a disagreement.

Strategy group	Memory	Cognitive	Meta-cognitive	Social	Affective
Agree	61,25%	58,12%	56,67%	55%	50%
Partly agree	27,5%	19,38%	25,83%	15%	17,5%
Slightly disagree	3,75%	6,25%	8,33%	17,5%	5%
Disagree	7,5%	16,25%	9,17%	12,5%	2,5%
Do not answer	/	/	/	/	25%
Total	100%	100%	100%	100%	100%

Table 3.24: strategy groups

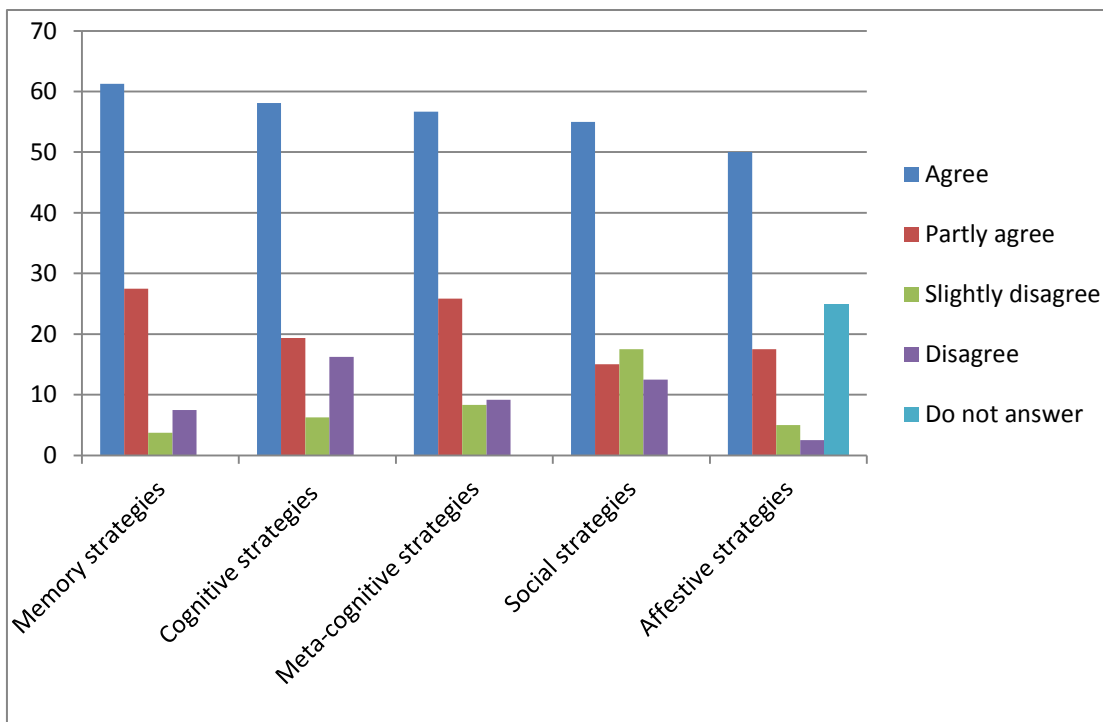


Figure 3.20: Strategy groups

By looking at the various strategies from the strategy groups' perspective, we can notice that all the strategies are extremely used in high percentages (from 50% and on) by the learners. However, what is worth noticing is that memory strategies are the most employed by the majority of the learners with the percentage of 61, 25% followed by cognitive strategies with 58, 12%, then meta-cognitive with 56, 67% and ending up with the social strategies (55%) and the affective ones (50%) as shown in the table above. The fact that students frequently use PLS is an indication of their self-reliance and autonomy.

3.4. Teachers' Interview

Teachers' interview is a means for collecting qualitative data from English phonetic teachers about their views and guidance concerning their students' use of PLS.

3.4.1. Description of Teachers' Interview

The teachers' interview consists of fourteen open-ended questions. It is administered to two teachers of phonetics who currently teach first year English students at Mila University Centre. The interview includes thirteen questions about the PLS that students generally use and the teachers' role in helping their students to apply them and one question related to the teachers' background information which aims to account for the teachers' experience in teaching English phonetics (pronunciation) (Q1). The other questions seek to determine the most important aspects of phonetics that should be taught (Q2), the difficulties that students, usually, experience when learning pronunciation (Q3), and the teachers' reactions towards students' difficulties (Q4). The fifth question (Q5) intends to know the reason behind the students' difficulties in learning the English pronunciation. In addition, some of these questions aim at knowing the teachers' perceptions about their students' ways of learning pronunciation (Q6), the most commonly used PLS either by students or by teachers to train their student using them (Q7), the teachers' attitudes to raise their students' awareness concerning the importance of using the PLS (Q8), the teachers' ways to guide students to the appropriate use of PLS (Q9), the teachers' views about the suitable ways of teaching students to apply PLS appropriately (Q10), the teachers' opinions about the importance of using PLS in improving students' pronunciation levels (Q11), and about the best strategy ever (Q12). Furthermore, question number thirteen (Q13) is allocated to one specific strategy of learning pronunciation which is "self-image in the mirror strategy" and evaluating its effectiveness. Finally, the last question (Q14) is concerned with the effectiveness of the other PLS.

3.4.2. Data Results and Analysis of Teachers' Interview

Relying on the results revealed from the interview analysis, there is only one teacher of our sample has a considerable experience in teaching phonetics which is seven years and

that allows her know much about what to focus on while teaching, what learning strategies the students generally use to learn pronunciation, what to do to guide them in using PLS. So, she seems to be competent in teaching the English pronunciation, whereas the other teacher has an experience of only two years in teaching phonetics. This fact does not mean that she does not know at all about the students' ways of learning pronunciation. Rather, although her experience is short, she showed her full awareness of PLS.

The two teachers tend to focus on the segmental features of phonetics while teaching, which concern with phonemes and their combinations and transcriptions, because they are generally guided by the program of the first year and the students' level as beginners. One of them valued the idea of directing students' attention to the suprasegmental features as aspects of speech because she believes that learners need to be aware of that and to know that there are world Englishes (different pronunciations and accents in different regions in the world) so that students do not feel confused. This is absolutely true because both segmental and suprasegmental aspects are paramount important in pronunciation learning and teaching. The other teacher explained that transcription is the worst weakness that students suffer from when learning pronunciation that is why she preferred to give it much attention during her teaching and that she considered it as the basis of learning pronunciation.

Phonetic transcription, teachers believe, is the most common problem that students frequently faced when learning the English pronunciation. In addition, one teacher reported some other barriers such as the mismatch between spelling and pronunciation forms like the difficulty of finding the hidden sound ,e.g. in the word suit, there is a hidden sound/j/. Besides, the memorization of vowels and diphthongs, the affective problems such as shyness and anxiety and the reliance on the mother tongue to produce sounds are among the problems that the students face. Moreover, the other teacher considered imitating others' pronunciation without knowing the right transcription of the words used in their speech as another serious

problem because they may speak in different accents which are different from the academic English pronunciation, the thing that may hinder students' pronunciation more than it might provide help. These difficulties may serve as an important reason behind the students' choice of strategy use, i.e. they choose strategies that help them to solve their difficulties. Typically, teachers react differently to their student's difficulties. To explain, one teacher, all the time, repeated the transcription of the given words and suggested using Oxford dictionaries to check the right pronunciation. Her reaction is due to her belief in the strong relationship between pronunciation and transcription whereas the other teacher proposed deriving students' attention to the particular pronunciation points and raising their awareness about the difficulties that they might encounter as the main solution. These teachers' reactions suggest that students need to use some PLS.

It is worth noticing that both teachers considered students' difficulties in learning pronunciation as a consequence of both the instruction and the learners' efforts. On the one hand, the previous teaching methods and the non-native teachers' mispronunciation that resulted in bad learning experiences which, in turn, remained till the university stage, and even the current teachers' ways of teaching pronunciation, as well as some difficult lectures like the stress and the rules governing its use. On the other hand, learners' laziness and lack of practice, also, lead to some difficulties in learning pronunciation. In here, practice is required so that students use their own ways or strategies of learning. Hence, lack of practice automatically means lack of strategy use. Drawing on this, we can state that strategies have a considerable role in learning pronunciation.

Concerning the teachers' perceptions about their students ways of learning pronunciation, they agreed on the point that most of the students seem to rely a lot on memory strategies; in addition to some cognitive strategies as using media. This latter indicates that learners tend to focus on the accent rather than pronunciation as such. Furthermore, one

teacher observed that learners, also, regularly utilize social strategies as they consult their teacher as well as peers, at the expense of meta-cognitive and affective strategies that are used in less percentage. This may be due to the fact that meta-cognitive strategies necessitate learners' high thinking which is, in turn, deficient among almost all of them. In fact, they, we think, are used only by very good students. Regarding the affective strategies, they require students to have strong personalities to speak, the thing that is missing for the majority of them who find it difficult to overcome embarrassment and anxiety.

Typically, the answers of the two teachers came differently when asked about the most popular strategies the students use or they, as teachers, apply to train their students to use them; one of them asserted that the most popular strategies that are applied in learning or training learners to learn pronunciation are the cognitive ones especially the transcription strategy; whereas, the other teacher affirmed that memory strategies are the most common ones with great support from cognitive strategies. As she explained, pronunciation is not rule based; that is to say, students need to know the spelling of each word, its meaning and how it is pronounced. Even the available rules with their exceptions need to be memorized. Both teachers, also, try to grab use their students' attention to the other strategies (as the affective ones) but in less frequency. This is good for students to become more conscious about the implementation of these PLS.

The teachers provided various steps or ways to raise their students' awareness concerning the importance of using PLS. Both teachers agreed on the point of involving the learners to work together. One teacher suggested involving them in transcription exercises, advising them to use particular strategy as listening to songs, watching movies, and encouraging them to speak freely. By contrast, the other teacher affirmed mentioning the advantages of those strategies, showing students how to memorize the English phonemes, their combinations and how particular words are pronounced and asking them to do so as to

memorize the symbols of phonetic alphabet. In here, the teachers play an important role in helping students become familiar with those strategies and their appropriate use.

Teachers believed that the best way to guide and direct the learners to utilize the appropriate PLS is by encouraging them to learn pronunciation through listening to music and audio books in British accent or watching TV. This strategy can enhance the learners' pronunciation performance because language pronunciation is naturalistically and realistically presented by native speakers. Learning pronunciation can also be achieved by reminding them to look at the three criteria that help in words' memorization (words' meaning, pronunciation, and transcription), and by using those strategies or showing students, indirectly, the ways of using them in the sense that some students would not pay attention that a specific strategy is used or even that there are strategies to be learned. Consequently, learners train to utilize those strategies.

The two teachers confirmed that telling students how, when and why strategies should be used is to be done implicitly either in the form of an advice; speaking of their positive effect, or motivating learners to listen to others' pronunciation and practice. Among the techniques teachers use to raise the students awareness of PLS are: showing learners how to memorize similar sounds, how to deal with particular pronunciation problems and how to solve them, allowing them to use dictionaries to check the pronunciation of some words and encouraging them to guess it at other times, and trying to lower their anxiety. Yet, of course, this is done without naming those strategies or even mentioning that they are strategies used for learning pronunciation. In that, learners unconsciously apply PLS in the right way

In fact, the ways or techniques that teachers use to train or teach their students to use PLS, and to raise their awareness or direct them to use PLS are very useful in the sense that they are compatible with students' ways of learning pronunciation and they hint

approximately the main strategies that students need to use to better acquire FL pronunciation. So, the teachers play an important role in students' choice of strategy use i.e. when teachers involve the students to use particular PLS in particular situations whether consciously or unconsciously.

It is worth stating that both teachers emphasized the role of PLS in improving students' pronunciation skill (level). This is because one teacher asserted that they contribute to a great extent in enhancing learners' pronunciation and they can be considered as the basis. The other teacher; however, claimed that about 10% to 20% of the students' pronunciation can be improved thanks to PLS. As she explained, whenever students follow the correct transcription, they will make flashback to their mistakes.

Concerning the best PLS, teachers reported that there is no best or worst strategy to be used by the learners because the learners have different personalities, learning styles, preferences, likes and dislikes; so, what is useful and suitable for one may be inappropriate for another. In addition, they both agreed that, on many occasions, students benefited from one strategy rather than from the other. In this regard, one teacher proposed using dictionaries or imitating teacher's mouth movements as the most applicable strategy while the other teacher considered memory strategies as the most used without neglecting the remain of the other strategies. That is to say, all strategies complement each other and that it is better to rely on them all when trying to learn pronunciation .So, we can say that PLS are very helpful in learning pronunciation.

Finally, teachers evaluated the "self-image in the mirror" strategy using nearly the same words. They affirmed that it is a good and effective strategy in the sense that it can increase one's confidence as students will fix the shape of their speech organs in the correct position; besides, it helps overcome one's anxiety when talking to others and assists in

practice. Concerning the other strategies, the teachers believed that they are helpful but some provide more support than others. This is a reference to those strategies which help increase students' independence and autonomy such as memory and cognitive strategies without marginalizing the role of the other strategies.

3.5. Discussion of the Findings

After reporting and analyzing the results, it seems appropriate to move to some discussion and interpretation. Regarding the ultimate aim of the current research which is identifying PLS among EFL university students, the findings of both students' questionnaire and teachers' interview show that there are learning strategies used by students to learn pronunciation. In addition, they show that learners have different ways of learning pronunciation and several techniques of dealing with the pronunciation of difficult words. This variation is due to their ID such as their preferences, pronunciation difficulties, and pronunciation level. Concerning the other PLS, the sub-strategies or tactics that are included in different strategy groups (memory, cognitive, compensation, meta-cognitive, affective and social strategies) students tend to use all of them but in different degrees. There is some sort of convergence between teachers' perceptions concerning their students' common ways of learning pronunciation, the strategies that they use to train their students to apply them while learning pronunciation, and the students' real use of those strategies in the sense that memory and cognitive strategies are likely to be used by most of the participants unlike the others that are used in less percentages. Additionally, learners' questionnaire results show that compensation strategies as guessing the pronunciation of a given word and producing sounds using the native language sound system are rarely used by the students as they ranked the lowest. Furthermore, the teachers confirmed that they teach indirectly their students the way all those strategies are employed but with more concentration on memory, cognitive and

social strategies. The reason behind that is to raise students' awareness concerning the strategy use. Moreover, the students' pronunciation difficulties along with their teachers' reactions to their difficulties can guide students to acquire the appropriate strategies to be utilized to learn pronunciation.

Generally speaking, the findings discussed so far are compatible with the hypotheses that are formulated at the outset of the present study that are: first year English students at Mila University Centre do use various types of PLS to learn pronunciation; using PLS help EFL learners to learn pronunciation; the learners rely on some PLS more than others; and when learners use PLS, they become autonomous learners. In this regard, the results of teachers' interview show that training students and advising them to use PLS as well as raising their awareness concerning the importance of using those strategies help them to apply more strategies especially the ones that suit them best. Besides, both students' questionnaire and teachers' interview revealed that PLS improve, to a great extent, students' pronunciation as they contribute effectively in helping students to overcome their pronunciation difficulties. Concerning students' regular use of PLS and their more focus on employing memory and cognitive strategies such as self-image in the mirror strategy (or exercising on speech organs and observing in the mirror) reflect their self-reliance and independence in learning.

3.6. Pedagogical Implications, Limitations, and Recommendations

In the present study, we investigated PLS use among Mila University English students. The results revealed that students show their tendency to use all PLS but with more focus on memory and cognitive strategies because they believe that they are useful and helpful in the process of learning pronunciation. Pronunciation learning strategies can be used as a means to develop students' pronunciation that has become an urgent necessity in developing students' communication skills. In addition, teachers have to react to their students' pronunciation

learning difficulties, their misuse of PLS and they should raise their awareness concerning the importance of employing those strategies in enhancing the learners' pronunciation acquisition. Our study motivates the students to consider using PLS that are well-matched with their preferences and that help them to solve their pronunciation problems. Moreover, this research increases students' attention to become more autonomous and responsible learners by using those strategies. Besides, teachers' familiarization with students' strategies of learning pronunciation show them the way to deal with their students' learning situation appropriately.

Based on the theoretical grounds and the reported findings of the current study, which is an attempt to identify PLS among EFL university students, some suggestions are recommended for the readers of this research whether they are master candidates or other researchers. They may be inspired to investigate the role of PLS in improving learners' pronunciation ability as they may study the interrelationship between PLS and the variable of ID in learning pronunciation. Furthermore, other researchers who might be interested in this area may be stimulated to dig into the relationship between favorable PLS and students' acquisition of particular pronunciation elements and direct their study into a more specific corner. In fact, this cannot reduce the importance of the current research. Further recommendations might be directed to decision makers to give a main concern to learning pronunciation as to invite native speakers to EFL departments and afford language laboratories for the Phonetics sessions instead of having them in non-equipped classrooms. This, we trust, will give the students the opportunity to communicate in actual language settings. Such context is the best for the students to get involved in real English pronunciation.

For the sake of gathering the needed information and because the students do not respond to open-ended questions we provided them with close-ended questions and we distributed the interview open-ended questions to the teachers since they are able to express

themselves and they can give us more information. The answers are as expected and that helps us in our investigation.

Although we have used two important means to conduct our research, we faced some limitations. To begin with, a research limitation that we want to reveal is the sample of the interview which is not too representative and the finding of this research methodology is not so generalizable to other similar situations. Our sample consists of two teachers of Phonetics who teach first year English students at Mila University Centre. Though we felt the necessity to enlarge the sample, we had no way because they are the only two teachers who represent both the population and the sample at the same time. So, we are not the ones to blame.

Researchers might extend the sample, the setting and the methodology of this study to come out with more valid and reliable results. It is recommended to use other research instruments as the experiment to examine the role of PLS in developing students' pronunciation proficiency in addition to those used in the present study because the questionnaire, for instance, though it is well designed, has intrinsic drawbacks (Pawlak, 2010). So, it is better to use different research methodologies to complete and fill in the gaps of various researchers.

In addition, for the same reason we did not pilot the interview questions before distributing it to the teachers. That prevented us from discovering the main gaps in the choice of the questions as well as the reformulation of some questions to avoid ambiguity or repetition, the reason behind teachers giving the same answer to different questions. We bear in mind that piloting is an important stage of any research as it gives the researchers perceptions about the appropriate form and content of the selected research instruments.

Conclusion

To conclude this chapter, which is concerned with identifying the use of PLS among EFL university students, we can state that the results obtained from the students' questionnaire and the teachers' interview confirmed our hypotheses. This study provided a deeper understanding of the processes learners engage in to learn English pronunciation. Indeed, all PLS (memory, cognitive, compensation, metacognitive, affective and social strategies) are used by the participants but at varying degrees. The majority of participants, according to the results, have the tendency to utilize such PLS as memory and cognitive more than the other strategies especially compensation ones that are used by only few of them. We can also deduce that this variation in using PLS is subject to learners' preferences, pronunciation difficulties and pronunciation level. In addition, the results of this study show that the use of PLS requires students' self-reliance that leads them to overcome their pronunciation difficulties and develop their pronunciation level. Furthermore, the findings of the present study suggest a number of implications and recommendations that can be useful and beneficial for both language learners and teachers.

GENERAL CONCLUSION

Pronunciation learning strategies is a recent topic in the field of language learning in the sense that it correlates two important aspects: language learning strategies and pronunciation learning. This idea is primarily presented in the current research which is an attempt to identify PLS among EFL first year students at Abdelhafid Bousouf University Centre of Mila. Indeed, the present dissertation is carried out to gain more insights about students' use of PLS to learn the TL pronunciation. Particularly, this dissertation is meant to answer the questions raised and to investigate the hypotheses adopted in the introduction. To understand the main concepts that are presented in this work, the first two chapters provided a theoretical landscape that discussed the literature about pronunciation teaching and learning in general and PLS in particular. The third chapter, which is a field investigation, is concerned with the description of the participants and the research methodology as well as the analysis of the reported data which were gathered through the students' questionnaire and the teachers' interview.

The results of this study showed that the learners' interest and positive attitude towards learning pronunciation along with the difficulty they meet in learning pronunciation have pushed them to use PLS to develop their pronunciation learning. More than that, it seems that raising students' awareness concerning the importance of PLS leads them to use all PLS types (memory, cognitive, compensation, metacognitive, affective, and social strategies) but in varied degrees. Put differently, students mostly opted for applying memory and cognitive strategies more than the other ones. Most notably, the students' frequent use of PLS reflects their independence in learning. Overall, these results have confirmed the research hypotheses.

Last but not least, this dissertation suggested some pedagogical implementations and recommendations for further research.

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Appendices

Appendix (A): Students' Questionnaire

This questionnaire is part of Master 2 research on the use of PLS among first year LMD students of English at Abdelhafid Bousouf University Centre of Mila. We would like you to answer the following questions to gain insight mainly about the learning strategies you utilize to learn pronunciation (the term "strategies" refers to techniques, behaviors, operations or steps you employ).

This is not a test; so, there is no "right" or "wrong" answers. We will be grateful if you sincerely answer these questions. Your cooperation is a guarantee to the success of our research.

Part One: Background Information.

1) Put a tick (✓) in the right answer.

Gender	Male	<input type="checkbox"/>	Age	17_23	<input type="checkbox"/>
	Female	<input type="checkbox"/>		24_more	<input type="checkbox"/>

2) Are you interested in learning the English pronunciation?

a) Yes b) No

3) How difficult is it for you to learn the English pronunciation?

a) Not so difficult b) Somewhat difficult c) Very difficult

4) Which aspect of pronunciation do you find more difficult to learn?

- a) Phonetics b) Phonology c) Both

5) How do you consider your pronunciation level?

- a) Very good b) good c) average d) poor

Part Two: General questions about learner's strategies to learn pronunciation.

6) How do you, generally, learn English pronunciation? (Tick only one answer).

- a) Reading books.
- b) Using dictionaries.
- c) Using media.
- d) Listening to native speakers.
- e) Listening to songs.
- f) Other.....
-

What are the learning strategies that you usually use to learn pronunciation? (You can tick more than one answer).

- a) Rote learning by repeating a word several times.
- b) Using mechanical techniques as using flash cards.
- c) Doing transcription exercises.
- d) Self-monitoring.
- e) Encouraging oneself to speak in English.
- f) Cooperating with peers or advanced users of English language.

7) When you encounter a new English word that you do not know how to pronounce, you: (you can tick more than one answer).

- a) Try to produce using your native system.
- b) Guess its pronunciation.
- c) Compare it to similar words that you already know.
- d) Ask for help(peers or teacher).
- e) Use the dictionary.
- f) Other:.....
.....

8) When pronouncing a word incorrectly in English or having difficulty pronouncing it, what do you do?

.....
.....

Part Three: Please tick (√) next to each statement the extent to which you “agree” or “disagree” with it? (We wanted to rely on Oxford’s (1990) classification scheme of LLS because it is the most detailed and comprehensive taxonomy among the other classifications. It includes such strategies as memory, cognitive, compensation, metacognitive, affective, and social strategies. The following items belong to them.)

1) Memory strategies:

10) To remember how to pronounce words, I make songs or rhymes.

- a) agree
- b) partly agree
- c) slightly disagree
- d) Disagree

11) To know and remember how to pronounce words, I use the system of phonetic symbols.

a) agree

b) partly agree

c) slightly disagree

d) Disagree

2) Cognitive strategies:

12) I try to exercise on my speech organs (lips, tongue) and observe in the mirror.

a) agree

b) partly agree

c) slightly disagree

d) disagree

13) To better learn pronunciation, I try to notice teacher's or natives' mouth movements and imitate them.

a) agree

b) partly agree

c) slightly disagree

d) disagree

14) When I try to acquire English pronunciation, I practice new sounds or sound patterns by repeating them, as often as I think it is necessary, or by using them while speaking with others.

a) agree

b) partly agree

c) slightly disagree

d) Disagree

15) To improve my English pronunciation, I memorize the pronunciation of the difficult words.

a) agree

b) partly agree

c) slightly disagree

d) Disagree

3) Metacognitive Strategies:

16) To work on my pronunciation, I try to practice by contrasting sounds (e.g., /b/ and /p/, /f/ and /v/, etc.)

a) agree

b) partly agree

c) Slightly disagree

d) disagree

17) I try to direct my attention to particular phonetic features that I have problems with.

a) agree

b) partly agree

c) slightly disagree

d) disagree

18) I record my own voice to hear my pronunciation and check areas of weaknesses.

a) agree

b) partly agree

c) slightly disagree

d) disagree

4) Social Strategies:

19) When I am conversing with others (peers, teachers) in English, I ask for feedback on my pronunciation

a) agree

b) partly agree

d) slightly disagree

c) Disagree

5) Affective strategies:

20) I try to lower my anxiety when I am speaking (using a sense of humor).

a) agree

b) partly agree

c) slightly disagree

d) disagree

Thank you for your cooperation!

Appendix (B): Teachers' Interview

Dear teachers,

This interview aims to identify PLS among EFL students at Mila University Centre. These PLS are concerned with ways or techniques students use to learn pronunciation. They can be categorized into: (1) memory strategies that are tricks used to increase the ability to memorize the pronunciation of some words as chunking, (2) cognitive strategies that include all sets of reasoning and planning such as repetition and grouping, (3) compensation strategies such as guessing the pronunciation of some words on the basis of their spelling, (4) metacognitive strategies which involve high level of thinking on the part of the students such as self-monitoring, (5) affective strategies that are concerned with students' emotions like having a sense of humor concerning mispronunciation of some words, and finally (6) social strategies which involve interacting with others; for instance, asking questions.

Thus, you are kindly requested to answer our questions to collect data for our research. We would appreciate your collaboration.

- 1) How long have you been teaching English Phonetics (pronunciation)?
- 2) On which aspects (features) of phonetics do you focus more while teaching; segmental or suprasegmental? Why?
- 3) What are the difficulties that learners usually face when learning pronunciation?
- 4) How do you react to their difficulties?
- 5) Do you think that their difficulties are due to the instruction that they receive in the classroom or due to their efforts and ways of learning?

- 6) Generally, when learners try to learn pronunciation, they use their own ways of learning, techniques, and steps. What is your perception about their ways of learning?
- 7) From your experiences, what are the most popular strategies that your students use to learn pronunciation or you use to train your students to use them?
- 8) In case students do not use PLS what would you do to raise their awareness about the importance of using them?
- 9) If the students fail to use the appropriate learning strategies, i.e. the strategies that suit them best, how could you direct them?
- 10) Do you think that teachers should teach students explicitly or implicitly how, when, and why strategies can be used?
- 11) To what extent do you think that learning strategies can improve learners' pronunciation?
- 12) From your experience what is the best strategy that learners usually use?
- 13) How can you evaluate the effectiveness of the "self-image in the mirror" strategy to learn pronunciation learning?
- 14) What about the other strategies?

Thank you for your collaboration!

Appendix (C)

Teachers' Answers in the Interview

Teachers Questions	T1	T2
How long have you been teaching English Phonetics (pronunciation)?	2 years	7 years
On which aspects (features) of phonetics do you focus more while teaching; segmental or suprasegmental?	I focus more on the transcription of the words i.e., segmental feature.	It depends on the program and students' levels. As a teacher of first year, I focus more on segmental features and phonemes although I sometimes direct the students' attention to suprasegmental features (as aspects of connected speech).
Why?	Because transcription seems as the weakest point for the students especially at first year; and it goes hand in hand with pronunciation.	Students need to be aware of that because if they focus only on the mechanical phonetic transcription of some sounds and learn them, they feel that it is different from the English that they listen to in television or radio.

<p>What are the difficulties that learners usually face when learning the English pronunciation?</p>	<p>Phonetic transcription. Imitating the pronunciation of words without knowing their transcriptions.</p>	<p>They pronounce some sounds like their native language sounds. They get confused between the written form of some words (spelling) and their pronunciation. Phonetic transcription. The memorization of many vowels and diphthongs. Affective problems like shyness and anxiety.</p>
<p>How do you react to their difficulties?</p>	<p>I repeat the transcription of the given words many times. I advice them to use Oxford dictionary.</p>	<p>I drive their attention to the point. I raise their awareness about these problems.</p>
<p>Do you think that their difficulties are due to the instruction that they receive in the classroom or due to their efforts and ways of learning?</p>	<p>They are due to both; teachers' ways of teaching (how to strict their students to do something); in addition to some difficult lectures like the stress, and the students' laziness.</p>	<p>Students' difficulties are due to both the instruction and their efforts. Partially, the previous teaching methods and teachers' pronunciation and most of the time due to their little efforts and lack of practice.</p>
<p>Generally when learners try to learn pronunciation, they use their own ways, techniques, and steps of learning, what is your perception about their ways of learning?</p>	<p>They seem to memorize a lot. They use media (TV, YouTube, videos,) which is a cognitive strategy. They focus more on the accent rather than pronunciation.</p>	<p>They rely a lot on memory strategies. They, also, use the social strategies, cognitive and meta-cognitive strategies in less percentages, affective strategies also are used but also in a less percentage.</p>

<p>From your experiences, what are the most popular strategies that your students apply to learn pronunciation or you use to train your students to use them?</p>	<p>Cognitive strategies as transcribing the words that are mostly used in the classroom.</p>	<p>Memory strategies in addition to the cognitive strategies that support memory ones.</p>
<p>In case students do not use PLS, what would you do to raise their awareness concerning the importance of using them?</p>	<p>I allocate part of my session for practicing transcription. I advice them to listen to songs, watch movies that are translated in English. I encourage them to speak freely. I ask their friends to correct their pronunciation.</p>	<p>I just mention their merits. I show them how to memorize the information that I gave. I ask them to work together. I require them to memorize the symbols of phonetic alphabets.</p>
<p>If the students fail to use the appropriate PLS, i.e. the strategies that suit them best, how could you direct them?</p>	<p>I encourage them to learn pronunciation. I try to get their attention to look at the three main criteria in order to memorize the word(understanding the word, pronouncing it and transcribing it). I encourage them to listen to music and audio books in British accent, and watch TV.</p>	<p>I try to employ those particular strategies and show them how to use them but in an implicit way; for example, I create a link between similar points and tell them how to memorize those items.</p>
<p>Do you think that teachers should teach students explicitly or implicitly how, when, and why strategies can be used?</p>	<p>I teach them implicitly in the form of advice. I tell them about the positive points of those strategies and ask students to reconsider their importance.</p>	<p>I teach them implicitly in the sense that I show them the way to memorize, how to deal with particular speaking problems and how to think of them.</p>

	I motivate them to listen to others' pronunciation and practice.	I ask them to consult dictionaries to check the pronunciation. I give them pair work I try to lower their anxiety. But I do all of this without telling them directly that these ways correspond to a specific kind of learning strategies.
To what extent do you think that learning strategies can improve learners' pronunciation?	Ten to twenty percent of their pronunciation will be enhanced as they make flash back to their pronunciation mistakes.	To a great extent because if they do not have a strategy how they are going to learn.
From your experience what is the best strategy among those strategies that learners usually use?	There is no best strategy. Using dictionaries and imitating teacher's mouth movements are more beneficial and applicable. It is better to use all those strategies together.	There is no best strategy because students are of different kinds (ID).But, they are more apt to memory strategies and the rest of the strategies have a supporting role. The strategies are complementing each other.
How can you evaluate the effectiveness of the "self-image in the mirror" strategy when it is approached to pronunciation learning?	It is good and effective because students will fix the shape of their speech organs in the correct position.	I have never tried it or asked my students to do it but it can be a good strategy as it can increase students' self confident and helps the students to overcome their anxiety and it helps in practicing pronunciation.

What about the other strategies?	They are helpful.	They are all helpful but some are more helpful than others. Memory and cognitive strategies are the most important ones with the support of the others.
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