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Investigating English Pronunciation Errors among Second Year Students at Dr. Moulay Tahar Saida University as a Case Study

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Declaration of Originality

I hereby declare that this submission is my work and that, it contains no material previously published or written by another person nor material which has been accepted for the qualification of any other degree or diploma of a university or other institution.

Date: wedensday -20-10-2021

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Signature: Boufnik

Dedications

I dedicate this dissertation to:

My mother, Fatima,and my father,Ali

To the soul of my grandmother: Boufnik Mebarka

My dear brothers: Moustafa, Anas, Alhadj , Abd Elkader

My sisters: Mbarka , Rihabe

All my friends: Abd Elbaset, Abd Alsamad , Basma , Amel , Imen , Soumia.

All my family members, teachers and students of English at Dr. Moulay Tahar University, Saida

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Abstract

In our daily life, the most common and simplest form of communication is language. Traditionally, people have preferred language to other means of communication to express their ideas and feelings and to interact successfully in their communities. One of the most important factors for effective communication is good pronunciation, without which communication is difficult or even impossible. The English of the second-year students of Dr. Moulay Tahar University, Saida, often interferes with the pronunciation of English. For example, students have difficulty distinguishing certain vowel sounds. Therefore, the study aimes to identify the main factors that cause students' English pronunciation errors. Our present study is divided into three chapters .The first chapter focuses on background study and discuss the research problem which is English pronunciation errors and basic information about pronunciation lessons in Algeria. Chapter two describes the research design and the methods used in addition the sampling . Chapter three presents the results , The students asked for their answers according to the causes of their English pronunciation errors. The results of the questionnaire and the interview, showedthat students' English pronunciation errors are due to internal factors like lack of practice, and external factors like the pronunciation differences between the students' nativelanguage(Arabic)and their target language (English).Upon investigation, the types of English pronunciation errors that students made with vowel sounds were long and short vowels, diphthongs, and triphthongs. Due to the inability to hear certain sounds in English, the students' native language was not included. Teachers also suggest some strategies to help their students avoid mistakes when pronouncing

Keywords: Difficulties, English learners, errors,pronunciation, strategies.

List of Abbreviations

ALM: Audio-**L**ingual **M**ethod

AVA: Audio-**V**isual **A**pproach

DM: Direct **M**ethod

EFL: English as a**F**oreign **L**anguage

FL: Foreign   **L**anguage

GTM: Grammar **T**ranslation**M**ethod

LMD: License **M**aster **D**octorate

L1: First **L**anguage

L2:Second **L**anguage

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General Introduction

General Introduction

English language is an international languge people learn it in order to communicate. It is widely used in Algeriaas aforeign language. English language remains the most important language .Therefore, a lot of people allover the world who have strong desire to learn and speak English language. In Algeria there is a large group of people who are truly interested in English; among them are students of English language at universities.

In order to learn or study any language, one must be aware of pronunciation skills.The aim of this study is to investigate the relationship between pronunciation errors and factors suchas mother tongue interference differences in sound system between first languages a second languageinconsistency between spellings, sound especially Arabic, and English. The main objectives of the study are to identify the errors pronunciation among second year learners atDr. Moulay Tahar University, Saida.Also to find an experimental proof of pronunciation problem by learners of English. Moreover, discover reasons behind these problems.

Furthermore, it is beneficial to suggest pronunciation methods,which areuseful for learners of English in general and second year student'satDr. Moulay Tahar University, Saida. In addition,English teachers have to design a curriculum, which focuses more on pronunciation.

This study is important for learners and teachers, who teach at the basic level. Pronunciation has a virtual role because it is the first thing people notice when one speaks English.This study will be significant for Algerian English learners because it discovers the problematic areasof pronunciation and identifies the exact sounds that second year learners of English atDr,Moulay Tahar University, Saidamispronounce and the reasons of this.

Throughout this research, we will attempt to investigate on pronunciation errors inside the classroom, and how they affect learners' speech in learning foreign language. We propose questions that summarize the aims of investigating English pronunciation errors among second year students atDr. Moulay Tahar University, Saida.

1. Which English vowels cause problems to students of English language?

2. To what extent is pronunciation activities help learners to develop their pronunciation effectivelly?

Based on the above research questions, we propose the following research hypotheses:

We hypothesize

As a first attempt to answer the research questions, we hypothesize that:

H1. EFL learners must learn the English Vowles in pronuncitation inside the classroom,in order to reduce making errors.

H2. If teachers use pronunciation activities that would help students to perform better the English language with correct pronunciation and avoiding English pronunciation errors.

When learning English, the students of Dr. Moulay Tahar University in Saida face difficulties in learning English pronunciation. Students are confused about English pronunciation because they think in their native Arabic language in order to express themselves in the target language (when they use pronunciation). The aim of this study is to provide answers to questions related to the types of pronunciation errors.

Our study will be conducted through a descriptive method as an appropriate way of testing our hypothesis .that is, it aims to describethe problems of pronunciation errors asto discover reasons behind theseerrors, and investigate strategies to minimize this in EFL classes.

The primary focus of spoken language is communication, with listening being the most important skill, both listening to understand and listening to imitate. Skills like these can be successfully developed in the universities. Even when listening to a foreign language, it is necessary to know the sounds, rhythms, melodies and stress patterns of that language. English teachers have to provide the appropriate environment for students to practice such pronunciation tasks, which is beneficial for student understanding teachers must be trained to deal with these pronunciation problems effectively. (AMEP Reasearch Centre (2002,p.3)

To achieve the proposed objectives, both teachers and students of Dr. Moulay Tahar University, Saida are consulted. An interview was given to four (04) English teachers. and a questionnaire with forty (40) second year students selected randomlyproviding information about pronunciation errors in English and what the main pronunciation difficulties are.

The present research is designed into three chapters, these chapters are briefly described below .The first chapter focuses on English pronunciation errors and the background information about teaching pronunciation in Algeria. Chapter two describes the research design and the methodologies employed for carrying out the study. Chapter three, presents the practical part, it discusses the main results and data interpretation. Besides, it attempts to provide suggestions for student's successful learning process and better pronunciation of English.

Chapter one

Review of Literature

1.1.Introduction

Learning English as a foreign language requires the student to face foreign language skills, so the main objective of teaching English is to achieve high development and a good command of the English language through correct pronunciation. Good vocabulary and grammar skills are important, but good pronunciation is essential and can even fill in gaps in other aspects of the language, such as grammar. Another challenge resulting from first language differences is the inability to hear certain sounds in English that are not in the students' native language.(AMEP Reasearch Centre (2002,p.2)

In the initial chapter, we will focus on the definition of pronunciation,its importance, types and features.In addition, we shed the light on definition of Errors,its nature and errors in pronunciation Moreover we discuss learners' difficulties in pronunciation and Teachers' Role in Reducing Learners' Pronunciation Errors the last point discuss managing pronunciation through a set of language methods.

1.2.Teaching English in the Algerian Context

Indeed, learning English seems to be of a great benefit to any students by giving him a chance and opportunities to participate in modernisation communication with others and tolerance to cultural differences among the world ,to support this point the Ministry Education (2006) stated that,

> *The aim of teaching English is to help our society to get harmoniously integrated in modernity through a fully complete participation within a community of people who use English in all types of interactions - this participation should be based on sharing and exchanging ideas as well asxperiences being scientific, cultural , or civilization – this participation will help for better understanding for oneself and the other". (p. 88)*

From this point of view, the necessity to know English languages is increasingly recognized; therefore, the role of English in Algeria was globally important. In addition, English is a primary language of the new world, it is spoken by billion people in Algeria and it is the language of international communication in business, diplomacy, technology, sports, travel and entertainment. Therefore, the important of teaching English at schools and universities become a vital part of education all over the world in general and in Algerian context in particular.As mentioned in Algeria studies, English is taught as a compulsory course starting from the first year middle school. However, being a second foreign language in the educational system, and due to historical and social reasons. For that teaching and learning English in Algerian context can be beneficial it help learners promote self learning and critical thought, promoting learners' intellectual capacities of analyzing evaluating, and synthesizing , enable learners to exploit English documents, in new situation at work and encourage learners to accept other culture, to initiate the spirit of tolerance and broad –mindness . (AMEP Reasearch Centre (2000,p.8)

As a final point, Algerian students in a wish dire to learn how to pronounce English in order to have the ability to show their country and its cultural values in English, as well as to be open to English, universal, and human values which are essential elements of modernity and globalization.

1.3.Definition of Pronunciation

Pronunciation is an important part of oral language; it leads to understanding, a key factor for effective communication simply defined, it refers to the way people speak. Richards et al. (2002, p.175) describes pronunciation as follows: "Pronunciation (also called phonology) includes the role of individual sounds and sound segments, i. H. Characteristics at the segmental level as well as suprasegmental characteristics such as

accent, rhythm and intonation ".When teaching / learning pronunciation, both the segmental and suprasegmental aspects of the language must be taken into account.

 Pronunciation is the act or way of pronouncing words; Language expression, a way of speaking a word, especially a generally accepted or understood way, and a graphic representation of the way a word is spoken using phonetic symbols.

"Pronunciation refers to the production of sounds that we use to give meaning. It includes attention to the particular sounds of a language (segments), aspects of the language that go beyond the level of the individual sound, such as intonation, phrasing, intonation, time, rhythm (suprasegmental aspects), how the voice is projected (quality of voice) and, in its broadest definition, attention to gestures and expressions that are closely related to the way we speak a language. Each of these aspects of the discussion is briefly described below and references are suggested for further study". (AMEP Reasearch Centre (2002,p.1)

Another definition of pronunciation from the Oxford Dictionary (1991) pronunciation is the way a language or a certain word or sound is spoken. When speaking of a "correct pronunciation", it refers to both within a particular dialect. A word can be pronounced in different ways by different people or groups, depending on many factors, such as your social class or education.

1.3.1. Importance of Pronunciation

The way we speak instantly conveys something about ourselves to those around us. Students with good English pronunciation are more likely to be understood even if they make mistakes in other areas, while students whose pronunciation is difficult to understand will not be understood even if their grammar is perfect. These students may avoid speaking English and therefore experience social isolation, job difficulties, and limited opportunities for further study, which can affect their establishment. We also often judge people by the

way they speak, so students with poor pronunciation can be judged incompetent, illiterate or ignorant even if the audience only responds to their pronunciation. Still, many adult learners find pronunciation to be one of the most difficult aspects to acquire and need specific help from the teacher, student needs surveys consistently show that our students feel the need to work on pronunciation in class, so some form of pronunciation work in class is essentialUr (2000,p. 7).

Proficiency in pronunciation is a key part of communication. Here we have to mention that there is a difference between pronunciation and speech. Speaking is a broader skill that includes pronunciation. In other words, pronunciation is an underdevelopment of speech (Gilakjani, 2011, p. 110). Among the sub-skills of speech, pronunciation stands out as the most important. Fraser (2000, p. 7) says: "With good pronunciation, a speaker is understandable despite other errors, with bad pronunciation it will be very difficult to understand a speaker despite precision in other areas." It is obviousthat knowledge of grammar rules and other aspects of language is not enough to achieve intelligible communication.

The pronunciation of the words must be good; otherwise, the listener will be bored and unable to focus on what is being said all communication is based on a common code between the interlocutors; pronunciation is an integral part of the code. If one cannot clearly understand the other, the message will not be sent without understandability, communication is hampered to ensure understandable communication, and the interlocutors must have good pronunciation.

In the communicative approach, students must interact actively and interactively with each other and with the teacher, who is to some extent passive. Ur (2000: 12) explains that, intuitively, pronunciation seems to be the most important thing: people who know a

language are called speakers of the language, as if pronunciation encompasses all other types of knowledge. According to him, students who pronounce the English language well seem to have mastered the language according to its aspects, so the most common question is: "Do you speak English?" But not do you write in English? ".we understands that pronunciation is an important key to communicating a foreign language. In addition, pronunciation involves the development of certain types of communication skills as students evaluate their success in a foreign language based on their performance in that foreign language. In other words, pronunciation reflects people's thoughts and personalities.

Morley (1991, p. 65) indicates what the objectives of pronunciation lessons should be to achieve communicative competence:

-Functional comprehensibility: the objective is develop spoken English that is easy for the audience to understand.

-Functional communicability: is geared towards developing spoken language that is used for effective communication.

- Increased self-confidence: must create a positive self-image

-Monitoring skills language: enable students

The most important paradigm in pronunciation lessons it was intelligibility. Its goal is not perfection, as it is too ambitious and probably an unattainable goal for most students (Chung, 2005, p. 98). Many teachers have understood that this global age, it is important not to speak as native speakers, as the majority of English speakers around the world are non-native speakers. According to Griffen (1991, p. 55) "the goal in pronunciation

teaching / learning should be to speak the language naturally without indicating that the speaker is not a "clinically normal native speaker".

 It is clear from this quote that foreign accents are not tolerated in some areas. This has led to an increase in accent reduction programs whose ultimate goal is to minimize foreign accent. Some of them go further by equating foreign accents with incomprehensibility.

In the same context, the AMEP Research Center (2002, p.1) states that "students with good pronunciation in English are more likely to be understood, even if they make mistakes in other areas, while students whose pronunciation is difficult to understand are not understood are "understood even if their grammar is perfect".

This explains and shows why students with poor pronunciation are often afraid to express themselves in public, no matter how good their grammar is. Good pronunciation builds confidence, while poor and incomprehensible pronunciation can even have social consequences such as fear and isolation. It's really embarrassing when your listener keeps asking you to repeat or rephrase what he has said this makes you feel degraded.(AMEP Research Center,2002, p.4).

1.3.2. Types of Pronunciation

Teaching pronunciation is not a computerized process in which students need to know all the phonological rules of the language they are learning mechanically. Instead, pronunciation should be taught in a more relaxed way in an interactive communicative context.

According to O'Connor, in his book Better English Pronunciation, vowels are formed by sound air flowing through various mouth shapes; the differences in the shape of the mouth are due to the different positions of the tongue and lips"(2004, p. 79).

In addition, Boey (1975, p. 16, cited in MiLim, 2001, p. 65) explains that vowels are those segments of speech that are generated without interruption or interruption of the airflow. All vowels are created by vibrating the vocal cords. Since vowels are created when the airflow is free, they are less easy to describe and classify than consonants.

This view shows that vowels in pronunciation are sounds in which airflow is not obstructed on the way from the larynx to the lips and that air pressure does not accumulate anywhere above the glottis. . In other words, it is the sound that is produced in the vocal tract without constriction.

In other way, English vowels are easy to see and the differences in the lips are felt, but the differences in the tongue are very difficult to see or feel, so a detailed description of the position of the tongue for a vowel in particular is not really suitable. to help us pronounce well. To support this point, scholar Dwi Warry, O, explained in his book that there are (2019, p. 48) the following types of vowels in English:

-Pure vowels (monofongos): English has a large number of sounds of vowels. First, short vowels are examined. The symbols for these short vowels are: I (bit, pin), e (bet, men), æ (bat, man), Λ (cut, bus), p (loss, cot), υ (look, could). Also, other types of vowel sounds in English are the five long vowels; These are vowels that tend to be longer than short vowels in similar contexts. Thus we have: i: (heartbeat, medium), ɜ: (bird, wallet), a: (dark, large), ɔ: (board, port).(Dwi Warry, O ,2019, p. 48)

-Diphthongs: A diphthong is a slip from a vowel to one between yes, and the entire slide acts as one of the long, simple vowels. In addition, diphthongs are sounds that consist of a movement or sliding from one vowel to another. In terms of length, diphthongs are similar to the long vowels described above. Perhaps the most important of all diphthongs is that the first part is much longer and stronger than the second. The total number of diphthongs

is eight. Thus we have: Iə (beard, savage), eə (wear, fee), ʊə (insurance, heal), eI (paid, expensive), aI (tide, time), ɔI (empty, child), əʊ (load, go), aʊ (noisy, cow) (Dwi Warry, O ,2019, p. 48).

-Triphthongs: The most complex vowel-type sounds in English aretriphthongs. They can be quite difficult to pronounce and very difficult to identify. The triphthong is a slip from one vowel to another and then to a third, all produced quickly and without interruption. Triphthongs can be thought of as being made up of the final five diphthongs described in the previous section, with / ə / added at the end. Thus we obtain: eIə (turn, player), aIə (liar, fire), ɔ Iə (loyal, real), əʊə (minor, lawnmower), aʊə (force, hour). (Dwi Warry, O ,2019, p. 48)

From what Dwi Warry, O, points out, it can be concluded that English vowels were discussed earlier. Due to the differences in the phonological aspect between the student's first language and their target language, most students have a difficult time obtaining good pronunciation in English. Therefore, a particular sound that is not present in the first language can present difficulties for second language learners to generate these sounds or sometimes replace them with similar sounds in their mother tongue. These sounds include both vowels and consonants. "A typical example is the replacement of / t / by English / Ɵ / as in the word `thin`, / e / by English / æ / as in the word` that`"(Dwi Warry, O ,2019, p. 48).

1.3.3. Features of Pronunciation

Pronunciation lessons include segmental and suprasegmental features of the language. Segmental characteristics refer to the individual sounds that make up a language in terms of vowels and consonants. When learning a second language or a foreign language, students need to know how each sound is pronounced and therefore make a comparison with the sounds of their mother tongue and / or other languages they know. Suprasegmental characteristics, on the other hand, refer to aspects of speech that go beyond the segmental level, including intonation, intonation, tense, phrasing, and rhythm. Intonation and stress are the most important.

According to Harmer (2001, p.267) "teachers must pay attention to the characteristics that reflect the pronunciation of the English language of students". Characteristics such as related language, vocabulary, grammar and pronunciation, means of expression, and negotiation language should be taken into account. Therefore, pronunciation in the classroom becomes an essential element and activity in which teachers must carefully adapt their instructions to the needs of their students of English as a foreign language. Other than that; the following functions are necessary to speak effectively proposed by Harmer 2001, pp. 269-271:

-Connected Language: This means that learners of English as a Foreign Language will have the opportunity to produce more connected sounds, not just separate phonemes. These phonemes can be modified, deleted, added or weakened in the associated language.

-Lexis and grammar: When students produce some language functions, they often use the same lexical structures. So, the teacher's mission here; is to provide students with different idiomatic expressions with different functions so that they can use them in the different phases of communication with others.

-Means of expression: Native English speakers effectively use phonological rules related to tone, intonation and speed of voice using non-verbal means. These devices help them convey their desired meaning through discussion. Students must then use this ability to use such devices if they want to be effective communicators. "It is about the different forms and styles that speakers use to express their feelings and thoughts, such as: B. Accentuation, intonation, speed of expression and tone as well as the use of paralinguistic characteristics."

-Negotiation language: Negotiation is: "Communication between people, in which participants pursue their objectives to reach an agreement, can be described as negotiation."(Sokolova.) And Szpakowicz, 2012,p. 01). So the negotiation is about two or more people communicating with each other and trying to achieve their goals that could serve all parties. Harmer (2001, p.270) affirms that "they use a negotiation language to show the structure of their thoughts or to reformulate what has been said so that it is clearer, especially when they see that they are not understood".

Many can benefit from the use of negotiation language; they often ask for clarification when listening to others during a conversation. Therefore, teachers should give them the necessary expressions to use when asking the other speakers for clarification. Students must also get their sentences right if they want to be understood and clear, especially if they can see this when the other speakers have not understood them.

Taking a similar point of view, Fraenkel (1984, p.61) states that there are two main steps in learning to pronounce a language by listening to the language and the second was the productive / pronounced phase. In this phase, we learn to speak or produce what we have learned before.

Depending on what Fraenkel suggests, we find that students should be able to know some elements that are very important in developing this ability to be able to pronounce the second language fluently and accurately.

1.4. Definition of Errors

An error is different from a mistake, so weshouldbe careful to differentiate it. According to Brown, "an error is a notable deviation from the adult grammar of a native speaker that reflects the interlinguistic competence of the student. And a failure is a performance failure that is a random guess or a "slip"; H. an error when using a known system correctly"(1980, p. 55).

From the previous definition, it follows that an error is just a slip in which the student forgets the correct form, while an error is a deviation that the student commits because he does not know the rule and repeats it.

Similarly, according to Lennon (1991, p. 20), the term error refers to: "a linguistic form or combination of forms that, in the same context and under similar production conditions". In other words, errors generally produced by students of the target language, not by native speakers of the language.

Mistakes are common when learning a language, especially among second language learners. It is natural for them to make mistakes when learning a language that is markedly different from their mother tongue. Furthermore, when learning a foreign language, especially English, students will surely learn new information outside of their prior knowledge of their mother tongue. The error is an imperfection of a student in learning the language, whether it is spoken or written, as part of a conversation and composition for deviations to occur (Dulay, 1982).

From the above statement, it can be concluded that errors can occur in spoken and written language. Also, it is due to the lack of English skills of second language learners. So

students still incorporate knowledge of the first language rule system to analyze student errors, we must compare two key terms that confuse students: "error" and "error."

Error and error are different things. Some experts have defined between "error" and "error". To prove this, Corder mentions in his book (1967) that error is a systematic deviation of the student from which we can reorganize the student's language skills. While Brown (2007) finds errors to be an obvious deviation from native speakers, the student's proficiency levels demonstrate this.

Furthermore, Corder (1967) points out that error have an unsystematic characteristic that indicates errors in the performance of second language students and native speakers. Another similar definition of error is given by Brown (2007) who explains that errors refer to the imperfection of the native speaker and the learner of a second language in the production of the language, because they do not know the system adequately and are related to the errors of apprentice performance (Cited in Lennon, 1991, p. 30).

From the above explanation, an error is lack of competence and an error is performance phenomena. (Dwi Warry, O ,2019).This means that errors are something that we cannot correct; It is something we need to study further for better understanding, while mistakes can be corrected like knowledge that has already been learned, especially for second language learners. Therefore, a good part of the learning process can be essential to improve the understanding of students as they learn the second language(Dwi Warry, O ,2019).

In summary, students of English as a foreign language make errors in both comprehension and production, the former being poorly studied. All students make mistakes that have different names depending on the group that made the mistake.

Children's mistakes were seen as "transitional forms", those of native speakers as "promises" and English errors as "undesirable forms" (George 1972).

1.4.1. The Nature of Errors

The errors are systematic and the errors are not Lyster & Ranta (1997: 278280, cited in Park, 2010, p. 7) distinguish five main categories of errors for the correction of errors in the classroom. They are: lexical errors (vocabulary), phonological errors (pronunciation), syntactic errors (grammar), interpretation errors (not understanding the intention or meaning of a speaker) and pragmatic errors (not knowing the rules of conversation).

Furthermore, the foundation of language learning theory lies in behaviorism and the belief that learning is a matter of habit formation. The behaviorist believed that by learning a new habit, the old habits would have some influence on the learning process. The study of the effects of one habit on the learning of another is called transference research in psychology. Two short transfers are important for language learning (Dwi Warry O, 2019, p. 49).

Most English learners make serious mistakes in the above points, in addition to phonological, lexical and spelling mistakes. Students are not even aware of pronunciation errors.

1.4.2. Pronunciation Errors

Pronunciation is the most important anddifficult problem faced by non-native speakers in their English studies. It refers to the ability to pronounce correct words in English. During a conversation, native speakers notice the mispronounced words used by non-native speakers. Grammar and vocabulary are also important, but pronunciation is more important. English pronunciation is a big problem for some students and difficult for others.

Most students also believe that the main difficulty in speaking English is pronunciation, as it involves individual sounds and sound segments and plays a key role in communication. English learners make serious mistakes when dealing with pronunciation.

Some Arabic English learners confuse / p / and / b /; / f / and / v / and / i / /. The main cause is therefore the difference between the English language and the student's native language such as Arabic. Student mistakes are a constant part of every learning process. Consider acquiring another language (second language) as a step in learning. Students cannot self-correct mistakes (Dwi Warry O, 2019, p. 55).

According to Burt and Kiparsky (1972, p. 115) he differentiates between errors and classifies them as global and local. He argued that global errors are different from local errors. Local errors are simply the omission of the third person singular, which means that it is only a matter of neglecting the second language learner, while global errors would be the wrong order in a sentence and are made by native speakers and not native people.

1.5. Learners' Difficulties in Pronunciation

To develop students' ability to pronounce correctly without making mistakes, teachers must help them identify their difficulties during the learning process. Additionally, ESL learners often have trouble practicing their oral presentations. Parrott (1993) says that teachers of English as a foreign language must carry out a series of activities designed to guide students with the confidence and skills necessary to use classroom abilities to pronounce and understand communication in English in a effective to be successful.

Correct pronunciation is what many people want, students have pronunciation problems related to their sounds and students make these mistakes consciously or unconsciously. However, the main problem faced by English speakers is the substitution of sound. Most of the time they produce or use speech sounds to express their needs, for example, they replace / p / with / b /. Some researchers explain some linguistic factors,

such as the phonetic difference between L1 and L2, the unconsciousness of some sounds in the English language, the disorder of the native speaker and the influence on pronunciation(Dwi Warry, O ,2019,p. 25).

According to Alkhuli (1983) it was noted that Arabic students confuse the use of / p / and / b / and this is directly related to the influence of their mother tongue, so they make such mistakes until they master the L2 sound. As a result, the master's L1 also affects his L2 through the L1 offset. Therefore, the student will surely run into some problems.

It is clear thatpronunciation plays an important role in our personal and social life. Pronouncing a foreign language is somewhat difficult; linguistically it is a cognitive aspect. However, there is no simple answer that explains why it is difficult to pronounce. The main disadvantage of the communication process is the pronunciation of the student, neither the vocabulary nor the grammar. A distinction is made between pronunciation and speech, the former being considered an underdevelopment of speech. It is not easy to change the way students pronounce them, because first we have to change the way they think about the sounds of these words.

In addition, students suffer from some pronunciation difficulties. According to Harmer (2001), any knowledge of the word can take classes and allow speakers to make well-formed expressions.

This is another difficulty encountered in speaking sessions. Pronunciation mistakes, most of the students are afraid to speak during the course due to mispronunciation. You need to listen to native speakers as much as possible and know the correct pronunciation of certain words, especially less common ones, in order to acquire correct pronunciation and the use of grammar rules and new vocabulary.

Redmond and Vrchota (2007, p.104) argue that "it is imperative that you use the correct word, in the correct case and with the correct means of pronunciation, to say the words in a generally accepted or understood way. However, if the students cannot pronounce the word well, which the listener cannot understand, fine; Students must practice the language knowing different sounds and their properties, as well as knowing the accent and intonation of words. All of these rules can help students speak English effectively.

Also the difficulties of certain grammar rules make grammar an important topic in the learning and teaching process. Therefore, students should know how to improve these grammar rules to improve their pronunciation (Perez-liantada, 2009,p..40).

Many people do not like to speak in front of large groups of people. This is especially true for a foreign language, since we can worry about expressions with many errors or oddities".

Most learners of English as a Foreign Language use their native language in the classroom. Therefore, when teachers ask students to complete tasks beyond their abilities, they prefer to use their mother tongue to express their thoughts and what they want to present on the topic. Furthermore, they face many difficulties when, for example, they translate the teacher's ideas into their mother tongue. According to Baker and Westrup (2003, p. 12) affirm that "barriers to learning may arise when students, consciously or unconsciously, transfer cultural rules from their mother tongue to a foreign language."

1.6.Teaching Pronunciation

Teaching the English language using classroom media, such as audiovisual media, will facilitate student learning and arouse student interest. Otherwise, the pronunciation teacher should be a good role model for the students; students imitate bad

pronunciation and make mistakes. The teacher must provide the students with the exact sounds and their speech productions so that the students really understand how to produce correct pronunciation.

According to Harmer (2000, p. 35) concentrating on sounds, showing where they are produced in the mouth, makes students realize where words should be emphasized, gives them additional information about spoken English and helps them to achieve the goal of achieving better intelligibility and understandability.

From what Harmer said, teaching pronunciation is teaching aspects that affect the meaning of sentences through segmental phonemes. Teaching is important because pronunciation is a fundamental underdevelopment in speech.

As Jones D points out,

The pronunciation difficulties are: The student of spoken English or any other spoken language has five types of pronunciation difficulties to begin with,

> *"Must learn to easily and confidently recognize the various speech sounds that are encountered in the language it occurs when he hears it pronounced; she has to learn more to remember the acoustic qualities of these sounds, secondly, she has to learn to make the strange sounds with her own organs of speech; third, she must learn to use these sounds in their appropriate places in the related language; fourth, learn the correct use of "sound attributes" or "prosodies" as they are often called (especially length, intonation, and pitch); fifth, she must learn to concatenate sounds; d. H. to connect each sound in one sequence to the next and pronounce the entire sequence quickly and without stumbling"(1958,p.15).*

Then we can conclude that the materials in the pronunciation lessons are English vowels, which are some of the continuous voiced sounds that are produced unobstructed in the mouth without friction noises and English consonants.

English pronunciation divides vowels according to the position of the tongue into five vowels, front vowels, in whose production the "front" of the tongue rises towards the hard palate. For example, / i: / in / fi: d / feeds back the vowels, the production of which raises the "back" of the tongue toward the soft palate. For example / u: / in / fu: d / Essen. , Central vowels when the position of the tongue is in the middle or in the middle of the front and back. For example / ɜ: / in / bɜ: d / bird, vowels close when the tongue is constantly held as high as possible without making a rubbing sound. For example / i: / in / fi: d / feed and / u: / in / fu: d / food and open vowels, if the tongue is kept as deep as possible as in / a: / in / fa: ðə / Dad (Jones, D, 1958, p.15).

English consonants can be described as a place of articulation Labiodental sound that articulates from the tip of the tongue against the upper teeth; For example, / f /, articulated dental sounds from the tip of the tongue against the upper teeth. Eg: / ð / Y Alveolar They are sounds that are articulated with the tip of the tongue or the blade of the tongue against the tooth comb; p. eg, Normal English / t /, Palatals Namely, sounds that are articulated by the back of the tongue against the hard palate; for example, / j /. Velares Namely, sounds articulated by the back of the tongue against the soft palate; p. eg, / k / glottal namely, sounds articulated in the glottis; B. / h / (Kelly, 2000. p.47).

Another important element in pronunciation lessons is the articulation style, which includes the stop, a complete closure is performed somewhere in the vocal tract, and the soft palate is also elevated. Air pressure increases behind the closure and then becomes "explosive", eg / p / and / b /, africtively, a complete closure is performed somewhere in

the mouth and the soft palate is lifted. Air pressure increases behind the breech,and then released more slowly than with plosives, e.g. / t_ / and / d_ /, fricative when two vocal organs get close enough to hear air movement between them, for example eg / f / and / v /, Nasal A closure is made with the lips or tongue against the plaque, the soft plaque is lowered and air escapes through the nose; e.g. / M / and / n /, Lateral, A partial closure is made with the tongue against the alveoral ridge. Air can flow around the side of the tongue, for example, / l / and these last approximate vocal organs move closer to each other, but not so close that audible friction arises, for example, / r / and / w / . (Kelly, 2000. p.47)

When teaching English pronunciation, diphthongs are also necessary, so diphthongs are sounds that cause a change in quality during their production. It is the combination of vowel sounds. Diphthongs are phonetically represented as sequences of two letters. The first indicates the starting point and the second indicates the direction of movement. There are three types of diphthongs.

• Lifting or closing diphthongs: The position of the tongue when the second vowel is pronounced higher than the first. For example:

/ ai /, as in the tense / taim /, fine / fain /

• Descending diphthongs: The position of the tongue when pronouncing the second vowel is lower than the first. For example:

/ i ə /, as in fear / fiə (r) /, oye / hiə (r) /

• Centering diphthongs: the position of the tongue when pronouncing the second vowel is in the middle of the id. For example: • / ə /, as in fore / fə (r) /, more / mə (r) / (Jones 1958, p. 57).

Therefore, good pronunciation avoids misunderstandings in communication. The imprecise generation of a phoneme can lead to misunderstandings. This happens because Algerian students due to the influence has difficulty pronouncing words in English.

1.6. Regarding Students Needs and Styles in Pronunciation

Teachers should bear in mind the needs and learning styles of their students .Each learner has got weaknesses and strengths .Therefore , they target to learn some skills , knowledge he/ she fell the need to . This is why the teacher has to be intelligent in responding to what their students are eager to learn in order to help them to avoid English pronunciation errors. In other words when the students find their needs answered and their learning styles takes into consideration they will feel at ease and, this, obey the rules of good pronunciation.

Moreover, students have different needs that help them to enhance specific weakness, according to Hitomi Masuhara (2011) presented three type of learners needs:

LEARNER NEEDS	
Kinds of o needs	Where the needs come from
Personal needs	Age gender culture background interests educational background **motivation**

Learning needs	**Learning styles**
	Past language learning experience
	Learning gap (i.e. gap between the present level and the target level of language proficiency and knowledge of target culture)
	learning **goals** and expectations for the course
	learner autonomy
	availability of time
Professional needs (future)	Language requirements for employment, training or education

Table 1.1. Students' Needs adopted from Spartt, Pulverness and Williams (2005,p. 57)

It is clear that Masuhara showed in the table that needs differ from one another. For example, when it comes to personal needs, learners have different needs according to their age (adult student differ from young students). Also, those needs differ in term of goals each one want to learn language according to their aims. In addition to that, motivation plays a major role in students needs,because if they are motivated, they will learn more .Moreover teachers have to take in their consideration that they should know their students' needs to facilitate the learning process.

Also willing (1987) suggests four main learners' styles, which are presented in this table:

Learners' styles	Explanation
Coveragers	These are students who prefer to work individual and avoid interacting with groups .also they trust on their own abilities .
Conormists	These are students who have competence on learning about language to use it. They prefer to work in calm and silent atmosphere.
Concrete students	These are students who prefer to learn from direct experiment and conclude results from their own experiment; they enjoy working in groups in the classroom.
Communicative students	These are students who learn from communication, they are comfortable out of the class and they have confidence on their abilities. They are interest in speaking in the class because they do not have any difficulties when they pronounce the language .

Table 1.2. Learning style based on willing (1987 as cited in Harmer 2001,p. 88)

1.7. Teachers Role in Reducing Learners' Pronunciation Errors

Teachers have significant roles to achieve students learning process by helping them to pronounce the English language without making errors and be motivated, prepared for learning better all those tasks related to teachers responsibility. Thus, teachers need to play numbers of different roles during the course to help students in learning process such as:

> **Prompter:**

When students get lost the teachers should become a prompter so the role of teachers is to encourage the learners to think creatively, and motivate them to work effectively and engaging in any presented activity .by increasing their capacities to involve with the others.

> **Controller:**

Teachers as a controller is to take the responsibility of their students and classroom in teaching and learning process .Harmer (2001) suggests that teachers are responsible here to transmit knowledge to the learners . So teachers are most responsible in giving decision about all the things that happen inside the classroom.

> **Organizer:**

In this case, teachers have to guide learners about all the point that they are going to do in order to answer easily the activities. According to Harmer, (2001), teachers act in the classroom where many things must be set up such as organizing pair- group work, in giving learners instruction about how they will interact, and finally stop everything when the time is over For example, teachers group students and give them an activity to work on and then guide their steps and show them how they will work in order to have desired success and involves students in the activity.

> **Assessor:**

This role is so important; teachers have to evaluate their students' progression through testing them and giving correction or praising them. (Harmer. 2001:60) ' students need to know how and what they are being assessed' From these explanation we notice that students have to know how they are being assessed, by telling them their strengths and

weaknesses in order to have an idea about their level of progression and how will they work .

> **Participant :**

In any part of lesson the teacher should participate in discussions, in this case teachers have to introduce new information to help student involvement and create an effective atmosphere for discussion .Thus students will express their opinion in the subject.

> **Resource:**

Teachers in this role should answer student's questions. for example in any activity students may not understand how to work , or answer , so the teachers help them and play the role of source to answers all questions ,avoiding ambiguity and reduce problems that students my face when working on the activity.

> **Observer :**

Teachers use observation to evaluate the progress of the learners in the classroom learning process, and know their feedback. Harmer (2001) teachers do not observe students feedback, they also watch in order to judge the success of the different materials and activities that they take in the lesson.

Another path ,Spartt et al (2005 :145) see   that when the teachers make an observation method , they do not focus only on observing the students progression but they also the focus on observing the validity of the equipments that have been used in supporting the course.

The next table is about other roles of teachers:

Roles	The teachers
Planner	Prepare and think through the lesson in detail before teaching it so that it has **variety** and there are appropriate activities for the different learners in the class.
Informer	Gives the learners detailed information about the language or about an activity.
Manager	organizes the learning space, makes sure everything in the classroom is running smoothly and sets up rules and **routines** (i.e. things which are done regularly) for behavior
Monitor	Goes around the class during individual, pairs and group work activities, checking learning.
Involver	Makes sure all the learners are taking part in the activities.
Parent/ Friend	Comforts learners when they are upset or unhappy.
Diagnosticien	Is able to recognize the cause of learners' difficulties
Resource	Can be used by learners for help and advice.

Table 1.3. Teachers' roles adopted from Spartt et al (2005 p.145)

1.7.1. Pronunciation Activities in the Classroom

Effective teachers use a variety of assignments and activities that can encourage ESL learners to improve their pronunciation skills. Harmer (2007,p.87, 88), sees that "if all students participate fully, and if the teacher has adequately prepared the activity and can then provide helpful and compassionate feedback, they will get enormous satisfaction." students help teachers to identify the various weaknesses of their students, as O'Malley and Pierce (1996,p.59) suggest that "different types of pronunciation activities (and consequently assessment tasks) are appropriate at different skill levels ". Harmer 2005,p.152) makes an important point: "The objective of communicative activities in class is to get students to engage in the language they are learning in a realistic and meaningful interaction, which generally involves an exchange of information or opinions." find that teachers vary in the use of activities to achieve communication through language practice. Platt and Weber (1985,p.289) also add that "it is said that" the use of a variety of different tasks in language teaching "makes language teaching more communicative [...] as it offers a purpose for classroom activities "(quoted in Lee 2000,p.31). That is, speaking activities aimed at achieving communication that goes beyond the practice of the language itself.

➢ **Role -play activities**

It is an authentic technique because it involves language use in real interactive contexts and help learners to develop their speaking skill. Revel (1979,p.16) sees role-play as: 'an individual's spontaneous behavior reacting to other in a hypothetical situation.' From that role-play is useful activity, which allows students talk and in the same time enjoy the activity through a fictitious identity in an imagined situation to present the view of a person without necessarily sharing them. Role-play involves an element of, let's pretend; it can offer two main choices:

a. They can play themselves in an imaginary situation.

b. Or they can be asked to play imaginary people in an imaginary situation. (Byrne, 1976: 117) Also role-play help students to promote their oral proficiency and present their views. For simulation, Scrivener (2005,p.159) defines it as 'a large scale role-play, role cards are normally used, but there is often quite a lot of other printed and recorded background information'.

> **Classroom discussion activities**

According to Hedge (2000,p.277), when it comes to discussion activities   it makes students require interpersonal communication strategies such as how to take and hold turns, introducing a topic or shifting to a new topic, and encouraging responses and other contributions. In this case discussion is one of the most important activities in language learning that enable students to exchange ideas and opinions, within a context of a group .Also in order to get good discussion, Scrivener (2005,p.150- 151) gives some keys that teachers should follow. These Keys are:

a. Frame the discussion well: teachers should not start directly the discussion by giving the title of the topic and say "TALK" There are many ways to give the topic and open the discussion such as giving a picture or speaking about a book that everyone reads or other things alike.

b. Preparation time: student's need some time before the discussion starts in order to think about what to say, to look up vocabulary in their dictionaries and so forth.

 c. Don't interrupt the flow: one problem that cuts the smoothness of the discussion is that those classroom management techniques such as rising hands to ask the permission to speak, for example, Dacha, what do you think? Through well-prepared discussion, the teacher's role is not to force his opinions on the students, but is to encourage them to express their viewpoints in an oral presentation task.

d. Specific problems are more productive than general issues: teachers should choose specific topics rather than general ones because specific ones are more interesting and realistic. So, teachers should narrow down the topic that has been chosen. For example, oil pollution could be narrowed to „how to minimize the risk of pollution in future".

e. Role cards: giving role cards could help the students in discussion.

f. Buzz groups: it gives learners the chance to discuss the topic in hand in small groups first, in order to raise the students" confident of their language, to think of ideas---etc., then they are asked to discuss it in front of the whole class. Even buzz group takes only few minutes, it helps a lot the discussion by giving more energy to the students and the discussion.

g. Break the rules: teachers could go beyond all the rules that are mentioned above according to the nature of the topic, the students.

➢ Story telling activities

Story telling is an original form in teaching language function, this kind can encourage learners to state a clear meaning that they want to address to their classmates. For that Harmer (2007,p.129) suggests that 'it is a universal function of language and one of the main ingredients of casual conversation –narration- that has always been one of the main means of practicing speaking. Students need to tell stories in English as a beneficial way to develop their speaking.' Thus the aim behind this activity is to manage and develop the learners' own imagination, also it lead students to interact fluently in the classroom , so this activity is useful for teaching EFL Oral classes.

➢ Information gap activities

Another effective activity, which focus on grouping students into groups and give them information about any topic, then students have to find the gap between the data presented by the teacher to them and complete the story or the event in order to get the whole

information. According O'Malley and Pierce (1996) define information gap activity as 'the ability of one person to give information to another. An information gap is an activity where one student is provided with information that is kept from a partner.' (Cited in Kouicem, 2010, p. 40). In this activity, teachers have to creative and use any materials that raise the EFL learner's imagination and creation of their own thoughts.

 ➢ **Drama and simulations**

These two   types of oral activities are very important in language teaching and learning, thus simulation is a stronger step for learners to show their scenes in real life situation. According to Bygate (1987,p.81) says that' they are not performed for audiences, the participants work together within an imaginary setting ,therefore Students often engage in another identity like drama and simulations activities, where their anxiety is reduced and their motivation will be increased, so EFL learners speaking skill will be enhanced.'

 ➢ **Problem solving activities**

This kind of activities lead learners to participate directly during an oral expression course , moreover problem solving help students to find solution to their problems .So they will be more creative and involved to speak fluently the language, also it demand that the learners themselves make suggestions , give reasons, accept, modify or reject suggestions and reasons given by others. Barker and Gout (2002,p.160) defined problem solving as follow 'a problem-solving group is a group of people who work together to solve a problem by collecting information about the problem, reviewing that information, and making a decision based on their findings.'

 ➢ **Dialogues activities**

Using dialogues in a presentation task has a great impact on developing speaking skill. From practicing, this activity helps students to know the grammar structure or lexical area that are characterized in dialogues, in this point Thornburg (2005,p.72) sees that 'dialogue

practice can be a helpful way to show the rest of the class; how subsequent students' pair-work is to be performed. The teacher may, for instance, ask a student to read aloud one of the roles of a dialogue.'

➢ **Students' presentation activities**

This kind of activities plays a major role in enhancing oral skill. So the useful way that make students communicate effectively is through making them present oral task in front of their colleagues during an oral expression course for authentic speaking, Thornburg (2005,p.71) 'this might be considered as a sign to open a wide interaction inside the classroom through asking questions for more information or suggesting new ideas.'

1.7.2. Managing Pronunciation through a set of Language Methods

The significant, which help teachers to enhance the oral skill of their student are: grammar translation method (G.T.M), the direct method (D.M), the audio-lingual method (A.L.M) and (A.V.A) The audio-visual approach. The aim behind presenting those methods is to show the importance given of pronunciation in each one of them.

✓ **The grammar translation method**

During the nineteenth century the grammar transition method was used in teaching the classical method of Greek and Latin, also it is the global way of teaching a foreign language , for that Cook said (2003,p.31) 'dead classical languages, Latin and ancient Greek.' This method is focused on the mastery of grammatical rules, translation of sentences and texts from and to the TL, in the same context Richard and Rodgers (1986,p. 3) see that 'Grammar-Translation is a way of studying a language that approaches the language first through detailed analysis of its grammar rules, followed by application of this knowledge to the task of translating sentences and texts into and out of the target language.' So, the grammar translation method gave attention in teaching how to pronounce the language.

- **The Direct Method**

The biggest problem that has faced the GTM gave birth to a new method which called the direct method, it became quiet widely known and practiced at the mid of twentieth century. So second language should be learned without translation but focusing more on the direct use of that language, more precise, it should learned with the use of intensive oral interaction. For that teaching and learning speaking begin with a systematic attention to pronunciation. In the same path Richards and Rodgers (2001,p. 12) claim that the direct method should be based on oral communication skills Concrete pronunciation was emphasized

- **The audio-lingual method**

This method was based on the spoken language, according to Hall Haley and Austin (2004,p. 39) 'this method adopts what is called a "natural" order to second language acquisition: listening, speaking, reading, and writing.' In other words, the audio-lingual method followed in acquiring the L2/ FL in the same order like in L1 acquisition which starts by listening, speaking, reading then writing. Also this method followed in learning speaking a bottom-up order, i.e., it started with learning discourse before analyzing grammatical structures.

- **The Audio-Visual Approach**

This approach focus on the significant role of both the visual side and the audio side in teaching listening and speaking skills .So, Rivers (1981,p. 175) claims that the Audio-Visual Approach puts many reasons to emphasize the importance of adding the visual element in teaching both listening and pronouncing. These reasons are summarized in the following issues:

1. The elimination of the interference of the MT by adding the picture to the voice. Learners will understand the FL by both the meaning that is gained from the image and the FL utterance.

2. The elimination of the script because the spoken language will be understood by the use of the picture stimulus.

3. The increase of learners' motivation. Modern learners find it interesting when well-drawn pictures are added.

Conclusion

The ability to pronounce without making errors is a difficult process, which regarded the definition of pronunciation and its importance, also we focus on the objective behind this skill, and then we discuss student's pronunciation difficulties that students may face in their learning process, so this latter will not be easy for both teachers and students.

Chapter Two
Methodology and Data Collection

Chapter Two: Methodology and Data Collection

2.1. Introduction

Most of students have a desire to speak and learn English with correct pronunciation. Students are unable to pronounce simple words, despite the years of English instruction they have had in school and universities. The goal of this chapter is to introduce the research methodology for the research plan, including the methodology, study participants, procedures, analysis method, and the components. In addition, explaining the design and methodology of our study. The study aims at investigating English pronunciation Errors among second year EFL students at Dr. Moulay Tahar University, Saida. So it is necessary to select the methodology to carry out the current investigation regarding the attitude of English pronunciation Errors.It highlights the setting where the current investigation took place and the target simple, also highlights the materials , techniques that are used to collect data and answers questions Besides, it presents the limitation of study and the general conclusion.

In the following chapter, we will attempt to discuss the research design. In addition, we will shed the light on theresearch approach of both qualitative approach quantitative approach, further more we mentions the data collection, settings , participants' profiles of both students' profiles and teachers' profiles . the last points that sould be discussed research tools , teachers' semi-structured interview , the questionnaire, types of questions which they are open-ended questions and closed-ended, in addition the questionnaire design and procedures.

2.2. Research Design

The methodology that we use it in the present research is the descriptive method, because it is more appropriate and serves our study. To support this point, Selinger and Shohamy (1989, p. 157, as cited in Khaldoun, 2008, p. 85) affirmed that , "Research design

is based on understanding a the steps within the interactive framework of theresearch , without isolating variables"

In addition, Research design is an important component of the desertation to answer the research questions.Then; the research design is the overall strategy for conducting research, which defines a concise and reasonable plan to solve existing research problems by collecting, interpreting, analysing and discussing data.

Similarly, Cresswell (2009) expresses that "research designs are plans and the procedures for research that span the discussion from broad ".

Furthermore, a good research design is typically defined by adjectives such as adaptable, appropriate, effective and cost effective. Generally, research design is one that minimizes variance and maximizes the reliability of collected and analyzed data. In certain tests .the design with the smallest experimental error is considered the best design.

As a result , our research employs a descriptive research design that employs a case study research approach and involves both quantitative and qualitative data collection methods (mixed approach) . According to Yin (2002) "the case study like other research strategies, is away of investigation an empirical topic by following a set of prespecified procedurese".

2.3. Research Approach

In order to identify the investigation of English pronunciation Errors among second year EFL students atDr. Moulay Tahar University, Saida, we should chouse methods that help us to achieve our research objectives. Thus, we focus on using the two methods descriptive method and analytical method, in addition, our research combines both quantitative and qualitative data. We use the quantitative in order to makes use of numerical data, and we

use qualitative in order to analyze and interpret data concerning pronunciation errors of second year EFL students atDr. Moulay Tahar University, Saida.

In other words, the descriptive method is a suitable way to explore our hypothesis. We have chosen this method to understand the problem which is the pronunciation errors on foregn language students, at the same time we target to discover reasons behind those errors and difficulties in EFL classes and accordingly, to investigate strategies to minimize the English pronunciation errors in EFL classes.

İn this research,the researcher adopted a mixed approach by using questionnaire for students and semi-structured interview with teachers to obtain data about the attitude of English pronunciation Errors among second year EFL students atDr. Moulay Tahar University, Saidaand the reasons for which they fall in this errors. This study engaged two approaches of data analysis: quantitative and qualitative (mixed -methods):

2.3.1. Qualitative Approach

Qualitative approach regarding what pushes EFL students to make errors when they pronounce the English language in the classroom. This approach allowed for a deeper understanding of difficulties that second year students suffer from in English atDr. Moulay Tahar University, Saida

A qualitative study is appropriate when the goal of research is to explain a phenomenon by relying on the perception of a person's experience in a given situation (Stake, 2010,p.62). In the same context, Creswell (2003, p.55) mentioned that, a quantitative approach is appropriate when a researcher seeks to understand relationships between variables. Because the purpose of this study was to examine the experiences and perceptions of EFL teachers and students at Dr. Moulay Tahar University, Saida,a qualitative approach was the most appropriate choice.

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Moreover ,Glaser and Straus (1967) created this quantitative approach emerge by methodically coding interviews with terms that succinctly and conceptually summarize each phrase, line, or even word.

Birks and Mills (2011,p. 17) described quantitative approach used to gets views that comes from the human experience with complete objectivity, understanding a human's perception is imperfect which influenced by society, culture, or other external influences.

This research study sought to conceptualize the investigation of English pronunciation Errors among second year EFL students atDr. Moulay Tahar University, Saidaand to understand in abstract terms built through coding the data from interviews and questionined, and build a theory based on the interpretation of the their shared experiences. Unlike the Quantitative, Qualitative Approach involves collecting and analyzing non-numerical data. Cresswell (2009, p.101) defined "is a means for exploring and understanding the meaning individuals or groups ascribe to social or human problem .on the other hand , Frankel and Wallen(2009) argue that "qualitative researcher have a much greater flexibility in both the strategies and techniques they use and the overall research process itself ".

İn view of what has just been mentioned, the basic principles for using two approaches is that the strengths of the two methods will completment and compensate for each other method wicks. Frankel and Wallen (2009,p.105)express that " it is advantage is that by using multiple methods , researchers are better able to gather and analyse considerably more and different kinds of data than they would be able to using just one approach ".

2.3.2. Quantitative Approach

Quantitative approach is used to analyze the data, Cresswel (2009,p.101) defined "quantitative research is a means for testing objective theories by examines the relationship among variables".

Moreover, Blaxter et al (2006, p.09) stated that: "Quantitative research is characterized by deductive approaches to the research process aimed at proving, disproving, or lending credence to existing theories. This type of research involves measuring variables and testing relationships between variables in order to reveal patterns, correlations, or causal relationships".

2.4. Data collection

It is necessary to select an effective method and tools in order to present our study investigation, which includes information about the descriptive of the subjects involved in the study. It will also include information about the instruments used to collect data. There will be a discussion of the data collection that we choose it to collect the data analysis procedures will be given (questionnaire and interview) data collection.

In order to obtain the required data of our research, we choose the description method because it is the suitable way that could enhance the validity of English pronunciation Errors among second year EFL students atDr. Moulay Tahar University, Saida. Due to that, the data collection was gathered by using two data collection tools: An interview with EFL teachers and a questionnaire for second year EFL students atDr. Moulay Tahar University, Saida. These two tools will be described and analyzed in details in the following chapter(chapter 03).

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Furthermore, data collection is a method of collecting and analyzing data and knowledge about the study's subjects (people, artifacts, and phenomena) as well as the environment in which they occur .Then, data collection helps the researcher to obtain information from a variety of sources in order to answer pertinent questions, assess results, and make decisions.

As mentioned previously, traingulation approach of data collection were employed by using questionnaire for second year and semi-structured interview with EFL teachers.

2.4.1. Settings

It is very important to identify the population and the sample of our work in order to trace an organized path for collection of the required data; we have distributed questionniares to second year EFL students atDr. Moulay Tahar University, Saidafor the academic year 2020 /2021.

It is important to mention that sample of this study was selected randomly. However, the population was chosen or purpose because second year students still novice in language and they suffer from pronunciation errors in a way or another. For that reason, this population seems the suitable one that fits with our research questions and aims as well.

The most appropriate tools adopted in this descriptive study are interview which was done with English teachers atDr, Moulay Tahar University, Saidain order to obtain information about teacher's viewpoints and attitudes towards the investigation of English pronunciation Errors and the reasons for which they do these errorsin their classes.

2.4.2. Participants' Profiles

The term participant, according to Marczyk (as cited in Khaldoun, 2008, p.86) refers to individuals who are of interest to the researcher, concerning that Marczyk (2005, p. 18 as cited in Khaldoun, 2008, p.87) stated that it is not useful to work with every member of the population. So it is necessary to choose a representative group which displays the characteristics of the whole population.

In the same context David (2007) a simple random sample (SRS) of size n consists of n individuals from the population chosen in such a way that every set of n individuals has an equal chance to be the sample actually selected. The sampling concerns both teachers and students.

The sample was drawn from a population of second year EFL students atDr. Moulay Tahar University, Saida. All participants had to be novice in the English language, because English was not their native language. The whole number of students who studing Foreing language atDr. Moulay Tahar University, Saidaconsist of (N= 200) students. While the students participants are a sample of fourty (40) students who were addressed with a questionnaire and (N= 04) theachers were selected to make the interview about the researched subject.

2.4.2.1. Students' Profiles

This section is about student background information. It contains genaral questions such as : the students' Gender , how much they like the English language as a foreign language and how they found it.

2.4.2.2. Teachers' Profiles

This section aims at collecting items of information on the sample. The teachers are asked to answer different questions related to their personal carrer such as information about the teachers in terms of degrees in order to see if the high degrees are needed or it is sufficient to be an fluent teachers with a first degree (i.e. a licence). Teachers are asked to give the numbers of years they have been teaching English, because we need to know whether those teachers have already experienced in teaching the oral skills or not.

2.5. Research Tools

To collect data there are four main tools which are an interview, a questionnaire, classroom discussion, and a classroom observation. For our study, we saw it is necessary to use the questionnaire and interview because of: it is more adequate to gather information; our research mainly based on definitions, descriptions, and comparisons; it is useful to provide clear views with a minimum of time and effort.

According the importance of the questionnaire, it is said that: "the questionnaire was used as a main instrument to elicit data from the two omnipresent partners in the teaching/ learning process: students and teachers for the reason that it allows the analysis of a large number of informants in a relatively short period of time anonymously". (Wallace, 1998, p.41)

2.5.1. Teachers' Semi-structured Interview

The interview is a useful data collection method, as it is known in social research there are a various type of interview among them semi structured, structured and semi structured interview. In this present study, the researcher adopted semi-structured interview to collect teachers attitudes towards investigation of English pronunciation Errors among

second year EFL students atDr. Moulay Tahar University, Saida, because of its greater flexibility and validity of reports the semi-structured interview is a quantitative data collection strategy in which the interviewer does not strictly adhere to a predetermined list of questions, and they will instead pose more open-ended questions.

As Dqwson (2009, p 65) said that,

> "Semi-structuredd interviewing is perhaps the most common type of interview used in qualitative social research. In this type of interview, the researcher wants to know specific information which can be compared and contrasted with information gained in other interviews. To do this, the same questions need to be asked in each interview. However, the researcher also wants the interview to remain flexible so that other important information can still arise".

In this study, the researcher select this tool as a follow up to the questionnaire' response, and to test the stated hypothesis.

2.5.2. The Questionnaire

The questionnaire is perhaps the most widely used for eliciting information from some target informants relative to their goals, attitudes and backgrounds. The use of this data collection tools in our research aims to investigate the students' attitudes towards English pronunciation Errors. Also, it seems as an important way to discover the students difficulties in pronunciation inside classroom and their capacities of learning English.

Chapter Two: Methodology and Data Collection

Through investigating the reasons behind these errors while learning English as a foreign language, and the major problems they encounter in learning that language which may influence the development of their learning process.

İn this research, the questionnaire was addressed second year EFL students atDr. Moulay Tahar University, Saidacheck and evaluate whether students make errors when they speak in EFL classes. The Questionnaire has many advantages and much strength that lead most researchers to use it. Seidel et al (2012, p.151) summarized strengths in the following:

➢ Questionnaires can be sent and returned by post or Email and they can be handed directly to the respondent

➢ Questionnaires are cheap to administer.

➢ The only costs are those associated with printing or designing the questionnaire.

➢ No time-consuming; it increases the speed of data collection.

➢ The respondent can finish it and return it back quickly.

➢ Using Questionnaires will reduce biasing error that is caused by the characteristics of the interviewer and the variability in interviewers' skills.

2.5.2.1. Types of questions

In designing the present self-completed questionnaire for research purposes, the items required answers with dichotomies (yes/no question), or picking up the most appropriate answer from a series of options, or asking the students to give their opinions or to explain their choices. The questions revolve around four headlines each one of which covers the variables selected and each particular aspect of our study.

Each Questionnaire needs to include a variety of Question types the following: Close -ended and open -ended which are used to find bout the objective facts from people these questions should be clear for the respondents. Selltiz et al (2009) argue that the

selection of each type is determined by the researcher objectives and the type of data that has to be collected about the attitudes towards the investigation of English pronunciation Errors among second year EFL students atDr. Moulay Tahar University, Saida

2.5.2.1.1. Open-ended questions

Open questions demand the students to give their personal opinions about the subject or to explain their choices. The open ended question is intended to elicit a free response from the subject rather than one limited to stated alternatives ,Naoum improves that (2007) "open Questions seek to encourage   the respondent to provide free responses ".

Open-ended Questionnaires are used in quantitative research as well as finish with a section of open questions for more detailed response and collect information about students'views about English pronunciation Errors.

2.5.2.1.2. Closed –ended

Closed questions required answers with dichotomies (yes/no question), or picking up the most appropriate answer from a series of options. This type of questionnaire is easier and quicker for the researcher to record responses about attitudes towards the investigation of English pronunciation Errors among second year EFL students atDr. Moulay Tahar University, Saida, and always begin with a series of closed questions with boxes to tick or scales to rank.

İn this study, the researcher used only close ended questions to collect data in order to meet the goals and interpret the responses quantitatively of our research topic, in addition to its major advantages.

To support this point of view the researchers, Oppenheim (1992, p.99) summarized strengths in the following :

- ➢ Require little time

- ➢ No extended writing

- ➢ Low costs

- ➢ Easy to process

- ➢ Make group comparisons easy

- ➢ Useful for testing

- ➢ Specific hypothesis.

- ➢ Less interviewer training.

2.5.2.2. Questionnaire Design

This questionnaire is addressed to second year EFL students atDr. Moulay Tahar University, Saidafor the academic year 2020-2021, the participants of this questionnaire are 40 students from differentgroups, Thus they are chosen randomly to explore the efficiency of English pronunciation Errors. It also consists of (11) of questions, which are arranged in a logical way .They involve tow type of questions "Closed questions" and "open-ended questions". Closed questions required answers with dichotomies (yes/no question), or picking up the most appropriate answer from a series of options, and or open questions demand the students to give their personal opinions about the subject or to explain their choices .

The questionnaire is divided into four sections:background information this section is about student background information like the students' Gender;. Section Two inclused the studntes attitudes towards the investigation of pronunciation language, and section Three prononciation errors on vowels and diphtongsand section four mentioned the stategies of teachres and the efforts of students.

2.6. Procedures

The sample was drawn from a population ofsecond year EFL students atDr. Moulay Tahar University, Saida for the academic year 2020-2021, the participants of this questionnaire are 40 students and interview with four teachers of English to collect Information about their attitudes towards the investigation of English pronunciation errors amongsecond year EFL students atDr. Moulay Tahar University, Saida for the academic year 2020-2021.

As it is mentioned, the aim of using questionnaire and interview is to find teachers' and students opinions concerning English pronunciation errors. Additionally, questions posed might reveal if academic area unit are really of difficulties and their categories and also the strategies may helpsecond year EFL students atDr. Moulay Tahar University, Saida.

2.7. Conclusion

This chapter is a brief discussionon of the research method used to answer the research questions. A discussion of the procedure, study participants, data collection, and interview questions outlined the specifics of how the study was conducted and who participated in the study. Also, in this initial chapter, we tried to give some theoretical ideas that could help the reader concerning the research design and approach employed in the study. Then, it shows the setting where the current study has been carried out as well as the participants were presented to conduct the research,and it describes the tools used for collecting the data in addition, the procedures used in the research .Theresults are going to be discussed and analyzed in the next chapter.

Chapter Three

Field Work, Data Analysis and Interpretations

Chapter Three : Field Work , Data Analysis and Interpretations

3.1. Introduction

This chapter is devoted to the practical part of the conducted work. It is designed to provide the description of the results that were obtained through the collected data about the handled study. This work aims to spot the light on exploring teachers and student's attitude towardsinvestigation of English pronunciation Errors among second year EFL students atDr. Moulay Tahar University, Saida, based on the analysis and the discussion of the gathered data results. Furthermore, this study is conducted to check the formulated hypotheses through a questionnaire to second year EFL students atDr. Moulay Tahar University, Saida, as well as an interview of sample of teachers of EnglishatDr. Moulay Tahar University, Saida.

3.2 Population and Sample

It is important to identify the population and the sample of our work. In order to trace an organized path for collection of the required data, we have distributed questionnaires hand to hand to second year EFL student's atDr. Moulay Tahar University, Saidaand making an interview with teachers of English in the faculty.

3.2.1 Sample

The target population of this study is students of second year atDr. Moulay Tahar University, Saidafor the academic year 2020-2021 which consist of (N= 200) students . While the students participants are a sample of fourty (40) students who were addressed with questionnaire.

Chapter Three : Field Work , Data Analysis and Interpretations

It is important to mention that sample of this study was selected randomly. However, the population was chosen or purpose because second year students still novice in English language.

3.2.2 Population

Three (N=3) teachers of EnglishatDr. Moulay Tahar University, Saida. They were selected to make the interview about the researched subject. It is worthy to mention that three of them are experienced and one of them is novice at university.

3.3 Data collection tools

In order to obtain the required data of our research, we choose the description method because it is the suitable way that could enhance the validity of our study. Due to that, the data collection was gathered by using two data collection tools: An interview with teachers of English, in addition, second year students. These two tools will be described and analyzed in details in this chapter.

3.3.1 Questionnaire

The use of this data collection tools in our research aims to investigate as students attitudes towards the English pronunciation Errors. Also, it seems as an important way to discover the reasons behind these errors and the major difficulties they encounter in learning that language which may influence the development of studding the foreign language English.

3.3.2. Questionnaire for students

3.3.2.1 Description of the student's questionnaire

This questionnaire is addressedsecond year EFL students atDr. Moulay Tahar University, Saida, the participants of this questionnaire are 40 students from different groups for each level, thus they are chosen randomly to explore our topic. It also consists of 11 of questions, which are arranged in a logical way .They involve tow type of questions "Closed questions" and "open-ended questions". Closed questions required answers with dichotomies (yes/no question), or picking up the most appropriate answer from a series of options, and or open questions demand the students to give their personal opinions about the subject or to explain their choices . The questionnaire is divided into four sections: General information, Language Pronunciation, Pronunciation Errors on Vowels and Diphthongs, and The Stategies of Teachers and the Efforts of Studens.

3.3.1.2.2 Administration of the questionnaire

This questionnaire is made with second year EFL students atDr. Moulay Tahar University, Saida, these respondents were available in the classroom we distribute the questionnaire in order to analyze their attitude towards the subject.

3.4 Analysis of students' questionnaire

Section One: General information

Item 01: What is your gender?

*Table 3.1*Students' gender.

Gender	Number	Percentage
Male	12	30%
Female	28	70%
Total	40	100%

Figure 3.1 Students' gender
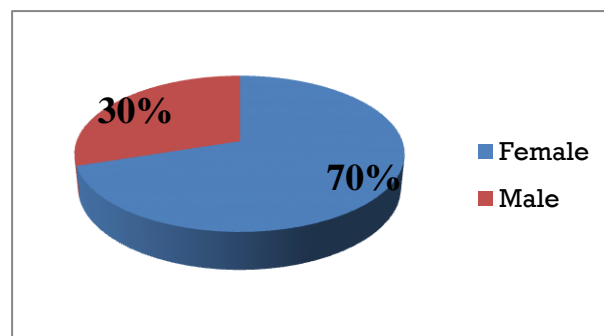
The results displayed in the table above show that the majority of students are girls (70%) who study second year atDr. Moulay Tahar University, Saidaand only (30%) that represent boys from the rest. Also as shown in the table, females (70) are more than two times the number of males (30).
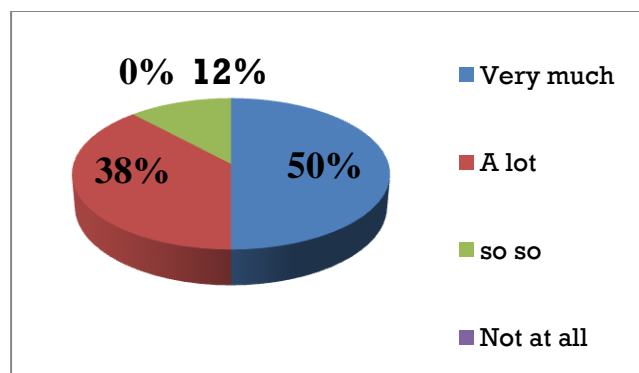
Item 02: How much do you like English-language?
   Table 3.2

Students view about English language

Option	Number	Percentage
Very much	20	50%
A lot	15	38%
So So	5	12%
Not atall	0	0%
Total	40	100%

Figure 3.2 Students view about English language

The choices come to discuss learners' evaluation of English for them.The majority of the students (50%) says that they like English very much and it was the first choice ,in addition to that about (38%) from the students claims that they like English a lot , , also (12%) represents students say so so they like english English but (0%) Who says not at all.

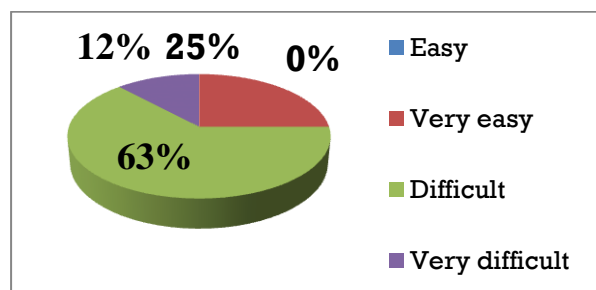# Chapter Three : Field Work , Data Analysis and Interpretations

Item 03:How do you find learning English pronunciation?
Table 3.3

Students' view about English pronunciation

Options	Number	Percentage
Easy	0	0%
Very easy	10	25%
Difficult	25	63%
Very difficult	5	12%
Total	40	100%

Figure 3.3 Students' view about English pronunciation

From the above table, we can see clearly that the majority of students (63%) claim that they found English pronunciation difficult , while other students making up (25%) says that it is easy to pronounce words in English may they were expert learners , and just a few number of students (12%) say that it is very difficult .
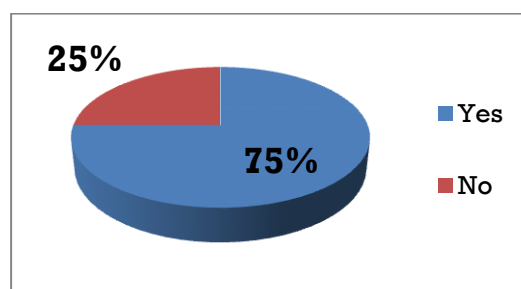
Part Two: Language Pronunciation

Item 04:Do you have difficulties in the pronunciation of English language

Table 3.4

Students' views about if they have difficulties in learning English pronuncitation

Option	Number	Percentage
Yes	30	75%
No	10	25%
Total	40	100%

Figure 3.4 Students' views about if they have difficulties in learning English pronuncitation

These results represent the views of students towards pronunciation in English.high number of students (75%)says that they have difficulties in the pronunciation of English language , but (25%) of them say they do not have any difficulty in learning English .

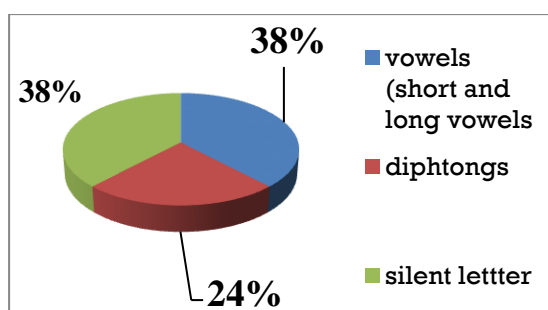**Chapter Three : Field Work , Data Analysis and Interpretations**

Item 05:What are the common and the most pronunciation errors in English Language?

Table3.5

The common and the most prononciation errors

Option	Number	Percentage
vowels (short and long vowels)	15	38%
diphtongs	10	24%
silent letter	15	38%
Total	40	100%

Figure 3.5 The common and the most pronunciation errors

The analysis of this question represents the attitude and opinions of EFL students about the common and the most prononciation errors in English Language inside the classroom. The majority of students (38%) claim that they face vowels (short and long vowels) difficulty in learning English pronunciation and (38%) from silent letter. But, just a few number (24%) they face diphtonges difficulties to learn English pronunciation.

Item 06 :What are the sources of these errors ?
Table 3.6

Students opinion about the main source of their errors

Option	Number	Percentage
Interference of the mother tongue	20	50%
lack of knowledge in terms of English phonetics	20	50%
students are not aware of the importante of accural pronunciation	0	0%
Total	40	100%

Figure 3.6 Students' opinion about the main source of their errors
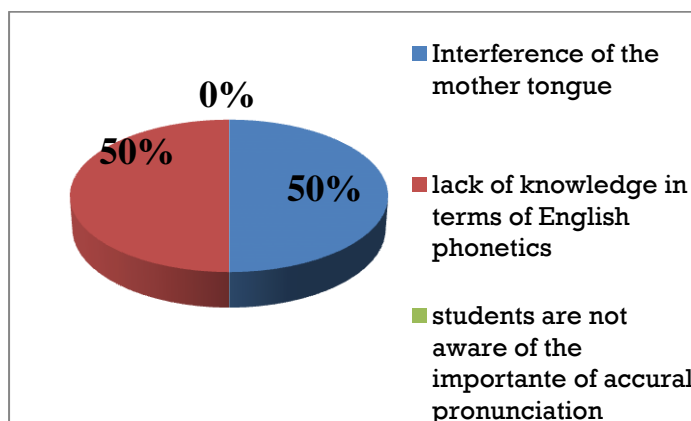
The choices come to discuss the learners' opinion about the main source of their errors, and here the half of students (50%) said that the source is the interference of the mother tongue Arabic. In addition to that, about the same (50%) from the students says the lack of

knowledge in terms of English phonetics who suffering but, (0%) no one choose students are not aware of the importante of accural pronunciation.

Section Three: Pronunciation Errors on Vowels and Diphtongs

Item 07: Circle, in the following list of English vowels, the ones that are the hardest for you to prononce

/æ/	/i:/	/i/	/u:/	/ɔ:/	/ʊ/	/e/
Cat	weak	hit	boot	call	put	set

It is commonly accepted that in order to learn a language and pronounce it correctly you should learn phonetic module in this present question most students (53%) affirms that the vowles **/i:/**and **/u:/**the hardest vowles that they found it difficult to pronounce . Others (47%) say that **/ɔ:/** and **/e/** are the difficult one, thus they should pay attention to those vowles in order to learn more the pronunciation of words.

Item 08: Circle,in the following list of English diphtongs, the ones that are the hardest for you to pronounce

/aɪ//eɪ/	/əʊ/	/ɪə/	/ɔɪ/
Fight	say	count	hear	boy

From what question, all (50%) the students affirm that **/əʊ/,/ɔɪ/ and/ɪə/**are the common difficult diphtongues to pronounce because they are complex, thus they sould focus on themthrough practicing pronunciation activities to achieve the English language basistrough.

## Chapter Three : Field Work , Data Analysis and Interpretations

Section Four: The Stategies of Teachers and The Efforts of Students

Item 09: What are the stategies and the activities that used by teachers to improve the studentds pronunciation?

*Table 3.7*Strategies and activities improve student's pronunciation

Option	Number	Percentage
brainstroming	0	0%
oral interview	10	25%
debates	0	0%
disccussion	25	50%
role_ play	10	25%
Total	40	100%

Figure 3.7 Strategies and activities improve students pronunciation
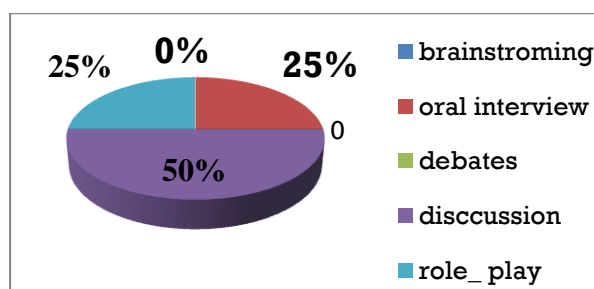
The main objectives of teaching English as foreign language is to be a global goal of most teachers,who work on developing tools that help students pronounce English naturally.Thus , half of students(50%) **affirms that classroom discussion is the helpful**stategy, and the

activitiy that is used by teachers which improve their pronunciation, in addition (25%) of student for each oral interview and role play affirms that they are useful method used by the teachers and most instructor in the classroom which help them to have a positive impact for learning better the foreign language , giving a chance to achieve their pronunciation knowledge .

Item 10: What is the Training Pronunciation that the Students Need?

Table 3.8

Students view about the Training Pronunciation that the Students Need

Option	Number	Percentage
Time	6	15%
Attention	34	85%
Total	40	100%

Figure3.8*Students view about the Training Pronunciation that the Students Need*
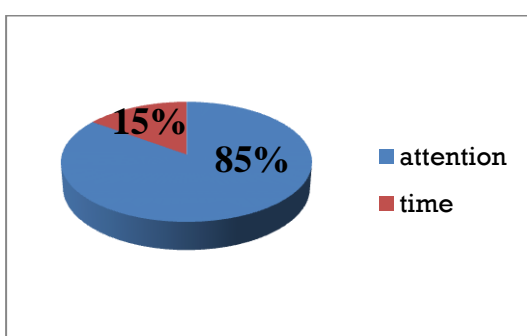
The results show that the majority (85%) of the students affirm that they need attention for better pronunciation and study English as a subject in the university , because it is an

international language and they need it for many field in addition they feel relax and motivated to learn it at the university thus they should pronounce it correctly . But the rest (15%) opted for' time '. They see that English pronunciation difficult to achieve it , so they need more time to learning it.

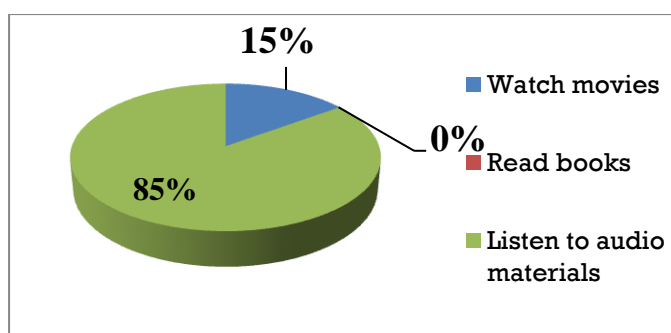**Item 11. What is the most Important Effort that Improve their Pronunciation**

Table 3.9

Students view about the important effort for good pronunciation

Option	Number	Percentage
Watch movies	6	15%
Read books	0	0%
Listen to audio materials	34	85%
Total	40	100%

Figure3.9*Students view about the important effort for good pronunciation*

The results show that the majority (85%) of the students affirm thatthe most important effort that help them to pronounce is listening to audio materials it motivate them to learn. But the rest (15%) opted for' watching movies '.

3.3.2 Teachers' interview

3.3.2. 1 Aims of the interview with teachers

The teachers' interview is intended to investigate the teachers' opinions and attitude towardsEnglish pronunciation Errors among second year EFL students atDr. Moulay Tahar University, Saidafor the academic year2020-2021. It also aims at investigating the teachers thought of how can deduce the learners problems which being encountered in their learning process.

3.3.2. 2 Description of the teachers' interview

The teachers' interview consists of teachers of English atDr. Moulay Tahar University, Saida. The interview has been done with four teachers. The teachers are requested to give explanations. The teachers' interview consists of (11) questions. We seek information about the teachers' opinions about English pronunciation Errors among second year EFL students atDr. Moulay Tahar University, Saidaand how pronunciation can be an important tool that help students to aquire the English.

3.3.2.3 Administration of the interview

This interview is made with teachers of English at the teachers room we meet them personally in order to give us their personal attitude towards our subject.

Chapter Three : Field Work , Data Analysis and Interpretations

3.4 Data collection procedures

In this research, we used interview a as a suitable way to answer our questions. We have chosen this tool to understand the problem which isinvestigation of English pronunciation Errors among second year EFL students atDr. Moulay Tahar University, Saida, and to study the main reasons behind this errors.

3.5 Analysis of the student's interview:

Rubric 1: Teacher's profile

1. Degree (s) held: Concerning this question, the teachers have been asked about their highest degree they hold. Two teachers claim that they have doctorate in Applied Linguistics, and two-teacher hold Magister degree in Literature and Civilization.

2. How many years have you been teachingEnglish?

The aim of this question is to elicit the teacher's teaching experience.The three teachers claim that they have been teaching English for more then ten years and from this we can notice that they are experienced teachers. While one teacher affirms that he teaches English since 7 years, so he is a novice teacher.

3.To what extent do you think pronunciation is important to teach to your students?

English pronunciation is a successful strategy for students. So, the majority of all teachers state that we should teach pronunciation through doing activities because:

-Pronunciation is highly important therefore students can listen in the class, though they mostly communicate with each other; the fact which prevents them from enhancing their pronunciation.

-It is definitely an important thing as understanding is very much dependent on correct pronunciation of words.

-For a good pronunciation to avoid errors.

4.What do you think of English pronunciation?

Concerning this question the teachers affirms that English pronunciation is easy if we compare it with other foreign languages but some students face difficulties in learning English pronunciation.

5. Do you think that using listening activities enhances student's pronunciation skill?

From thisauestion above, all the informants define that the use of listening activities improve the pronunciation skill of students , in addition it help them to know how words are pronounced.

6.Do your students interact more when they are involved in pronunciation activities?

Concerning this question all the teachers are agree with this idea , the participants answer that the students are interactive in pronunciation activities , because English pronunciation is an interactive skill therefore as a EFL teacher we should concentrate on the pronunciation system of the target language (TL) to sort out the sources of errors. So, activities such as playing dialogues, group work, and oral presentations, classroom discussion playan importantrole in observing learners' errors and knowing the areas which need reinforcement.

7.What are the factors responsible for persistent pronunciation errors in the learner?

This question underlines the factors responsible for persistent pronunciation errors of the learner. Teachers of English atDr. Moulay Tahar University, Saidaconsider that lack of listening of the factors.

-Lack of listening. Most students do not listen much or do not listen at all. Listening skill is very important to correct pronunciation.

- playing games at phones and computers for a long time makes the students forget how to pronounce words they did not order time. But pronunciation can have other activities from listening.

-Words that are similar in pronunciation, as a result the students confuse between them.

-Students are afraid of making errors, so, they are not use to speak.

-Students are not self-confident and they are not encouraged and motivated to write listen to audio materials.

9.Do learners of English language find difficulties in pronunciation when they read from a given passage?

All teachers of English language atDr. Moulay Tahar University, Saidaagreed that learners find difficulties to pronounce when they read from a given passage because they cannot easily distinguish between some sounds when they read.

10.What is the cause behind pronunciation errors?

Concerning the causesof pronunciation errors in which English learners fall in, the teachers of English answered that:

-Learners interferred by their mother tongue (MT).

 -English learners do not master word stress.

-Learners pronounce silent letters.

One from the four teachers provided us with other errors causes suchas: language deficiencies, mispronunciation of some sounds because a single sound can havedifferent

pronunciations, for example the letter "o" can be pronounced in three different waysin the following words: food /fu:d/, good /gʊd/, blood /blʌd/.

 11. How can you avoid English learners' errors of pronunciation?

Concerning the avoidance of learners' errorsof pronunciation varied from one to another: two teachers insisted on Audio LingualMethod techniques (for example drills) as the best way to teach pronunciation. Other teacher said that by correcting learners' errors and giving them points of reference to bekept in mind in order not to be mistaken in the coming lessons, i.e. giving examples fromother languages like Arabic.

Another teacher argued on doing a lot of exercises of phonetics withthe learners and asks them to check the correct pronunciation each time in the dictionary.

In general teachers also can advise learners to watch serials in order to know more about the correctpronunciation and teaching sould be linked to pronunciation especially for beginnersthe way a word iswritten and how it is pronounced in order to make learners in touch with the way in whichnatives speak English.

3.6. Discussion

    Based on the analysis of the teacher's interview and student's questionnaire, we obtained data about their attitudes towards investigation of English pronunciation Errors among second year EFL students atDr. Moulay Tahar University, Saida. Throughout these results of data collection tools, we find answers of our research questions, this study showed that a large number of students responded that have difficulties in such kind of vowles and diphtonges on pronouncing English in general. So that, they overcome stressed and   can not perform better while learning. They consider that pronunciation as a way of learning how concepts pronounce which could enable them express their thoughts and involve effectively in the

classroom oral activities. The teachers regarded that pronunciation activities are helping tool for learning new language.

This study indicates that pronunciation errors might be a wall for the teachers and students to achieve some gaols of learning. The fact that teachers allowed the importance of pronunciation, so they are encouraginglearners to focus more and be motivated to learn pronunciation and avoid making errors. Teachers prefer to the use audio material in order to help learners to listen how words pronounced. For that reason, they highlight the most effective effects of that use, such as discussion, interview, presentation, listening to vidios helping students to pronounce words, and being motivated to share them orally without any complications.

In response to the reasons behind this errors, the majority of teachers declared thatlack of listening and words that are similar in pronunciation, as a result the students confuse between them, in addition students are afraid of making errors , so, they are not use to speak.

To conclude, in response to overall held attitudes of teachers and their learners towards the English pronunciation errors inside the classroom**,** the results of our study indicated that students of second year atDr. Moulay Tahar University, Saida carried a positive attitude towards the in important of pronunciation in learning English and learning process. Most of them believe that it helps them in learning English fluently. Moreover, the teachers in general indicate that pronunciation has great effects on the students learning English especity to speak it. This study results show that students as well as teachers agreed that English pronunciation is important to be studies in English courses in order to avoid errors.

3.7. Conclusion

In conclusion, this chapter presented the analysis of the students' questionnaire and teachers' interview of the obtained data collection about invistigatng English pronunciation errors among second year studentsatDr. Moulay Tahar University, Saida.

The results of this study showed that students shared to extent positive views towards using activities that help in improving sponunciation in English courses. On the other hand, teachers had positive beliefs towards the idea and putting strategies on how can avoid and reduce English pronunciation errors in order to promote their learning capacities of English.

General Conclusion

General Conclusion

The present study investigated teachers and student's attitude towardsEnglish pronunciation Errors among second year EFL students atDr. Moulay Tahar University, Saida. This study is made up of two parts: theoretical part and practical part. The first chapter was a general overview, which illustrated the definition of both pronunciation and errors and the main elements related to them. In addition, teaching English in Algerian context, and how can avoid errors in pronunciation through activities prepared by teachers. Therefore, learners' errors of pronunciation with relation to the listening.

The second chapter, is research design and procedures which includes the research design and approach of our study, in addition participants of our research, as a final point it discusses the research tool that can help us to investigat English pronunciation Errors among second year EFL students atDr. Moulay Tahar University, Saida.

The practical part consisted of one chapter, which has been devoted to the fieldwork. This chapter is conserved with the analysis of the obtained data results collected from students questionnaire (N=40) and teachers (N= 04) interviewatDr. Moulay Tahar University, Saida., among the students of second year and teachers of English. In addition, the results of students questionnaire (N=40). These tools were used in order to gain more information about our research topic. After that, we went through the analysis of fourteen questionnaire in general (40 S and 4 T) in total plus the four interviews then, as a final step we discussed the final results.

Basically, this study aims to explore how English pronunciation errors hindering tool in EFL classesatDr. Moulay Tahar University, Saida.. Through the questionnaire, we find out the extent to which pronunciation is important in learning foreign languages and develop their learning English. Students affirmed that learning vowels and diphtongues can

facilitate difficulty in pronunciation, and this enhances their learning carrier of English. Besides, it is important to mention that second year students agreed on using activies that help to learn more pronunciation and avoid making errors such as audio materials.

EFL teachers atDr. Moulay Tahar University, Saidasupport theirstudent's vpoint of views which focusing on pronunciation in ordet to communicate and developing learning operation of English.

Towards this end, the preventing English pronunciation Error is a subject that we should give it more attention and use usefull strategies to develop learner's pronunciation and overcome learners' English problems and difficulties.

Recommendations

Pronunciation is very important in teaching English, at the end of this study, the researcher becomes more familiar with the different information concerning the English pronunciation errors. Moreover, teachers also have to vary in using pronunciation techniques in their classroom activities. Thus, this could help students to concentrate more on lessonsand achieve their pronunciation. We recommend some relevant tips from the resultes obtained through the interview for teachers and questionnaire with students, we suggest the following recommendations.

1. **Recommendations for EFL teachers at Dr. Moulay Tahar University, Saida**

EFL teachers of English as foreign language teaching at Algerian universities are recommended to:

a. Provide with extensive training towards the pronunciation techniques to teach the English language. Moreover,activities that improve pronunciation for teach better the vowles and diphtonges and help students to train more.

b. Using audio materials in order to create a friendly environment with students and encourage them to speak from these learners learn more pronunciation and build structures through listening. In addition, this activity encourages learners' participation and increase learner-learner interaction.

c. Focus more on students' learning English difficulties in pronunciation errors,which could hinder their progression in learning process.

2. **Recommendations for EFL students**

EFL students of English as foreign language studying at universities in general are recommended to:

a-Listen more to english languge to know more how words pronounced will improve their linguistic level and oral proficiency.

b. English pronunciation errors affect negatively on the learning progress, and hinder to enhance English, so they have to pay attention to their problems.

c. Practice their English language inside and outside the classroom even if they have poor level in English.

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Appendices

Appendix I: Students' Questionnaire

AppendixⅡ:Teachers' Interview

Dear students,

This questionnaire is a part of research, the aim of this questionnaire is to gather data in order to investigate English Pronunciation Errors among second year EFL students at University Moulay Tahar .saida. We would be grateful,if you could answer these questions to help me ,you answer are very important of my research .This would take less than twenty minutes .we guarantee full confidential of your answers.

Thanks you for cooperation.

Section One : General Information.

What is your gender?

-Male

-Female

1/How much do you like English-language?

-verry much

- a lot

- so so

- not at al

2/ How do you find learning English pronunciation ?

-verry easy

- easy

- difficult

- very difficult

Section Two :Language prononciation

1/do you have difficulties in the prononciation of English language

-Yes

- no

2/ what are the common and the most prononciation errors in English language

- vowels (short and long vowels)

- diphtongs

- silent letter

3/ what are the sources of these errors ?

- Interference of the mother tongue

- lack of knowledge in terms of English phonetics

- students are not aware of the importante of accural prononciation

Section Three : Prononciation errors on vowels and diphtongs

1/ circle,in the following list of English vowels, the ones that are the hardest for you to prononce

/æ/	/i:/	/i/	/u:/	/ɔ:/	/ʊ/	/e/
cat	weak	hit	boot	call	put	set

2/ circle ,in the following list of English diphtongs , the ones that are the hardest for you to prononce

1.1.1	**/aɪ//eɪ/**	**/əʊ/**	**/ɪə/**	**/ɔɪ/**
fight	say	count	hear	boy

 Section Four : The stategies of teachres and the efforts of studens

1/ what are the stategies and the activities that used by teachers to improve the studentds pronunciation ? (Tick only 2 appropiate aswers)

 - brainstroming

- oral interview

- debates

- disccussion

- role-play

2/ what is the training prononciation that the students need?

- time

- attention

3/ what is the most and the importante effort that improve their prononciation

- watch movies

- read books

- listen to audio materials

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Teachers' interview

Rebric 1: Teacher's profile

1. Degree (s) held

2- How many years have you been teachingEnglish?

Rebric 2: Pronunciation Errors in English language

3. To what extent do you think pronunciation is important to teach to your students?

4. Whatdo you think of English pronunciation?

5. Do you think that using listening activities enhances students' pronunciation skill?

6. Do your students interact more when they are involved in pronunciation activities?

7. What are the other factors responsible for persistent pronunciation errors in the learner?

9. Do learners of English language find difficulties in pronunciation when they read from a given passage?

10. What is the cause behind pronunciation errors?

 11. How can you avoid English learners' errors of pronunciation?