



PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA
MINISTRY OF HIGER EDUCATION AND SCIENTIFIC RESEARCH
AbdElhafid Boussouf University Centre- Mila



*Institute of Literature and Languages
Department of Foreign Languages*

Branch: English Language

A Dissertation Submitted in Partial Fulfillment for the Requirement of the Master
Degree in

Didactics of Foreign Languages

**The Effect of Listening and Imitation on Learners' Consonants
Pronunciation**

The Case of First Year EFL Students at AbdElhafid Boussouf University Centre- Mila

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Academic Year 2017/2018

Dedication

I owe million thanks and a tremendous gratitude to many people who made this Master dissertation possible. I would like to thank my family, my fiancé and my partner for giving me unconditional support and encouragement during the course of this research. They are the special people in my life, to whom I am eternally grateful beyond measure.

AMEL

*In the Name of Allah, the Most Gracious, the Most Merciful. All the Praise is due to Allah
alone, the Sustainer of all the Worlds*

I dedicate this work to : My dear and precious parents Said &Ghania.

My lovely sisters Selma & Sawsan and my little brother Saif Eddine

*I dedicate this work, also to, my partner “Amel”; without her this work would not be
done.*

To my dear friends with whom I shared the university life with its lights and shadows:

Houda and Ilham.

To the soul of my grandmother “Massouda” thanks for being a reason in my success.

To all my relatives who prayed for me and were with me in the ups and downs.

To all those who were there for me, I dedicate this humble work to you.

SANA

Acknowledgments

All the praise goes to Allah for his generous blessings, without which we would not have completed this work.

First of all, we would like to express our sincere thanks to our supervisor Dr. Rima HADEF for her encouragement and valuable guidance.

We are also extremely thankful for the examination board: Mrs. Rima MADJDOUB and Mrs. Sabah BOUGARN who accepted to read and evaluate this piece of work.

We should not forget to thank the teachers who welcomed us in their classes and gave us the needed time to accomplish our experiment as well as the teachers who answer our questionnaire.

Special thanks go also to first year students of group (5) for their collaboration in the experiment.

Last and not least, we must acknowledge the debt we owe to our families and friends and all who have stood incredibly supportive and very encouraging.

Abstract

The current research confers the problem of poor consonants pronunciation in English as foreign language first year students speaking at AbdElhafidBoussouf University center, Mila. It aims chiefly at investigating the effect of listening to and imitating native speakers on learners' consonants pronunciation. To meet this aim, a mixed-method procedure has been adopted. This latter is a combination of a descriptive qualitative questionnaire and an empirical quantitative experiment. The questionnaire has been administrated to teachers in charge of first year Oral Expression atthe same university. It seeks to look over and analyze their points of view about the usefulness of providing EFL students with native models to listen to and imitate when teaching pronunciation. The empirical study has been carried out with first year EFL students in the department of English. It aims at examining the effectiveness of listening and imitating activities on their pronunciation of certain consonants. The results obtained from both tools confirm the main hypothesis "If learners listen to and imitate native speakers, their consonants' pronunciation would be improved".

ملخص

يتناول هذا البحث مشكلة عدم إتقان نطق الحروف الساكنة من طرف طلاب اللغة الإنجليزية، مستوى السنة الأولى ليسانس، الذين يزاولون دراستهم في المركز الجامعي عبد الحفيظ بوالصوف بميلة . حيث يهدف هذا البحث بشكل رئيسي إلى دراسة تأثير استماع الطلاب إلى متحدثي اللغة الإنجليزية الأصليين و محاكاتهم، على نطق الحروف الساكنة. لتحقيق هذا الهدف، تم استعمال ما يعرف بالمنهج المختلط الذي يجمع بين المنهج النوعي الوصفي (استبيان) والتجريبي الكمي (تجربة). حيث قدم الاستبيان لأساتذة التعبير الشفوي المكلفين بتدريس هذه المهارة لطلبة مستوى السنة الأولى في نفس الجامعة التي سبق ذكرها، وذلك من أجل النظر و تحليل آراءهم حول أهمية تزويد طلاب اللغة الانجليزية بنماذج أصلية لغرض الاستماع لها ومحاكاتها عند تدريس النطق. أما فيما يخص الدراسة التجريبية فقد أجريت مع طلبة اللغة الإنجليزية لدراسة تأثير استعمال أنشطة الاستماع و المحاكاة على نطق الحروف الساكنة. وقد أكدت النتائج المتحصل عليها من كلا وسيلتي البحث صحة الفرضية الرئيسية التالية: "سيتحسن نطق الطلاب للحروف الساكنة إذا قاموا بالاستماع إلى متحدثي اللغة الأصليين و محاكاتهم"

List of Abbreviations

CD : Compact Disk

CLT : Communicative Language Teaching

EFL : English as Foreign Language

ELL: English Language Learning

ELT : English language teaching

ESL : English as Second Language

FL : Foreign Language

GB : Great Britain

IPA: International Phonetic Alphabet

L1: First Language

MP3: Moving Picture Experts Group Layer-3 Audio

MT : Mother tongue

RP: Received Pronunciation

TL : Target Language

US: United States

USA: United States of America

i.e. : That is to say

etc : Et Cetera

(%): Percentage

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General introduction

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General Introduction

1. Statement of the Problem

Pronunciation is an essential mean for successful communication. To develop it, foreign language learners should focus on many features like consonants, vowels, intonation and stress. Among these parts the pronunciation of consonants is one of the most problematic ones for FL learners. Avery and Ehrlich (1992) agree that the main factor that cause difficulties in the pronunciation of foreign language is the mother tongue. Therefore, FL learners' consonants mispronunciation is mainly due to the influence of their native language.

Learning and improving consonants pronunciation require oral practice and long time. Although two modules (phonetics and oral expression) are designed to improve pronunciation, learners still face some challenges when learning it. It is a well established fact that teachers of phonetics focus more on theory and ignore the oral practice and teachers of oral expression concentrate their attention on the other aspects of speaking and listening comprehension and teach pronunciation implicitly.

Pronunciation cannot be boosted without providing a reliable source of the target language. Hence, foreign language learners need to be exposed to native input as well as to a variety of repetition-based activities.

2. The Aim of the Study

The main aim of this study is to improve EFL learners' consonants pronunciation. We attempt to examine the potential effect of listening to and imitating native speakers on first year EFL learners' pronunciation of /f/, /s/, /ŋ/ and /θ/ consonants.

3. Research Questions and Hypothesis

This research tries to answer the following questions:

1. Do learners face problems in the pronunciation of consonants?
2. Do listening to and imitating native speakers affect learners' consonants pronunciation?

In the light of the above raised questions, we hypothesize that:

- If learners listened to and imitated native speakers, their consonants' pronunciation of /tʃ/, /ʃ/, /ŋ/ and /θ/ would be improved.

4. Means of Research

To achieve the aim of the research, answer the questions and test the hypothesis, two tools of research are selected. The first is a questionnaire designed for teachers at AbdElhafid Boussouf University Center, Mila and the second is an experimental design done for first year students at the same university. Both means of research are opted to investigate and scrutinize the influence of listening to and imitating native speakers on the development of consonants pronunciation.

5. Structure of the Study

Apart from this general introduction and a general conclusion, the present research comprises four chapters; two chapters cover the literary review and the other ones tackle the practical framework.

The first chapter presents an overview of pronunciation and some related aspects to its teaching and learning. The second one is specified to spot light on listening and imitation as well as their importance on developing EFL learners' pronunciation. The third and the fourth chapters are devoted to the description, the analysis and the discussion of the data collected from the teachers' questionnaire and the experiment.

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Conclusion

Introduction

The ultimate aim of learning English as a FL for learners is to communicate effectively. Learners cannot achieve this aim unless they master the sounds system of that language and fulfill an accurate pronunciation.

This chapter is devoted to explore some basic issues about pronunciation. It will start by providing some definitions of pronunciation as well as the elements of English speech sounds (segmental and supra-segmental). It will shed light also on teaching and learning pronunciation including: the history, the methods and the activities of teaching pronunciation. After that, it will discuss the importance of learning foreign language pronunciation and present the teachers' and learners' roles. The last point in this chapter will explore the factors that affect learners' pronunciation.

1.1 Definition of Pronunciation

Pronunciation is the most important aspect in oral. It is defined by Gilakjani (2012) as the combination of segmental and supra-segmental features to form speech. In a similar vein, Dalton and Seidlhofer (1994) state that pronunciation includes “first, attention to the particular sounds of a language (segments); second, aspects of speech beyond the level of the individual sound such as intonation, stress and linking (supra-segmental aspects)”. (as cited in Huwari and Mehawech, 2015, P. 33). So, pronunciation does not deal only with the production of individual sounds which are consonants and vowels, but also covers supra-segmental features such as intonation, stress and linking.

1.2. The Sound System of English

The common idea about pronunciation is merely related to how isolated sounds are articulated in language. However, it is also related to some aspects such as: voicing, stress and

and intonation. Saka (2015) confirms that pronunciation does not include only individual sounds such as vowels and consonants (segmental features) but also further characteristics such as stress, linking and intonation (supra-segmental features).

1.2.1 Segmental Features

According to Avery and Ehrlich (1992), segmental features are separate sound units called phonemes divided into two categories: vowel and consonant sounds.

1.2.1.1 Vowels

Vowel phonemes are “sounds in which there is no obstruction of air as it passes from larynx to the lips” (Roach, 1991, p. 10). Vowels then are sounds which are produced with a free movement of the air.

The English vowel sounds make a total of twenty-five. According to Kelly (2000), all vowel sounds are voiced and they can be single, combined of two single vowel sounds (diphthongs), or three single vowels (triphthongs) as follow:

- ✓ Twelve single vowels: (/ɪ/ /ʊ/ /e/ /ə/ /æ/ /ʌ/ /ɒ/ /i:/ /u:/ /ɜ:/ /ɔ/ /ɑ:/).
- ✓ Eight diphthongs: (/ɪə/ /ʊə/ /eə/ /eɪ/ /ɔɪ/ /aɪ/ /əʊ/ /aʊ/).
- ✓ Five triphthongs: (/aɪə/ /aʊə/ /eɪə/ /əʊə/ /ɔɪə/).

1.2.1.2 Consonants

Consonants are the speech sounds which are articulated with complete or partial closure of the vocal tract. They are produced by blocking, then releasing the airstream. There are twenty four consonants in English: /p/, /b/, /t/, /d/, /k/, /g/, /f/, /v/, /θ/, /ð/, /s/, /z/, /ʃ/, /ʒ/, /h/, /tʃ/, /dʒ/, /m/, /n/, /ŋ/, /l/, /r/, /w/, and /j/. Kelly (2000) states that consonants are produced by: interrupting, restricting or diverting the airflow in different ways. He also mentions that there

are three criteria that describe English consonants: the place of articulation, the manner of articulation, and the voicing.

1.2.1.2.1 Place of Articulation

It refers to the place where the airstream is obstructed in the vocal tract. According to Underhill (2005), it is the place in which the physical restriction of the air flow takes place. Yule (2010) states that English consonants are produced at seven places in the vocal tract:

Bilabials: in bilabial consonants, the upper and the lower lip touch each other. The /p/, /b/ /m/ and /w/ as in “paper”, “bad”, “mother” and “water” are bilabials.

Labiodentals: the lower lip articulates with the upper teeth. The English consonants /f/ and /v/ are labiodentals as in “father” and “video”.

Dentals: these sounds are produced when the top of the tongue and the upper teeth act together. The sounds /θ/ and /ð/ as in “through” and “then” are dentals and called interdental.

Alveolars: in alveolar consonants, the top of the tongue touches the alveolar ridge (behind the upper teeth). The English alveolars include: /t/, /d/, /s/, /z/, /n/, /l/ and /r/ as in “ten”, “dead”, “sick”, “zoo”, “net”, “life” and “road”

Palatals: are sounds produced with the tongue and the hard palate. /ʃ/, /ʒ/, /tʃ/, /dʒ/ and /j/ as in “shine”, “pleasure”, “check” and “ginger” are palatals.

Velars: for velar consonants, the back of the tongue articulates with the soft palate. The velars encompass /k/, /g/ and /ŋ/ are the velars as in “kiss”, “game” and “singer”.

Glottal: Glottal consonants are produced at the level of the glottis (the opening between the vocal cords). The glottal consonant is: /h/ as in “horse”.

1.2.1.2.2 Manner of Articulation

Manner of articulation, according to Avery and Ehrlich (1992), refers to how the airflow is constricted; it is the way the airstream is affected as it flows from the lungs out of the mouth. English consonants are divided according to their manner of articulation into the

followings:

Plosives: also called stops. According to Hualde (1996) plosives occur when there is a complete closure in the vocal tract; that is to say, the air coming out from the lungs can be stopped completely. In other words, plosive consonants are produced by stopping the airflow completely using the lips, teeth, or palate, followed by a sudden release of the breath. The plosive sounds are: /p/, /b/, /t/, /d/, /k/ and /g/ as in “parent”, “book”, “tea”, “daughter”, “king” and “good” respectively.

Fricatives: Roach (1983, p. 48) states that “fricatives are consonants with the characteristic that, when they are produced, air escapes through a small passage and makes a hissing sound”. Fricatives include /f/, /v/, /θ/, /ð/, /s/, /z/, /ʃ/ and /ʒ/ as in “farm”, “vain”, “thief”, “these”, “sun”, “zebra” and “shine”.

Affricates: Affricates are combinations of two different sounds; “they begin as plosives and end as fricatives” Roach (1983, p. 48). The two affricates in English are /tʃ/ as in “church”, and /dʒ/ as in “jump”

Nasals: Nasal consonants differ from the previous ones in that the air escapes through the nose instead of the mouth. Yule (2010, p. 32) states that “when the velum is lowered, the airstream is allowed to flow out through the nose /m/, /n/ and /ŋ/, the sounds are described as nasals”. That is to say, nasals are produced when the soft palate is lowered to allow air to pass through the nose. There are three nasals in English: /m/, /n/ and /ŋ/ as in “moon”, “night” and “evening”.

Lateral: a lateral consonant, according to Roach (1983), is produced when the air passes between the hard palate and both sides of the tongue and a closure is made between the tongue and the alveolar ridge. The only English lateral consonant is the “l” as in “lion”.

Approximants: according to Kelly (2000), approximants occur when one articulator moves close to another, but the closure is not complete to cause a friction or stop the airflow. English approximants are: /r/, as in “routine”, /j/ as in “yellow”, and /w/ as in “window”.

Semi-vowels: also called glides or vowel-like consonants. According to kushwaha (2017, p. 6), “the sounds /j/ and /w/ are known as semi-vowels in English because in some words their function is very like to that of a consonant, whilst in others, it is the same as that of a vowel”. That is to say, the sounds /j/ and /w/ may play the role of vowels in some words and of consonants in some others. For example, in the words “yellow” and “water” the initial sounds /j/ and /w/ are consonants.

1.2.1.2.3 Voicing

Voicing is the third dimension in terms of which consonants can be classified. According to Avery and Ehrlich (1992) it refers to the vocal cords vibration; when there is vibration in the vocal cords, consonants are considered to be voiced, and when there is no vibration of vocal cords, consonants are considered to be voiceless.

In summary, the table below presents consonants phoneme in English, classified in terms of manner of articulation, place of articulation and voicing.

		Place of articulation							
		Front							Back
		bilabial	labio-dental	dental	alveolar	palato-alveolar	palatal	velar	glottal
Manner of articulation	plosive	p b			t d			k g	
	affricate					tʃ dʒ			
	fricative		f v	θ ð	s z	ʃ ʒ			h
	nasal	m			n			ŋ	
	lateral				l				
	approximant	(w)				r	j	w	

(Unvoiced phonemes are on a shaded background. Voiced phonemes are on a white background.)

Table 1.1: Consonants’ Classification. (Kelly, (2000, p.7).

1.2.2 Supra-segmental Features

Supra-segmental features, according to Avery and Ehrlich (1992), include the aspects of the speech beyond the level of the individual sounds. That is to say; they are not limited to only a single sound but often extended over syllables, words or even phrases and sentences like stress, intonation, rhythm and pitch. Among these different features, stress and intonation are the ones that will be explained in the following titles:

1.2.2.1 Stress

Stress is one of the imperative elements of pronunciation. It refers to the emphasis that is given to a phonetic segment or syllable. According to Crystal (2008, p. 454), stress is “a term used in phonetics to refer to the degree of force used in producing a syllable. The usual distinction between the stressed and the unstressed syllables is that the former being more prominent than the latter”.

Two kinds of word stress are distinguished: primary (tonic) and secondary. The syllabuses which receive most stress have primary stress, and the ones which have less stress have secondary stress. The difference between the primary and the secondary stress is that the primary is longer and produced with higher pitch than the secondary one (Jensen, 1993).

1.2.2.2 Intonation

Intonation is considered as a fundamental element for proficient pronunciation. Kelly (2000, p. 3) defines intonation as “the way the voice goes up and down in pitch when speaking”. In other words, it refers to the way in which the voice rises and falls. Three main intonation patterns are distinguished by Crystle (2008): rising, falling, and level. Rising intonation occurs at the end of the utterance in questions requiring yes or no answers as in the example: ‘are you ready?’; while falling intonation is used, first, in Wh- Questions such as, ‘where are you from?’, second, in giving orders such as, ‘change your seat!’ and, last, in a

statement such as, 'I am doing my home work'. The third kind of intonation is level and it refers to the incomplete intonation pattern.

1.3 Teaching and Learning Pronunciation

Pronunciation is the most critical and complicated aspect in teaching and learning EFL. In fact, it is a matter of concern for both teachers and learners. On one hand, it is a very demanding task for learners to acquire the appropriate pronunciation. Some of them naturally acquire it as they go along learning English, but some others fossilize at certain levels. Consequently, they require specific instructions to increase their level of pronunciation (Glibert, 2008). On the other hand, teachers have to choose the appropriate methods and techniques to suit the learners' needs and improve their pronunciation.

1.3.1 The History of Teaching Pronunciation

Pronunciation is an important language component; yet, research in the domain of speaking and most teachers do not give it much attention. Kelly (1969), in his comprehensive history of language teaching, gives pronunciation the title of the "Cinderella" area of FL teaching as western philologists and linguists spent little time studying pronunciation compared to grammar and vocabulary. Pronunciation was then somewhat neglected, the reason why most language teachers focus on grammar and vocabulary more than pronunciation (as cited in Celce Murcia, Brinton, & Goodwin, 1996).

Throughout time, many methods and approaches to foreign language teaching perceived pronunciation differently. Richards and Rodgers (2014) point out that the teaching methods have been changing throughout history which led to changes in what kind of proficiency should be acquired, like moving from reading comprehension towards oral proficiency as the goal of language study. This movement ushered in a new era in the teaching and learning of pronunciation. It was until the beginning of the twentieth century that pronunciation started to be valued within the field of FLT. Some methods targeted the

teaching and learning of pronunciation as the importance of pronunciation was unquestionably clear in the acquisition of communicative competence mainly and linguistic competence on the whole. The Direct Method, The Reform Movement, Audio-Lingualism, and Communicative Language Teaching (CLT) are the methods that focused on pronunciation.

1.3.1.1 The Direct Method

This method gained popularity in the end of the nineteenth century and the beginning of the twentieth, i.e, in late 1800s and early 1900s. Celce-Murcia et al. (1996) state that the Direct Method is based on repeating and imitating the teacher or a recording. They explain that the strategy followed in the Direct Method was inspired by the way a child learns his or her first language or how adults learn their second or foreign language and that is through intuition and repetition.

The principles of the method were summarized by Elizabeth and Rao (2004) as follows:

- ✓ Listening precedes speaking: learners required to listen to how sounds are articulated before producing them
- ✓ Oral practice is the basis of this method.
- ✓ Inhibition of the mother tongue: this method suggests teaching the FL without using mother tongue.
- ✓ The unit of the speech is a sentence not a word; emphasis is laid on speaking full sentences. (p. 54)

1.3.1.2 The Reform Movement

In the 1980s, the first contribution to the teaching of pronunciation appeared under the name of the Reform Movement influenced by phoneticians who created the International Phonetic Alphabet (IPA) (Celce-Murcia et al., 1996). The following points illustrate briefly the principles of the Reform Movement:

- ✓ The oral form of a language is the most important and the first to be taught.
- ✓ International Phonetic Alphabet (IPA) should be integrated to language teaching.
- ✓ Teachers must master the English phonetics.
- ✓ Learners should be provided with explicit information about the production of sounds and rhythm of the target language (Celce-Murcia et al., 1996, p.3).

1.3.1.3 Audio-lingualism

The appearance of the Reform Movement helped the emergence of Audio-lingualism in the USA and the Oral Approach in Great Britain (GB). Both approaches gave great importance to pronunciation which started to be taught explicitly. This change, according to Richards and Rodgers (2014), is traced back to the end of World War II when the United States(US) felt the need to devise a new method to improve emigrants and foreign language learners' oral proficiency

The major principles of the Audio-Lingual method are summarized by Richards and Rodgers (2014, p. 58) as follows:

- ✓ Foreign language learning is basically a process of mechanical habit formation, where good habits are formed by giving correct responses rather than by making mistakes.
- ✓ The items to be learned should be presented in the spoken form before the written form for an effective learning of language skills.
- ✓ Analogy provides a better foundation for language learning than analysis. Hence the approach to the teaching of grammar is essentially inductive rather than deductive.
- ✓ Teaching a language requires teaching the cultural aspects of the native speakers of this language.

3.1.4. Communicative Language Teaching (CLT)

This Teaching method came in the late 1970s. It was based on the belief that language is not a mere system of rules, but a dynamic resource to create meaning. Moreover, CLT sees

that it is no more sufficient for learners to know the rules of combining separate sounds to form a word and sentences; instead, they should know how to use these rules appropriately in communicating ideas and expressing themselves (Nunan, 1989). In the 1980s, CLT was widely used and it emphasized the acquisition of communicative competence. Richards and Rodgers (2014, p.83) mention three elements that characterize the principles of a CLT classroom:

- ✓ The communication principle: activities that promote pronunciation, promote achieving effective communication.
- ✓ The task principle: tasks which provide learners with native input of the target language to boost their pronunciation are the tasks which based on listening to and imitating native speakers.
- ✓ The meaningfulness principle: the pronounced utterances should not be correct only in the form, but should be also meaningful.

1.3.2 Activities of Teaching Pronunciation

Many activities are designed to teach pronunciation; some of them are developed for receptive purposes and others are created for productive purposes according to the objective of the course (Kelly, 2000). If the goal of the course is to enable learners to differentiate the significance sounds and patterns of the language, the receptive-based activities are used. Nevertheless, if the aim of the lesson is to lead students to speak or to produce new items based on what they have learnt before, the productive skill is utilized. Kelly (2000) suggests a number of activities to teach pronunciation. Some of them are discussed in the following:

- ✓ **Drilling:** is a classroom activity in which the learners are asked to listen to a model then repeat what have been said. Drilling is an effective technique that helps learners listen to accurate pronunciation and repeat it as it is.

- ✓ **Minimal Pairs:** it refers to pairs of words that do not have the same meaning and differ on only one phoneme such as: choose/shoes. This activity is very helpful for students to distinguish between sounds that seem alike.
- ✓ **Listening Activities:** Kelly (2000, p.21) states that “listening exercises [...] are often designed to sound as realistic as possible, with the participant talking at a normal speed and using natural language. This can play a key role in helping students to notice the existence of a pronunciation features”. In other words, listening activities give learners the chance to listen a native speakers’ speech. Thus, they can distinguish how natural language is formed and recognize the elements of pronunciation.
- ✓ **Role play:** is an activity that learners usually find interesting and enjoy performing. It is basically about having them play some roles. They can role-play themselves in imaginary situations, play a completely different character, or replicate some written script, authentic story, etc. It is very helpful in EFL classrooms because it is productive-based activity in which the learners produce the language so to practise pronunciation, and receptive- based activity which gives the learners the opportunity to listen to his/her classmates pronunciation and get new knowledge (Revell, 1979).

1.3.4 Teachers’ Roles

Based on Gliner (2008), EFL teachers have some roles to take in order to develop the learners’ pronunciation of the FL. The teacher then must guide, monitor, support, and encourage learners to reach higher standards. Additionally, Kenworthy (1987, p. 1) specifies the tasks of the teacher in learning/teaching pronunciation inside the classroom as follows:

- ✓ **Helps learner hear:** means aiding them to know the unfamiliar sounds and to better their perception of those sounds.

- ✓ **Helps learners make sounds:** some FL learners fail to imitate the sounds of English which do not exist in their native language. The teacher, in this case, is expected to be able to give hints to help learners' pronunciation.
- ✓ **Provides feedback:** when learning pronunciation, learners pronounce new sounds and words but they usually cannot determine whether it is correct or not. It is then, the role of the teacher to give them information about their performance with regard to how well they did.

1.3.5 Students' Roles

When learning pronunciation, learners are expected to make efforts in order to acquire the regularities of the English pronunciation. Kenworthy (1987) argues that the least thing that learners can do when learning pronunciation is to respond to the teacher's role although it is not easy. One other important role for learners is to take responsibility of their own learning. That is to say, the chances to improve their pronunciation would be minimal if the learners do not monitor their own efforts towards better results.

1.3.6 The importance of Learning Foreign Language Pronunciation

It is clear that pronunciation has a great importance for EFL learners. According to Pachler, Evans, Redondo and Fisher (2014), there are mainly three reasons why pronunciation is important:

- ✓ Firstly, focusing on pronunciation will lead not only to correct pronunciation of words, but also to accuracy in speech.
- ✓ Secondly, mispronunciation of utterances impedes the speaker from being understood. So, the mispronunciation of a sound in a word changes the meaning completely which leads to comprehension problems.

- ✓ Lastly, having an accurate pronunciation allows learners to feel more confident when speaking and motivates them to look for achieving not only speech accuracy but speech fluency as well.

In short, to make a successful communication and deliver clear messages, the speaker needs to correctly produce the sounds. So, pronunciation is not just a decorative piece of the language.

1.3.7 Factors Affecting EFL Learners' Pronunciation

Many studies in the field of teaching and learning languages investigate the factors that affect pronunciation achievement. These studies confirm that these aspects influence the foreign language phonological acquisition and lead to the failure of learning pronunciation. Among the most influential issues that prevent or inhibit learners' pronunciation development the following ones:

1.3.7.1 The Mother Tongue

Learners' L1 is a significant factor that influences their pronunciation of the TL. Researchers in the domain of FL compare English and other languages to predict non-native speakers' problems and difficulties which are the results of the mother tongue interference. According to Shobottom (2012), students who try to acquire a FL which belongs to the same native language family have greater chance to achieve an accurate pronunciation. Whereas, those who try to master a language from a family group that is different from their native language have little chance to do so. A language family, according to Thomason (1997), is a set of languages which comprises a significant number of common features in phonology, morphology and syntax. Thus, phonological categories that exist in both the Mother Tongue (MT) and the Target Language (TL) are easier for learners to acquire than those which occur only in the FL. For example, if a sound does not exist in the native language, it makes difficulty for learners to pronounce.

Avery and Ehrlich (1992) explain the three issues that the MT affects on the TL pronunciation. First, the difference exists between the MT and the English language at the level of the sound system. Second, the difference is in the combination rules of the sounds between the TL and the learners' native language. Finally, learners face problems when transferring patterns of stress and intonation from their mother tongue and the target language.

1.3.7.2 The Amount of Exposure

Generally, exposure related to the length of time the learners live in the target language environment. According to Gilakjani (2012), the amount of exposure that a learner has to a FL may refer either to the current day-to-day life, or to the amount of prior instruction he receives in the target language. Failure in acquiring native-like level of pronunciation attributes to the minimal exposure to the target language and contact with native speakers (Gilakjani, 2012).

According to the language learning theories, learners acquire language primarily from the input they receive (Krashen, 1982), i.e, the more they listen to English, the better their pronunciation will be. Therefore, learners must be provided with large amounts of comprehensible input before they are required to speak. In other words, learners must listen to how the aspects of the target language are pronounced before being expected to speak.

In EFL settings, most of the learners, if not all of them, have not been taught by English native teachers. Thus, their teachers should provide them with maximal native models. Additionally, to ascertain that students have opportunities inside the class, language laboratories are used to enable them listen to authentic oral discourse of native speakers. So, teachers should maximize students' exposure to the TL inside and outside the classrooms.

1.3.7.3. Learners Motivation

Motivation is the will and the desire that someone has to do something. It is defined as the inspiration that leads someone and urges him/her to reach his/her aim and perform or behave in a certain way (Chambers, 1999). In EFL teaching and learning processes, Gardner (2010)

sees motivation as the desire and the efforts learners make to achieve the goal of learning the FL. So, it is noteworthy that motivation is among the important psychological factors which lead to success or failure in learning a language.

Generally, there are two types of motivation namely: intrinsic and extrinsic motivation. Intrinsic motivation according to Dornyei and Schmidt (2001) is doing an activity for its inherent satisfaction rather than for some separable consequences. In other words, it is the internal desire or motive a learner has to achieve a goal. So, learners who are internally motivated and concerned about learning FL pronunciation try as much as they can to master it. Extrinsic motivation is doing an activity only to attain a specific outcome. That is to say, it is the reward the learner gets from the teacher after doing a task (Dornyei& Schmidt, 2001). So, the role that should be played by teachers is to encourage their learners to achieve pronunciation.

In short, a wide range of empirical studies indicate that highly motivated students learn faster and better than unmotivated ones. So, both types of motivation control the process of FLL.

1.3.7.4 The Used Activities

The used activities are the set of the most influential factors that affect pronunciation learning (Kelly 2000). In fact, choosing the appropriate activities to use plays an important role in reaching the objective of the lesson. Generally, teachers select the fitting tasks taking into consideration two principles. The first is that the chosen activities must be consistent with the lesson objective. For example, if the objective of the course is to enable students distinguish between the sound /t/ and /d/, minimal pairs and tongue twisters are the most suitable activities. The second is that the selected activities must be workable with learners' individual differences. Of course, teachers cannot fit all their learners' individual differences; but at least, they have to provide all the learners with opportunities to develop their pronunciation.

To do so, teachers must use different types of activities during the lesson. Consequently, the learners will be satisfied as well as motivated to learn the pronunciation and the language in general (Keenworthy,1987).

Conclusion

Briefly, learning pronunciation has a significant role in the acquisition of foreign languages. Accurate and comprehensible English pronunciation can be achieved by mastering its features, i.e. mastering not only segmental features (vowels and consonants) but also supra-segmental aspects (stress, intonation, etc.). A learner who has a good pronunciation can achieve an effective communication; however, a learner whose pronunciation is poor cannot be understood. Moreover, there are always factors that control the acquisition of pronunciation. These factors are varied from one learner/teacher to another.

Chapter Two: Listening and Imitation

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Introduction

The present chapter is devoted to explain some basic issues about the listening skill. It will start with giving some definitions of the listening skill followed by reviewing the status of listening in language teaching and learning, it will highlight the types of listening and its different processing models. After that, some of the prominent listening strategies and activities that are deemed to be helpful for learners' comprehension of listening passages will be brought to the fore. The stages of listening activities and listening assessment are the points which will be discussed in the following subtitles of the present chapter. In the same chapter we will introduce the concept of imitation seen from different angles: its definition and its multiple dimensions. We will attempt also to explore the importance of listening and imitation in the development of pronunciation.

2.1 Definition of Listening Skill

Listening is one of the significant language skills. In the field of EFL teaching/learning, listening has been defined by many researchers. Howatt and Dakin (1974) define the term listening as the ability to identify and understand each other's speech in terms of understanding the speaker's pronunciation, grammar and vocabulary. West and Turner (2009, p.187) argue that it is an active process which requires both the listener and the speaker. They add that it goes through four steps: "receiving, recalling, rating, and responding [...] messages from another". Therefore, listening is: accepting the message of the speaker, withdrawing his/her words, evaluating what s/he said, and then saying something in return.

When we say listening, the first concept that comes to one's mind is hearing. It is said that listening and hearing cannot be divided. Nonetheless, Saha (2008) explains that despite that listening and hearing are interrelated; listening encompasses an active process which needs an interpretation of the sounds in contrast to hearing which is only the passive perception of the spoken sounds and words. Anderson and Lynch (1988, p. 6) support the fact

that listening is an active process and summarize the characteristic of successful listening by saying that:

understanding is not something that happens only because of what a speaker says; the listener also has a crucial part to play in the process, by activating various types of knowledge, and by applying what he knows to what he hears and trying to understand what the speaker means. (p, 6)

In other words, the listener has to use his/her background knowledge about the phonological, grammatical, lexical and cultural system of the language in order to understand the conveyed message.

2.2 The Status of Listening in Language Teaching/Learning

In the light of the history of listening, it can be noticed that listening has long been ignored in language pedagogy. It was not until the 1960s that listening was believed to have an important role in language teaching and learning (Rost, 1990). As Mendelsohn (1994) states, many EFL programmes paid little attention to the teaching of listening for a long period of time despite its remarkable role in foreign language learning. On one hand, the prevailing theories of the 1940s, 1950s, and 1960s relative to language learning attributed little attention to listening beyond the sound discrimination associated with the learning of pronunciation. The British situational approach and the American audio-lingual approach, on the other hand, paid little interest to listening beyond its role in grammar, vocabulary and pronunciation drills.

Arguments for listening began to be voiced in the mid-1960s and early 1970s by Rivers, who had long been an advocate of listening comprehension, and others who argued for listening comprehension to be developed as an independent skill rather than merely a means

for the development of speaking (Morley, 2001). Indeed, as Morley (2001) reports, from the 1970s on, the status of listening started to change steadily from neglect to increasing importance. Parallel to reading, writing, and speaking, the listening skill was incorporated within the contemporary instructional programmes. Functional and communicative approaches brought the importance of listening in foreign language teaching and learning to light during the 1980s. Lately, listening has widely become recognized as a critical skill in foreign language learning and teaching (Brown, 2000). Although modern language teaching researches shed light on the importance of the listening skill, many ESL/EFL programmes have not yet put the appropriate curriculum to teach this basic skill.

2.3 Types of Listening

Researchers in the field of language skills classify listening in terms of the setting in which this process takes place into two main types: intensive and extensive. These two forms are explained as follows:

2.3.1 Intensive Listening

Intensive listening is, conceivably, the most widely used form of listening practices in modern language laboratories and classrooms. It is the type of listening which is according to Rost (2002, p.138) “refers to listening for precise sounds, words, phrases, grammatical units and pragmatic units”. That is to say, the listener in this form of listening should pay attention to all language’ features starting from isolated sounds to grammar and meaning. Harmer (2001) states that in a listening comprehension classroom students are presented with a passage to listen to, and asked to use intensive listening skills; meaning that they have to analyze the passage, look for certain information and answer the designed questions. He adds that in intensive listening, students tend to mostly depend on their teacher as sources of guidance in order to develop their own listening.

2.3.2 Extensive Listening

In contrast to intensive listening, this kind of listening (extensive listening) takes place outside the classroom where FL learners use different materials such as CDs, MP3 players, mobiles, etc. The core objective behind this genre of listening is not the acquisition of the skill as much as getting pleased. Accordingly, in this type of listening, students are highly motivated as they are free to make their own choices about what to listen to (Harmer, 2001). Despite that extensive listening is not used exclusively for educational purposes rather it is used for pleasure; it can have dramatic effects on students' language development.

Though intensive listening seems to solely account for developing listening proficiency, extensive listening is also of great help as it arouses learners' interest in listening. Thus, a combination of both types is recommended.

2.4 Models of the Listening Process

Various models have been constructed to explain how the listening process operates in FL. Generally, there are three well-known models which are the bottom-up, the top-down, and the interactive model.

2.4.1 The Bottom-up Processing Model

The bottom-up processing model is a model developed by researchers in the 1940s and 1950s. According to Flowerdew and Miller (2005), the process of comprehension begins by decoding sounds and phonemes which are joined together into words which make up sentences. These sentences, in turn, are linked together to generate ideas and notions. This signifies that meaning is arrived from bottom to top-based on the incoming data, commencing by decoding the smallest meaningful units (phonemes) and ending by understanding the meaning of the sentences and the whole text. That is to say, the listener analyzes the acoustic message at successive levels of organization (sounds, words, clauses and sentences) until s/he gets the intended meaning.

In fact, the listener should know that being mindful to all features of the received message is of a great importance in language learning. In this regard, Morley (2001) emphasizes the listener's role in being extremely attentive to each and every detail of the listening text. Furthermore, Richard (1990) maintains that the listener's lexical and grammatical competence in foreign languages considered as fundamental to bottom-up processing. This implies that listeners should not involve themselves in any listening unless having a rudimentary knowledge of the different aspects of the foreign language mainly pronunciation grammar and vocabulary.

4.2. The Top-down Processing Model

Unlike the bottom-up model that is, in the processing of auditory texts, based on sounds and words, the top-down processing model according to Nunan (1998) and Vandergrift (1999) stresses the role of prior knowledge of the context in which the listening takes place to understand the messages. Prior knowledge encompasses the awareness of the topic, the text-type, the culture or some other information held in long-term memory.

In an attempt to farther clarify the notion of prior knowledge, Morley (2001) asserts that the listener needs to make use of a range of background information about what s/he is listening to so that “to make predictions about what the incoming message is expected to be at any point, and how the pieces fit into the whole” (p. 74). That is to say, the previous knowledge possessed by the listener paves the way for him/her not only to understand what s/he has already heard but also to anticipate what the speaker will utter next.

2.4.3 The Interactive Model

To overcome the shortcoming of solely using either the bottom-up or the top-down processing model in listening, Rumelhart (1975); as cited in Flowerdew and Miller, (2005) develops the interactive model to account for both the bottom-up and the top-down processing models. Ellis (2003, p. 45) states that “the interactive model of listening assumes that listeners

need access to both: automatic decoding skills and higher-order strategies for processing input”. That is to say, in this model the focus on the recognition of linguistic units such as: sounds, words and intonation, as well as concentrate on understanding the general ideas of the listened passage basing on their background knowledge and contextual information.

In short, the three models of listening processing support learners in the comprehension of the acoustic input. However, the interactive model is considered the best model as it has succeeded to compensate for the deficiencies of both bottom up and top down models.

2.5 Listening Strategies

Recently, second language listening researches focus on understanding how learners manipulate the language input and stress the role of explicit training in improving students’ academic listening skills. Vandergrift (1999, p. 176) claims that “strategy development is important for listening training because strategies are conscious means by which learners can guide and evaluate their own comprehension and response”. In other words, learners who make use of certain listening strategies have a good opportunity to cope with the difficulties they may encounter while listening. According to Peterson (2001), listening strategies are the methods learners tend to use in order to guide and examine their own comprehension. O’Malley and Chamot (1990) classify language learning strategies in three main types: cognitive, meta-cognitive, and socio-affective strategies.

2.5.1 Cognitive Strategies

Cognitive strategies are those strategies used by learners to skillfully control the language input and facilitate comprehension. They involve deliberate manipulation of language to improve learning. These strategies may include repetition, organizing new language, summarizing meaning, piecing together details, and guessing meaning from context. According to Azmi, Celik, Yidliz, and Tugrul (2014), this strategy is used to understand linguistic input and obtain data. Learners sometimes do not know the meaning of some words

and they try to guess the meaning from the context; this is an example of cognitive strategy. Furthermore, cognitive strategies are related to understanding and gathering input in short term memory or long-term memory for later use (Peterson, 2001). The Cognitive strategy is a problem-solving method that learners use to facilitate the learning activity and promote the language learning. (Azmi et al., 2014). In other words, it facilitates the process of learning and makes it easier.

2.5.2 Meta-Cognitive Strategies

Meta-cognition refers to learners' conscious knowledge and ability to manipulate the learning process. It plays a very important role in enhancing students learning. Flavell (1979) states that meta-cognition refers to the awareness of the knowledge that an individual has or does not have, and to the ability to monitor and control cognitive activities in learning processes. In other words, meta-cognition allows the individual to manipulate his/her conscious mental activities such as reading, thinking, remembering, and reasoning.

In meta-cognitive strategy, learners are conscious when listening to the text cautiously. That is to say, the conscious use of meta-cognitive strategies helps learners get their attention back when they lose it. This method deals with learning how to plan and how to gather information from listening. It has been claimed that meta-cognitive strategies lead students to think about their learning process by means of using their knowledge about their cognitive activities (O'Malley and Chamot, 1990).

Additionally, using meta-cognitive instruction in teaching listening enhances the learners' confidence, motivation and ability to complete the given tasks. Examples of meta-cognitive strategies include self-monitoring, selective attention, and planning of cognitive strategies.

2.5.3 Socio-Affective Strategies

Socio-affective strategies are the techniques listeners use to collaborate with others. Generally, little attention has been paid to socio-affective strategies; nevertheless, they are of great importance especially during bidirectional listening situations in which the listener has the chance to negotiate meaning with the speaker. This kind of strategies requires affective control over learning such as asking questions for clarification and cooperation between students to reach a specific learning goal (O'Malley and Chamot, 1990). White (2008) adds that learners, using these strategies, motivate themselves to listen and attempt to minimize anxiety as well as to verify their understanding. Truly, by adopting socio-affective strategies, learners create an appropriate atmosphere which paves the way for comprehension to take place.

2.6 Listening Activities

To boost listening, different activities are designed. These tasks provide students with the aural components of the target language to help them better hear the sounds, utterances as well as develop comprehension. Ur (1984) suggests and classifies listening activities into two levels: word level and sentence level. Each level comprises different sub-activities.

2.6.1 At Word Level

Some listening activities, according to Ur (1984), are based on repetition. At word level, learners are asked to exercise listening and repeating the sounds of separate words the way they are produced by native speakers. The followings are some kinds of activities:

- ✓ **Oral activities:** in such a type of activities, learners are more likely to practise repetition. Acknowledging learners that they have to imitate the sounds they hear will encourage them to focus more on listening in order to hear the intended sounds correctly and imitate them accurately.

- ✓ **Meaning based activities:** the principle aim of meaning-based activities is to check if learners can guess the meanings of words correctly. In other words, if learners concentrate on the words which they hear, they could understand the meaning of them based on either their understanding of the context or the previous knowledge they have about these words. Minimal pairs activity is one of the most appropriate activities under meaning based activities because it helps learners distinguish the different meanings of minimal pairs.

2.6.2 At Sentence Level

Ur (1984) also states that at the sentence level, activities are based on sentences and spontaneous speech. The following are some related activities to sentence level:

- ✓ **Oral activities:** in this type of activities, learners are required to reproduce short or full sentences that they have listened to. If learners can memorize the speaker pronunciation units (sounds, words, stress, etc), they will repeat the listened sentences in a pleasant way. At this kind of activities, imitating native speakers allow learners to practise very well the language with its appropriate forms.
- ✓ **Meaning based activities:** these activities are used to boost learners' listening comprehension. The learners' understanding of the general ideas of the listened passage can be checked by asking learners some listening comprehension questions. In this regard, meaning-based activities focus more on comprehension rather than pronunciation.

2.7 Stages of Listening Activities

Usually, a listening task consists of three steps where the learner is required to prepare for the new material, interact with it, and recycle it. These steps are referred to as pre-listening stage,

while-listening stage, and post-listening stage (Doff, 1991). Each stage has its own purpose, activities, and advantages.

2.7.1 Pre-Listening Stage

The pre-listening stage is the first phase in which learners are provided with some warm-up activities pertinent to what a listening activity comprises. According to Rost (2002), the major objectives of the pre-listening stage are to step up readiness and make the listening task effective. In a similar vein, Wilson (2008) asserts that this stage helps students prepare for what they are going to hear, which provides good opportunities for them to succeed in whatever task. Moreover, Donaldson and Haggstorm (2006) consider pre-listening as important as it familiarizes learners with the language as well as the content of the listening passage.

Hence, this stage primarily involves activating students' background knowledge, setting up a purpose for listening as well as providing linguistic knowledge for students.

2.7.2 While-Listening Stage

While-listening stage or what is called during-listening stage comes immediately after the pre-listening phase. During this stage, students are asked to do some activities while listening to the provided materials several times. According to Wilson (2008), by this stage, learners firstly receive the input in order to understand the speaker's general communicative intention before any aspect of language is examined. Furthermore, he claims that the second time listening is usually devoted to listening for details or specific information to make inferences and take notes.

Briefly, while-listening is the phase in which listeners attempt to selectively interpret the messages to construct meaning relying on the information obtained from the pre-listening activities.

2.7.3 Post-Listening Stage

The Post listening stage is the last phase of the listening activity. It permits students to make use of the knowledge obtained from the while-listening stage in developing general L2 proficiency. Wilson (2008) maintains that post-listening is the stage where all learners, in pairs or groups, verify their answers, discuss the encountered problems, and responds to the content of the listening material orally or in a written form. He, further, proposes some creative listening activities which entail both speaking and writing such as exchanging information, transforming a text into different genres, and summarizing. The post-listening stage then provides significant practice of the knowledge being learned while listening and therefore helps learners retain it.

To sum up, the most common approach to the teaching of listening is based on following the successive pre-listening, while-listening, and post-listening stages. By going through the various activities of these stages, listeners are highly likely to reach comprehension.

2.8 Listening Assessment

In teaching and learning processes, assessment is considered as a necessary technical component in improving learners' progress and achievement. Angelo (1995) defines assessment as a systematic process which aims at developing students' learning by either making expectations then see how well the students' performance matches them, or gathering and analyzing information about the students' performance in order to develop it. According to Harris and McCann (1994), to motivate learners, assessment should be focused on the improvement of learners rather than weaknesses and faults.

The listening assessment is considered as the most difficult area of language testing and assessment. Buck (2001) points three approaches for listening assessment namely: the discrete point approach, the integrative approach and the communicative one.

In the discrete point approach, listening, assessment according to Buck (2001), entails testing one element at a time. Phonemic discrimination, paraphrasing recognition and response evaluation are some of the kinds of questions used in this approach. A good example of phonemic discrimination is assessing the students' ability to differentiate minimal pairs like shoes/choose. In paraphrasing recognition, the learners are asked to listen to a passage then to select from the given options the ones whose meanings are close to it. Concerning response evaluation, it is based on promoting learners to listen to a passage, asking them some questions about the passage then evaluating them in terms of the correctness of answers as well as their engagement in answering the questions.

The integrative based approach has been used in the 1970s. Oller (1979, p.37) explains the principle of this approach by saying that "whereas discrete items attempt to test knowledge of language one bit at time, integrative tests attempt to assess a learners' capacity many bits at the same time". That is to say, in integrative approach, learners are assessed in both their ability to recognize separate items from the whole listening passage as well as their ability to understand the general ideas. Summarizing and dictation are the common question types of this approach.

The communicative approach emerges as a result of the communicative language teaching movement. Considering this approach in assessing learners' listening skill leads the teachers to assess the learners' comprehension of the message from the provided audio/video and their ability to use this message in new situations (Buck, 2001).

So, teachers must choose the appropriate approach in assessing the listening skills. This choice is based on some criteria such as the learners' level and the objective of the listening session.

2.8 Imitation

2.8.1 Definition of Imitation

Imitation is among the strategies used to improve communication proficiency. Oral imitation, verbal imitation and oral repetition are terms used interchangeably to mean the same thing. Ofuka and Gilbert (2013, p. 5) declare that “The word imitation refers to the learners’ ability to listen to sentences and repeat the words in the sentence”. Imitation is the reproduction of the listening model.

2.8.2 Multiple Dimensions of Imitation

Imitation as a useful and a beneficial technique can be divided into many types based on two dimensions. The first dimension is the time interval between the model and the imitation, and it includes immediate and deferred imitation. The second one is Accuracy of the match between models which comprises the reduced, the exact and the expended imitation (Speidel and Nelson, 1989).

- ✓ **Immediate Imitation:** it refers to imitation that done is immediately, instantly or in short period of time after the listening task is finished.
- ✓ **Deferred Imitation:** it is the imitation that takes a longer time to be repeated, typically a day or more. In other words, deferred imitation is a delayed imitation that does not occur in the same time when the listening activity takes place.
- ✓ **Reduced Imitation:** in this type of imitation, there is a repetition of only a part of the model that is presumed to be repeated and without any new or additional words.
- ✓ **Exact Imitation:** in this type, all the words and utterances are exactly repeated without any change and additional items.

- ✓ **Expended Imitation:** it deals with the imitation that includes few items from the intended model with other new additional utterances.

2.9 The Importance of Listening and Imitation in Developing Pronunciation

Listening is considered an important skill in learning a foreign language. It is the most significant part of communication as it is pivotal in providing a substantial and meaningful response.

It is a well-established fact that listening to native speakers is not only important in the sense that it allows learners to understand the messages they receive; rather, it permits them to acquire different aspects of language. Pertaining to this, Harmer (2007) maintains that listening presents a valuable source for the improvement of pronunciation. In other words, the more students are exposed to spoken English, the more they imitate the appropriate pitch, intonation, stress and sounds of words and utterances. He also suggests that listening is a good means for developing learners' pronunciation. In a similar vein, Broughton, Brumfit, Flavell, Hill, and Pincas (1980) assert that it is far above students' power to produce sounds and accurate sentences in the foreign language without being exposed to models that present the specific features of its stress, rhythms and intonation.

Conclusion

All along this chapter, the listening skill and the notion of imitation have been discussed. It has been shown that the listening skill has moved from being a neglected skill to an important one in FL teaching and learning. It has been established also that listening is a basic language skill prior to the other skills of language because mastering this skill leads to master other skills such as speaking and writing. Some processing models as well as some listening strategies that the learners used through the listening process have been tackled. The chapter moreover has broke down listening types and activities and mentioned the stages

learners go through when performing listening activities and how listening process can be assessed.

Chapter Three: Teachers' Questionnaire

Introduction

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Conclusion

Introduction

The present chapter is the first practical part of the current research. It aims at investigating the effectiveness of listening to and imitating native speakers for learners' consonants pronunciation. The current chapter deals with a questionnaire administrated to Oral Expression teachers. Hence, this chapter tackles the following elements: the description and the analysis of the questionnaire as well as the discussion of the obtained results.

The questionnaire was given to teachers in charge of first year Oral Expression in the department of English, AbdElhafid Boussouf University Center, Mila. We select Oral Expression teachers because they will provide us with the appropriate data that fit our research, more than the other teachers would, since they focus on the pronunciation while teaching this module. The questionnaire was handed to fourteen teachers but only ten of them returned it back.

3.1 Description of the Questionnaire

The questionnaire¹, divided into four sections, comprises sixteen questions in the form of either closed questions, where teachers are invited to pick up the appropriate answer(s), or open ended questions which teachers are required to justify.

Section One: Background Information

This first section includes three questions (Q1 to Q3), seeking general information about the participants. The aim of the first question (Q1) is to get information about the degrees that the teachers hold. In the second and the third questions (Q2, Q3), teachers are asked about their experiences in teaching English as well as their experiences regarding the teaching of Oral Expression module.

¹ See appendix N:1

Section Two: Pronunciation

This section is composed of nine questions (Q4 to Q12). It aims at exploring teachers' views concerning teaching pronunciation. It also seeks information about the learners' difficulties in learning pronunciation as well as the factors that affect their pronunciation.

Section Three: Listening and Imitation

This part comprises three questions (Q13 to Q15). It inquires teachers' points of view about the use of listening and imitating activities in teaching pronunciation.

Section Four: Teachers' Suggestions

In the last section, we have only one question (Q16) which spots light on teachers' suggestions that fit the objective of the questionnaire.

3.2 Analysis of the Questionnaire

Teachers' answers to the questionnaire are presented in tables and graphs and reported in form of numbers and percentages.

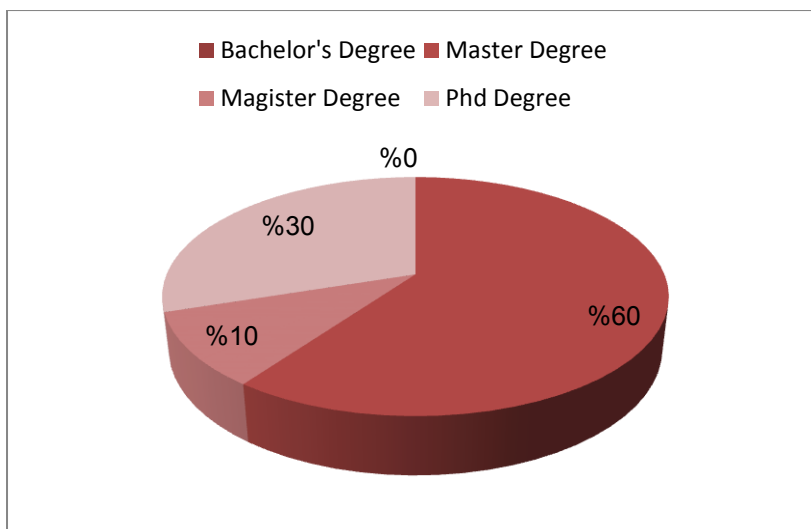
Section One: Background Information

Q1: Do you hold the:

- a. Bachelor's Degree
- b. Master Degree
- c. Magister Degree
- d. Doctorate Degree

Degrees	N	%
a	0	0
b	6	60
c	1	10
d	3	30
Total	10	100

Table 3.1: Teachers' Degrees



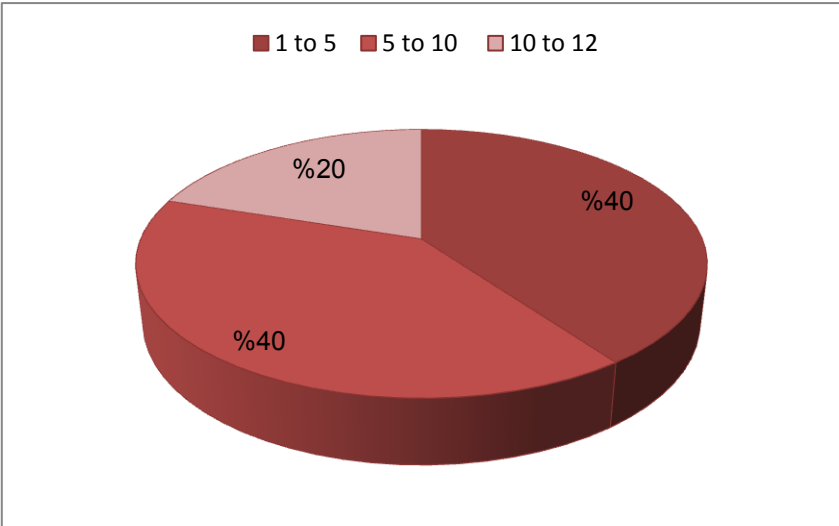
Graph 3.1: Teachers' Degrees

Regarding the professional degree of the teachers, the above table shows that the majority of teachers in the selected sample hold a Master degree (60%). Thirty per cent (30%) of them are PhD holders (three teachers). Just one teacher holds the magister degree.

Q2: How long have you been teaching English?

Years	N	%
1-5	4	40
5-10	4	40
10-15	2	20
Total	10	100

Table 3.2: Teachers’ Experience in Teaching English.



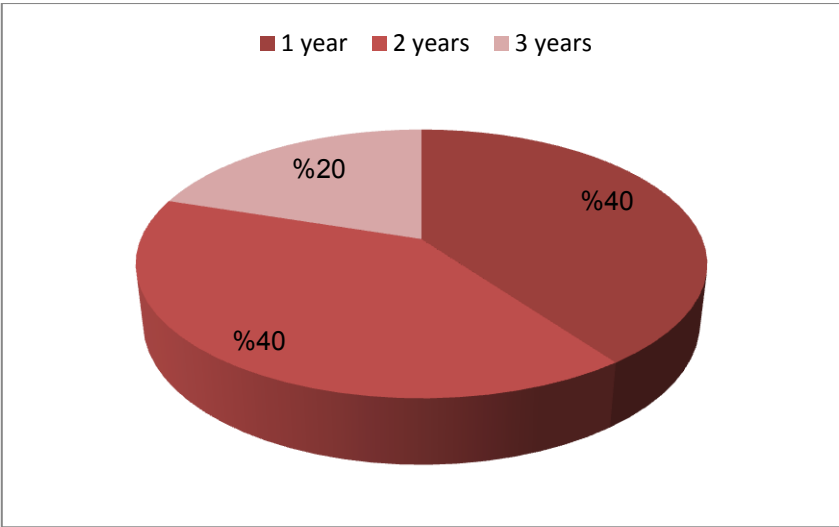
Graph 3.2: Teachers’ Experience in Teaching English.

This question aims at getting information about the teachers’ experience in teaching English. From the results stated in graph 3.2, it can be noticed that the informants have an experience of teaching ranged from one year to twelve years. Twenty per cent (80%) of the questioned teachers have less than ten years of experience while 20% have been teaching English for more than 10 years.

Q3: How long have you been teaching Oral Expression to first year students?

Years	N	%
1	4	40
2	4	40
3	2	20
Total	10	100

Table 3.3: Teachers’ Experience in Teaching Oral Expression Module to 1st Year Students.



Graph 3.3: Teachers’ Experience in Teaching Oral Expression Module to 1st Year Students.

The above graph shows that 40% of the questioned teachers have an experience of one year. The same percentage goes to teachers who have taught this module for two years. Only 20% of the informants have an experience of three years in teaching Oral Expression to first year

classes. Despite that our respondents have not been teaching the questioned module for a longtime, it cannot be assumed that they do not have the potential to provide us with effective and reliable answers.

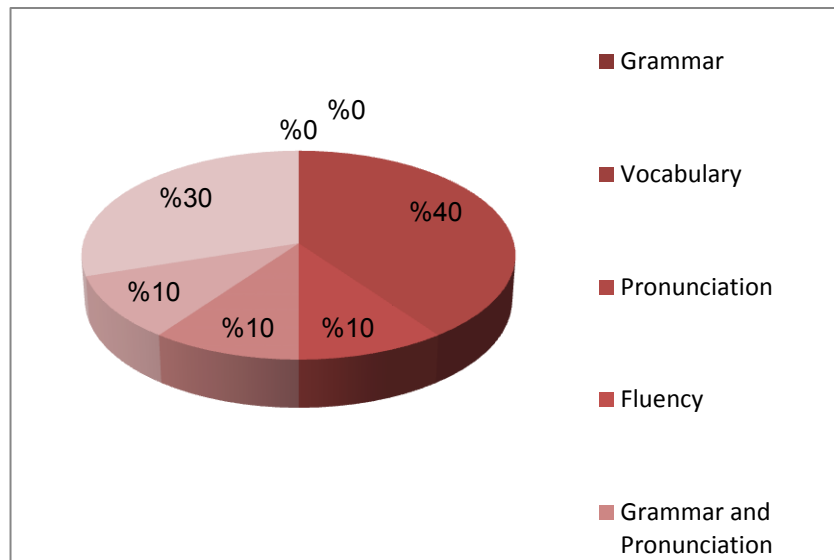
Section Two: Pronunciation

Q4: When teaching speaking, do you focus more on:

- a. Grammar
- b. Vocabulary
- c. Pronunciation
- d. Fluency

Options	N	%
a	0	0
b	0	0
c	4	40
d	1	10
ac	1	10
bcd	1	10
abcd	3	30
Total	10	100

Table 3.4: Language Aspects Focused More on When Teaching Speaking



Graph 3.4: Language Aspects Focused More on When Teaching Speaking

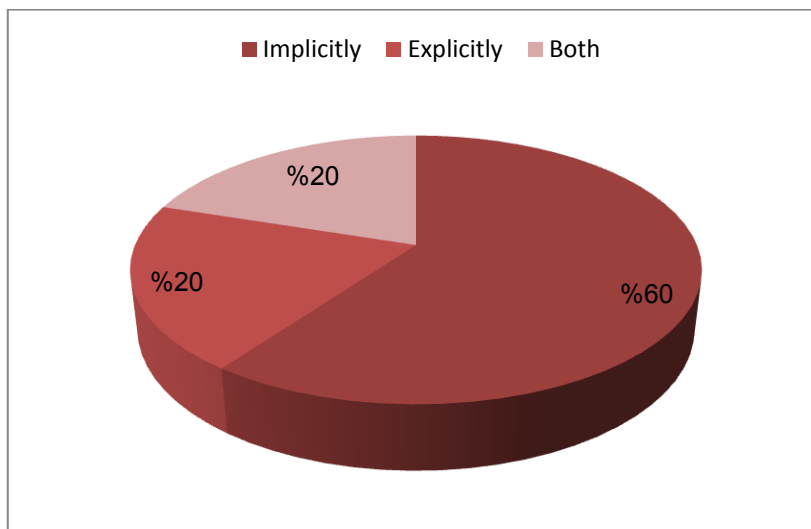
From the obtained results, it can be noticed that 10 % of the teachers focus on fluency when teaching speaking, the same percentage goes to the informants who have said that they focus on grammar and pronunciation as well as to respondents who have stated that they focus on three aspects namely: vocabulary, pronunciation and fluency. The percentage of 30% represents the teachers who have selected all the suggested answers. Pronunciation is the focal component that during the speaking module by the plurality of the respondents (40%). This is a clear clue that first year Oral Expression teachers give much importance to pronunciation when teaching speaking compared to the other aspects.

Q5: Do you teach pronunciation explicitly or implicitly?

- a. Implicitly
- b. Explicitly

Degrees	N	%
A	6	60
B	2	20
ab	2	20
Total	10	100

Table 3.5: Teachers' Method in Teaching Pronunciation.



Graph 3.5: Teachers' Method in Teaching Pronunciation.

The aim of this question is to know the way how teachers teach pronunciation. So, as far as the above table is concerned, 60% of our informants teach pronunciation implicitly and only 20% of them do it explicitly. A percentage of 20% of the informants teach pronunciation following the two methods. These results indicate that most of the questioned teachers do not focus on pronunciation when teaching Oral Expression for that they teach it implicitly.

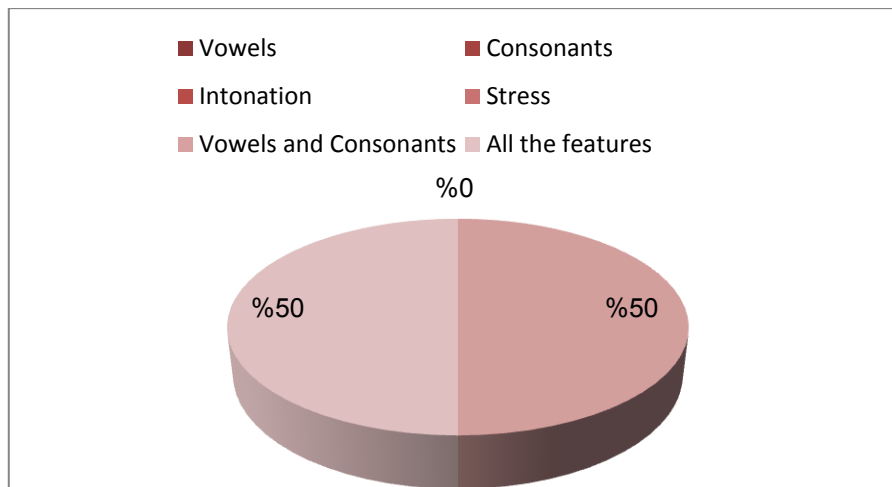
Q6: When teaching pronunciation, do you focus more on:

- a. Vowels

- b. Consonants
- c. Intonation
- d. Stress

Options	N	%
a	0	0
b	0	0
c	0	0
d	0	0
ab	5	50
abcd	5	50
Total	10	100

Table 3.6: Pronunciation Aspects Focused More on When Teaching Pronunciation



Graph 3.6: Pronunciation Aspects Focused More on When Teaching Pronunciation.

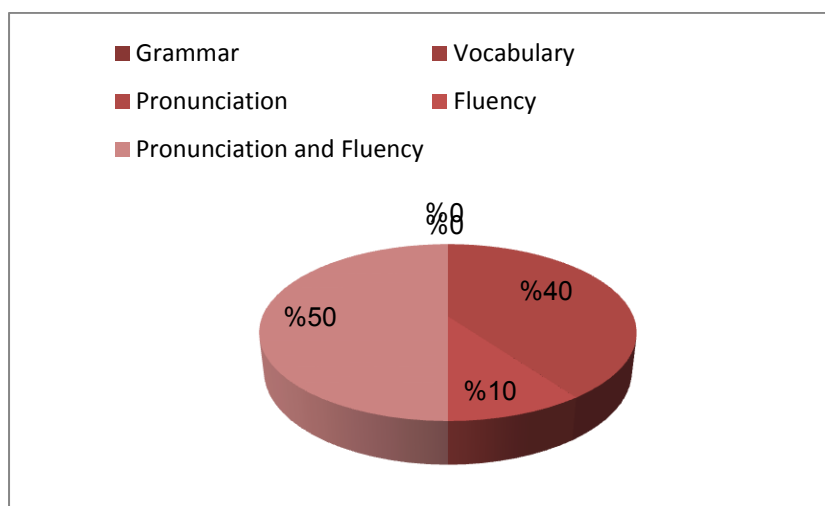
The table and the graph 3.6 display that teachers' opinions are divided equally (50% for each) between vowels/consonants and all the aspects (vowels, consonants, intonation and stress). So, vowels and consonants are the most focused aspects when teaching pronunciation.

Q7: Do your learners show difficulties in:

- a. Grammar
- b. Vocabulary
- c. Pronunciation
- d. Fluency

Options	N	%
a	0	0
b	0	0
c	4	40
d	1	10
cd	5	50
Total	10	100

Table 3.7: Language Aspects Learners Shows Difficulties in.



Graph 3.7: Language Aspects Learners Shows Difficulties in.

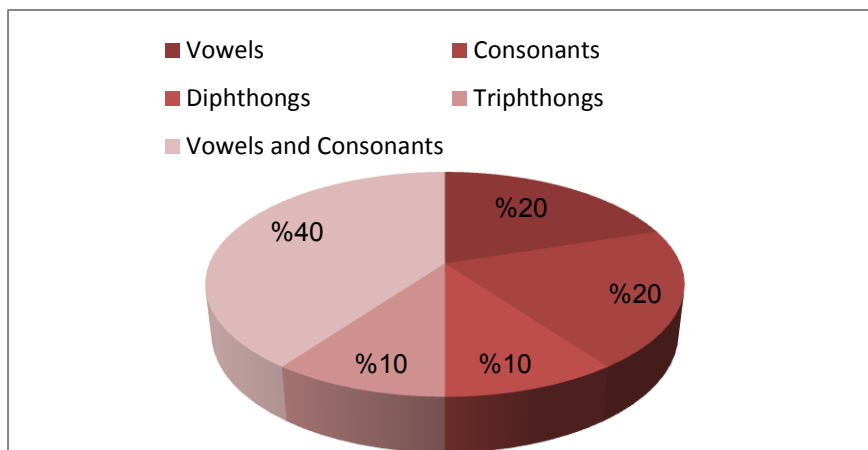
As it is noticeable from the table 3.7, half of the teachers have pointed that both pronunciation and fluency are the most difficult aspects for their learners. A percentage of 40% goes to the respondents whose students face difficulties in pronunciation. The left 10% of the informants have viewed that fluency is the feature that their learners have problems in. So, it is clear that the majority of teachers have agreed on pronunciation as the most problematic character for their learners.

Q8: Do your learners show difficulties in the pronunciation of:

- a. Vowels
- b. Consonants
- c. Diphthongs
- d. Triphthongs

Options	N	%
a	2	20
b	2	20
c	1	10
d	1	10
ab	4	40
Total	10	100

Table 3.8: Pronunciation Features the Learners Show Difficulties in.



Graph 3.8: Pronunciation Features the Learners Show Difficulties in.

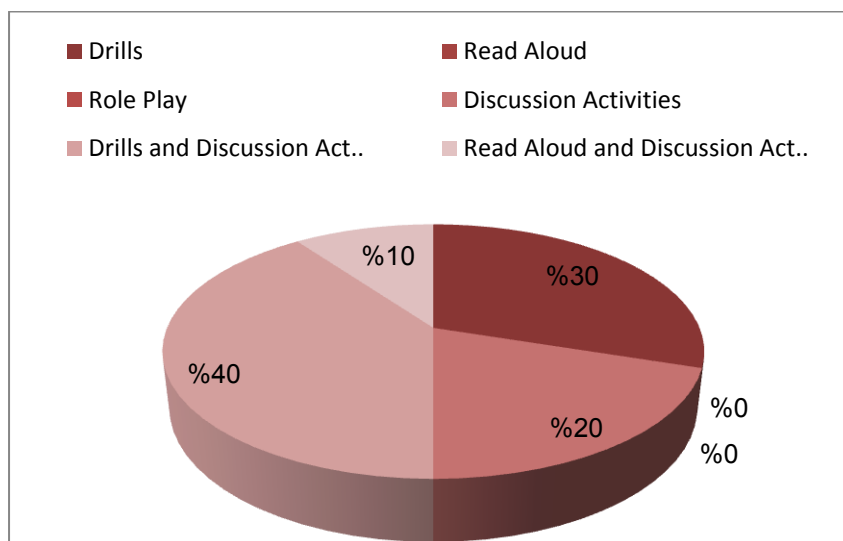
From the mentioned results, it can be observed that 20% of the respondents have claimed that their learners show difficulties in the pronunciation of consonants. The same percentage goes to teachers who have pointed the pronunciation of vowels. Diphthongs have been the answer of 10% of the questioned teachers. The same percentage goes to teachers whose answers have been triphthongs. The high percentage of the questioned teachers have asserted that both vowels and consonants as the features in which their learners have faced difficulties in. what is noticeable from the table is that 90% of the respondents have agreed on consonants as the most difficult component in the pronunciation of English at Mila University center.

Q9. a. What are the activities that you mostly used in teaching pronunciation?

- a. Drills
- b. Read Aloud
- c. Role Play
- d. Discussion Activities

Options	N	%
a	3	30
b	0	0
c	0	0
d	2	20
ad	4	40
bd	1	10
Total	10	100

Table 3.9: The Used Activities in Teaching Pronunciation.



Graph 3.9: The Used Activities in Teaching Pronunciation.

The question spots light on the activities that teachers mostly used in teaching pronunciation. The results reported in the table 3.9 yield that 10% of the teachers use reading aloud and discussion activities. 20% of the informants have affirmed that they use only discussion activities. Drills were the only used activities by 30% of the teachers. The left 40% of

the respondents confirmed that they apply drills and discussion activities in teaching pronunciation. What is remarkable from the results is that more than the half of our sample utilizes drills which are based on listening and imitating native models in teaching pronunciation.

Q9. b. If you use other activities, please mention them.

Concerning this question, from ten questioned teachers only two teachers use other activities to boost pronunciation. They use games, audio poems, audio songs and presentations in teaching pronunciation.

Q10: Please, justify your answer of the latter question (Q9).

All the questioned teachers have not answered this question. This indicates that all of them do not like to answer open ended questions.

Q11: When learning pronunciation, what are the consonants that your students mostly mispronounce?

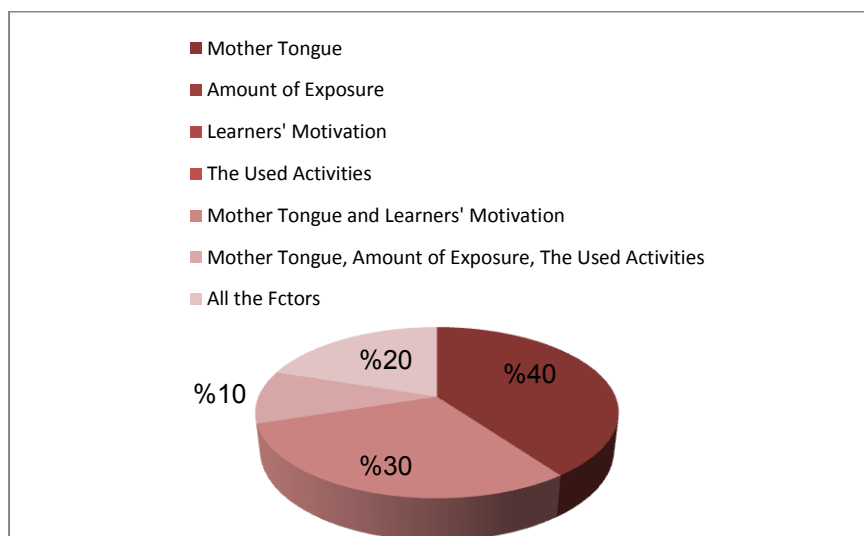
As far as the teachers' answers are concerned, the most problematic consonants are: /θ/, /ð/, /s/, /z/, /ʃ/, /tʃ/, /dʒ/, /ʒ/ and /ŋ/.

Q12: What are the factors that influence your learners' pronunciation?

- a. The Mother Tongue
- b. The Amount of Exposure
- c. Learners' Motivation
- d. The Used Activities

Options	N	%
A	4	40
B	0	0
C	0	0
D	0	0
Ac	3	30
Abd	1	10
Abcd	2	20
Total	10	100

Table 3.10: Factors that Influence Learners' Pronunciation.



Graph 3.10: Factors that Influence Learners' Pronunciation.

As the results from the above table suggest, 10% of the teachers have agreed on the influence of the mother tongue, the learners' motivation and the used activities as the factors which affect students' pronunciation. Then, all the suggested factors are the answer of 20% of

the respondents. A percentage of 30% goes to the teachers whose answers are the mother tongue and the used activity. The influence of the mother tongue is the first factor that teachers (40%) have proposed to influence learners’ pronunciation. A quick glance to the above graph will reveal that all teachers (100%) have affirmed the mother tongue as the most influential factor on learners’ pronunciation.

Section Three: Listening and Imitation

Q13: Do you use listening activities in your lessons?

- a. Yes
- b. No

Options	N	%
a	10	100
b	0	0
Total	10	100

Table 3.11: The Teachers’ Use of Listening Activities.

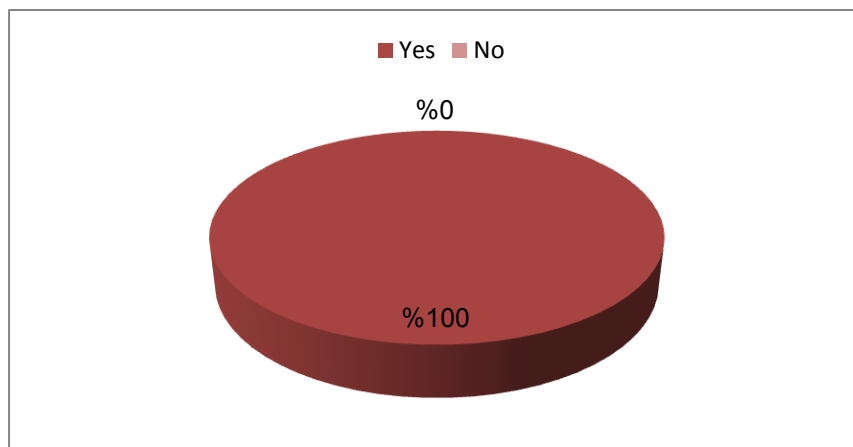


Table 3.11: The Teachers' Use of Listening Activities.

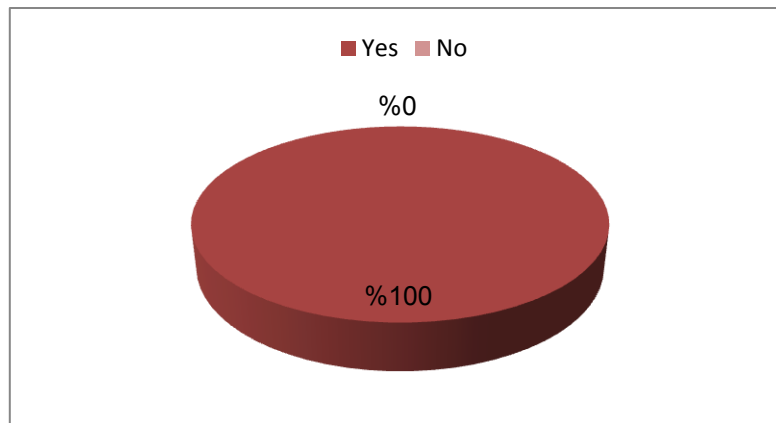
The results shown in graph 3.11 reveal that all the teachers use listening activities during the lessons. This indicates that listening activities are very important in teaching foreign languages because they provide FL learners with an authentic model of how the language is pronounced.

Q14. a. Do you think that listening to and imitating native speakers can improve your learners' pronunciation?

- a. Yes
- b. No

Options	N	%
a	10	100
b	0	0
Total	10	100

Table 2.11: Teachers' Opinions about Listening to and Imitating Native Speakers to Improve Learners' Pronunciation.



Graph 2.11: Teachers' Opinions about Listening to and Imitating Native Speakers to Improve Learners' Pronunciation.

The result recorded in table 2.11 demonstrated that all the respondents have confirmed that listening to and imitating native speakers improve learners' pronunciation. Unequivocally, the outcomes emphasize the fact that informants are aware of the importance of listening and imitation in the development of language learning in general and pronunciation learning in particular.

Q14. b. Please, justify your answer.

Only three teachers have answered this questioned and provided the following arguments:

- Listening to and imitating native speakers can help students be more fluent speakers and better listeners.
- Native speakers are considered as a good reference of perfect pronunciation.
- By imitating native speakers, students will learn the appropriate pronunciation.

So, all the respondents' answers highlight the importance of listening to and imitating native speakers in improving students' pronunciation.

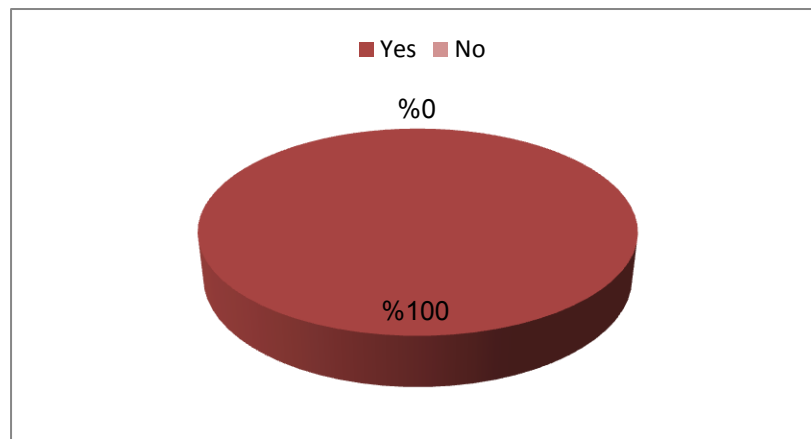
Q15. a. Do you encourage your students' involvement in authentic audio materials?

- a. Yes

b. No

Options	N	%
a	10	100
b	0	0
Total	10	100

Table 3.12: Teachers' Perceptions in Encouraging Students' Involvement in Authentic Audio Materials.



Graph 3.12: Teachers' Perceptions in Encouraging Students' Involvement in Authentic Audio Materials

Results in the above graph clearly show that all the teachers encourage their students' involvement in authentic audio materials. This is a good indication of their awareness of the importance of authentic audio materials in motivating learners.

Q15. b. Please, explain how.

Regrettably, no teacher answered this question.

Section Four: Teachers' Suggestions

Q16: Please, add any suggestion you see relevant to the objectives of the questionnaire

Concerning this question, only three teachers from the ten questioned ones have added suggestions. To improve pronunciation, one of them has proposed the role of the teacher. s/he has stated that teachers should help their students on how to listen to native speakers before they go deeply in the other skills because listening is a skill that requires more practice. The other two have added irrelevant answers to the objective of our questionnaire.

3.5 Discussion of the Results

The analyzing of the teachers' questionnaire has paved the way for us to get information about teachers' attitudes and points of view toward teaching pronunciation. In teaching speaking, the majority of the informants have claimed that pronunciation is the most centralized feature of the speaking skill although it is still regarded as the most problematic language aspect for learners. Despite that the respondents have affirmed that they focus on both vowels and consonants when teaching pronunciation, most of them agreed on consonants as the most difficult feature of pronunciation for EFL learners at Mila University Center. This is probably the reason behind learners' low achievement in oral proficiency.

Concerning the factors that influence the learners' pronunciation, teachers have determined more than one factor including: the interference of the mother tongue, the amount of the exposure to the target language, learners' motivation and the used activities. This does not exclude the fact that all the informants have agreed on the mother tongue as the most influential aspect on learners' pronunciation. Thus, teachers should be aware of their students' problematic issues to provide them with the appropriate solutions.

In teaching speaking, the respondents have said that they use different activities but more than the half have claimed the use of drills (listen and imitate) to enhance EFL learners' pronunciation. They have asserted that using listening activities and audio authentic materials as well as encouraging students to listen to and imitate native speakers are of great importance on developing students' pronunciation. Therefore, most teachers have a positive attitude concerning the use of drills as pronunciation activities to solve the students' pronunciation problems. In fact drills give students models of how real providers of the target language use it.

Conclusion

In brief, the major concern of the teachers' questionnaire is to investigate the effect of listening to and imitating native speakers on learners' consonants pronunciation. Based on the main findings of this chapter, it is worth saying that the majority of the questioned teachers are aware of the effectiveness and the usefulness of listening and imitating activities in teaching pronunciation. Thus, they have positive attitudes towards incorporating listening and imitating activities to enhance EFL learners' pronunciation.

Chapter Four: The Experimental Design

Introduction

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Conclusion

Introduction

The second part of the practical framework of the present dissertation represents an empirical study. It is an experiment conducted on a sample of twenty (20) first year EFL students at AbdElhafid Boussouf University Center, Mila. The main aim of this experiment is to scrutinize the effectiveness of teaching the pronunciation of four consonants sounds namely: /tʃ/, /ʃ/, /ŋ/ and /θ/ through listening and imitating activities.

The current chapter comprises two main parts entitled respectively: data collection, data analysis and discussion. The first part is devoted to introduce the population and the sample selected for the experiment. It seeks also to present the procedure as well as the description of the means of experiment: the pre-test, the remedial session and the post-test. In the second part a presentation of the obtained results manifested in tables and graphs is considered. Finally, the obtained results will be analyzed and discussed.

4.1 Data Collection

4.1.1 The Population and the Sample

The target population of this study is first year EFL students at AbdElhafid Boussouf University Center, Mila, the enrolled during the academic year 2017/2018. It makes a total of 231 students divided into 7 groups between 20 to 35 ones. Mainly, there are two reasons behind choosing this population. The first is that first year students should learn and master the pronunciation of the English sounds and how these sounds are combined to form words and sentences. The second is to make first year students aware of the importance of listening to and imitating native speakers in improving their pronunciation.

Since, it is impossible to work with the whole population. A sample of one group has been chosen randomly. This group normally contains 25 students, but in the class the total number of the students who attended the sessions was 20 students that is why our sample was reduced to 20 students.

4.1.2 The Pre-test

In order to measure the participants' current level of pronunciation for the pre-test, we opted for text reading as it is undoubtedly the appropriate task to identify learners' difficulties in the pronunciation of consonants. The text² was some verses of a poem entitled "The Chaos" by Gerard Nolst Trenite (1922) in which the words written in bold contain the chosen consonants. The pre-test took place on 12th February, 2018 in a classroom. The students were given enough time to read the text silently before they read it individually loudly to be recorded.

After collecting the data, we listen carefully and many times to each student's recordings. Then, we report in tables the number of wrong pronunciations of each studied consonant. Finally, we calculate the percentages of the committed errors of each student.

4.1.3 The Remedial Sessions

The treatment period lasted four (4) weeks; from 18th February until 11th March, 2018. The participants practised pronunciation during one session per week. They were taught via listening by using repetition-based tasks. The syllabus that was pursued in the treatment during each session was as follows:

Session 1:

The /tʃ/ and /ʃ/ sounds were the main concern of the first session. In this session, we used two main activities: minimal pairs and tongue twisters³. We started the session by giving a short description about how those two sounds are produced. Then, we moved on to the practice of these sounds with minimal pairs. First of all, we asked the students to read the minimal pairs which were written in the table silently for two minutes then loudly one by one. After that, we allowed students to listen to an audio of a native speaker enunciating the same

² See appendix N:2

³ See appendix N:3

minimal pairs for three times and asked them to imitate him silently. Finally, we requested them to re-read the same minimal pairs loudly.

In the second activity, we followed the same steps of the first activity to practise the same consonants by applying tongue twisters.

Session 2

In the second session, the main focus was the consonants /ŋ/ and /θ/. This session followed the same procedure of the first session but only one activity is used “tongue twisters”⁴. It started with a recapitulation of what had been done in the previous session followed by a description of how the /ŋ/ and /θ/ are produced. To practise the /ŋ/ sound, we wrote some tongue twisters on the table and we asked the students to read them silently for two minutes then loudly one by one. Subsequently, we turned out the loud-speaker to allow them to listen how native speakers vocalize the same tongue twisters and to imitate him silently as well. At the end, we re-asked the students to re-read the tongue twisters loudly one by one.

After finishing the practice of the /ŋ/ sound, the same steps were followed to drill the consonants /θ/ using some other tongue twisters.

Session 3

We saw it needed to differentiate the type of the activities in order to avoid blurredness among students. So, in the third session, two activities were used: “listen then fill in the blanks” and “a role play”. So, we started by distributing the handouts that contains a written interview between Jack, a physical education (EP) teacher who looks for a job; and Mrs. Spence, the director of a university (native speakers). In the written interview some words are missing⁵. Each of these words contains one of the sounds that have been taught in the previous sessions. We asked students to take a look on the interview than to put the podcasts

⁴ See appendix N:4

⁵ See appendix N:5

to listen to the audio version of it and to complete the missing words. They listened twice to fill in the gaps then we re-asked them to listen and imitate the interview silently. Finally we asked them to practise the full interview⁶ two by two loudly in front of their classmates.

Session 4

Concerning the fourth session, it is much similar to the previous one following the same activities. In this regard, we distributed the handouts that contain a written dialogue between Gemma and Sam (native speakers). In the written dialogue, some words are also missing⁷. Each of these words contains one of the sounds that has been taught in the previous sessions. We asked students to take a look on the dialogue, then to put the podcasts to listen to the audio version of it and to complete the missing words. They listened twice to fill in the gaps then we re-asked them to listen and imitate the interview silently. Ultimately, the students were asked to practise the full dialogue⁸ two by two loudly in front of their classmates.

4.1.4 Post-test Description

The post-test took place on 15th March, 2018 in a classroom. The prominent aim of it is to check the development in the learners' pronunciation of the chosen consonants. It was similar to the pre-test conducted at the beginning of the experiment; the participants were asked to read the same text of the pre-test by following the same procedure.

⁶ See appendix N:6

⁷ See appendix N:7

⁸ See appendix N:9

4.2. Data Analysis and Discussion

4.2.1 Results and Analysis of the Pre-test.

- The /tʃ/ Sound

Students	Number of WrongPronunciation	Percentage of WrongPronunciation (%)
S1	4	36.36
S2	3	27.27
S3	7	63.63
S4	9	81.81
S5	8	72.72
S6	3	27.27
S7	5	45.45
S8	4	36.36
S9	5	45.45
S10	8	72.72
S11	8	72.72
S12	5	45.45
S13	4	36.36
S14	6	54.54
S15	8	72.72
S16	7	63.63
S17	4	36.36
S18	6	54.54
S19	6	54.54
S20	5	45.45
The Total	115	52.27

Table 4.1: Numbers and Percentages of Students' Wrong Pronunciations of the Consonant /tʃ/ in the Pre-test.

The above table represents the number and the percentages of the students' wrong pronunciations of the consonants /tʃ/ in the pre-test. As it is shown, the total number of students' wrong pronunciation is 115 with a percentage of 52.27 %. From 11 /tʃ/ sounds (within words), the students' numbers of wrong pronunciation ranged between 3 and 9. The number of wrong pronunciation of 11 students are between 6 and 9 while the left (9 students)

marked from 3 to 5 wrong pronunciation. By calculating the data we find that more than the half of the sample marked more than 50% wrong pronunciation.

The results indicate that the majority of students have a problem in the pronunciation of the sound /tʃ/. Relatively, one of the most reasonable explanations is that the /tʃ/ sound does not exist neither in the students' native language, nor their dialects. These results may be also tied to the limited exposure to native input.

- **The /ŋ/Sound**

Students	Number of WrongPronunciation	Percentage of WrongPronunciation (%)
S1	8	57.14
S2	3	21.42
S3	8	57.14
S4	4	28.57
S5	11	78.57
S6	11	78.57
S7	4	28.57
S8	4	28.57
S9	2	14.28
S10	7	50
S11	9	64.28
S12	10	71.42
S13	2	14.28
S14	8	57.14
S15	5	35.71
S16	6	42.85
S17	4	28.57
S18	10	71.42
S19	4	28.57
S20	8	57.14
The Total	128	45.71

Table 4.2: Numbers and Percentages of Students' Wrong Pronunciation of the Consonant /ŋ/ in the Pre-test.

Table 4.2 summarizes the number and the percentages of students' wrong pronunciation of the consonant /ŋ/ in the pre-test. According to the results stated in the preceding table, we

notice that the numbers of wrong pronunciation of the students are between 2 and 11 which make a total of 128. That is to say, from fourteen chosen sounds (within words); there are two students (S9 and S13) who marked just two mispronunciations. However, a good proportion of the participants show great problems in the pronunciation of this consonant.

The results mirror the suggestion that learners under inquiry face great problems in the articulation of the phoneme /ŋ/. This latter perhaps is due to the lack of listening or the influence of the second language “French” on the students’ pronunciation.

- **The /f/ Sound**

Students	Number of WrongPronunciation	Percentage of WrongPronunciation (%)
S1	8	42.10
S2	5	26.31
S3	13	68.42
S4	8	42.10
S5	9	47.36
S6	9	47.36
S7	4	21.05
S8	9	47.36
S9	8	42.10
S10	9	47.36
S11	4	21.05
S12	10	52.63
S13	7	36.84
S14	11	57.87
S15	10	52.63
S16	6	31.57
S17	9	47.36
S18	8	42.10
S19	9	47.36
S20	6	31.57
The Total	162	42.63

Table 4.3: Numbers and Percentages of Students’ Wrong Pronunciation of the Consonant /f/ in the Pre-test.

The table shows the numbers and the percentages of students’ wrong pronunciation of the sound /f/ in the pre-test. The results provided in this table demonstrate the poorness of the

learners' pronunciation of the morpheme /ʃ/. As it is mentioned, the total percentage of the wrong pronunciation of this sound is more than 40%. The students' percentages ranged from 21.05% which is marked by two students (S7 and S11) to 68.42% which is marked by only one student (S3). What is noticeable is that the number of wrong pronunciation of the majority of students (thirteen students) extended between six and nine.

Since the /ʃ/ sound exists in the learners' mother tongue and dialect as well, the reason of mispronouncing this sound is probably the confusion between the articulation of this sound and the sound /tʃ/. It may be also attributed to the students' lack of concern to pronounce it correctly.

The /θ/ Sound

Students	Number of WrongPronunciation	Percentage of WrongPronunciation (%)
S1	1	20
S2	2	40
S3	3	60
S4	1	20
S5	2	40
S6	3	60
S7	2	40
S8	1	20
S9	4	80
S10	0	00
S11	3	60
S12	1	20
S13	0	00
S14	4	80
S15	2	40
S16	3	60
S17	2	40
S18	3	60
S19	3	60
S20	2	40
The Total	42	42

Table 4.4: Numbers and Percentages of Students' Wrong Pronunciation of the consonant /θ/ in the Pre-test.

The table 4.4 represents the number and percentages of learners' wrong pronunciation of the sound /θ/ in the pre-test. According to table 4.4, the results reveal that, like the prior consonants phonemes, learners show difficulties in the pronunciation of /θ/. As the table displays, the students made a total of 42 wrong pronunciations with (42%). The highest number of the students' wrong pronunciation of the pronounced sound (within words) is four exhibited by S9 and S14. The majority of the competitors (sixteen students) marked from one to three wrong pronunciations. Surprisingly, two students (S10 and S13) marked no wrong pronunciation of this sound.

The explanation of the students' results may be the lack of concentration when reading the poems. Moreover, it may be the difficulty of distinguishing between the /θ/ and /ð/ phonemes because both of them are dental fricatives which differ only in that the consonant /θ/ is voiceless, whereas the other one is voiced.

4.7.2 The Post-test Analysis

- The /tʃ/ Sound

Students	Number of WrongPronunciation	Percentage of WrongPronunciation (%)
S1	2	18.18
S2	4	36.36
S3	5	45.45
S4	8	72.72
S5	5	45.45
S6	4	36.36
S7	2	18.18
S8	3	27.27
S9	4	36.36
S10	5	45.45
S11	9	81.81
S12	3	27.27
S13	3	27.27
S14	6	54.54
S15	7	63.63
S16	8	72.72
S17	3	27.27
S18	5	45.45
S19	6	54.54
S20	4	36.36
The Total	96	43.63

Table 4.5: Numbers and Percentages of Students' Wrong Pronunciation of the Consonant /tʃ/ in the Post-test.

The table summarizes the number and percentages of students' wrong pronunciation of the sound /tʃ/ in the post-test. As it is indicated in the table, the total number of the learners' wrong pronunciation is 96 with a percentage of about 43%. There are two students (S1 and S7) who marked only 2 wrong pronunciations of the pronounced sound (within words),

eleven participants whose number of errors extended between three and five, and seven students' mistakes ranged between six and nine.

From the above results, it is clear that more than the half of the sample marked less than 50% mispronunciations. Almost, the reason behind these results is the exposure to native input during the treatment period.

- **The /ŋ/ Sound**

Students	Number of WrongPronunciation	Percentage of WrongPronunciation (%)
S1	7	50
S2	2	14.28
S3	10	71.42
S4	3	21.42
S5	10	71.42
S6	7	50
S7	5	35.71
S8	3	21.42
S9	4	28.57
S10	3	21.42
S11	10	71.42
S12	8	57.14
S13	2	14.28
S14	6	42.85
S15	5	35.71
S16	2	14.28
S17	1	7.14
S18	7	50
S19	2	14.28
S20	6	42.85
The Total	103	36.78

Table 4.5: Numbers and Percentages of Students' Wrong Pronunciation of the Consonant /ŋ/ in the Post-test.

The table 4.5 represents the numbers and percentages of learners' committed mistakes of the sound /ŋ/ in the post-test. It shows that the percentages of the learners' wrong pronunciations are extended between about 14% and 72%. Only four participants (S3, S5, S11

and S12) marked more than 50% mistakes, whereas the left sixteen students scored the percentage of less than 50% wrong articulations.

The justification of the pre-mentioned results is perhaps the imitating-based techniques the participants used along with the treatment sessions.

- **The /f/ Sound**

Students	Number of WrongPronunciation	Percentage of WrongPronunciation (%)
S1	5	26.31
S2	5	26.31
S3	12	63.15
S4	5	26.31
S5	7	36.84
S6	4	21.05
S7	2	10.52
S8	10	52.63
S9	6	31.57
S10	7	36.84
S11	1	5.26
S12	3	15.78
S13	4	21.05
S14	7	36.84
S15	9	47.36
S16	9	47.63
S17	3	15.78
S18	9	47.36
S19	7	36.84
S20	5	26.31
The Total	156	41.05

Table 4.7: Numbers and Percentages of Students' Wrong Pronunciation of the Consonant /f/ in the Post-test.

Table 4.7 represents the numbers and percentages of students' wrong pronunciation of the sound /f/ in the Post-test. It points that 156 mistakes are made by the twenty subjects

under investigation. The results show that there are 18 participants whose mistakes' percentages are less than 50%. Additionally, only two students (S3 and S8) scored the percentages of more than 50% wrong pronunciations.

The explanation of these findings is possibly the practice of the phonemes /θ/ and /ð/ articulations using minimal pairs activity. Consequently, this activity is the appropriate one for students who confuse between the pronunciations of the sounds.

- **The /θ/ Sound**

Students	Number of WrongPronunciation	Percentage of WrongPronunciation (%)
S1	2	40
S2	1	20
S3	0	00
S4	2	40
S5	3	60
S6	1	20
S7	2	40
S8	1	20
S9	3	60
S10	0	00
S11	2	40
S12	1	20
S13	1	20
S14	2	40
S15	0	00
S16	2	40
S17	2	40
S18	4	80
S19	1	20
S20	0	00
The Total	30	30

Table 4.8: Numbers and Percentages of Students' Wrong Pronunciation of the consonant /θ/ in the Post-test.

The results of the table 4.8 reveal the numbers and the percentages of students' mistakes in the production consonants /θ/ in the post-test. The table illustrates that the total number of

wrong pronunciation is thirty ranged from one to four wrong pronunciations. The percentages of the committed errors of less than the quarter of the students are more than 50%. Surprisingly, there are three students (S3, S10 and S20) marked no wrong articulation.

What is noticeable from the previous outcomes is that a good proportion of the students show just few wrong articulations. The reason behind these results probably is the native input to which the students were exposed to through the treatment period.

4.2.3. Comparison of the Pre-test and Post-test Results

- **The /tʃ/ Sound**

Students	Pre-test		Post-test	
	Number of Wr Pr	Percentage of Wr Pr(%)	Number of Wr Pr	Percentage of Wr Pr(%)
S1	4	36.36	2	18.18
S2	3	27.27	4	36.36
S3	7	63.63	5	45.45
S4	9	81.81	8	72.72
S5	8	72.72	5	45.45
S6	3	27.27	4	36.36
S7	5	45.45	2	18.18
S8	4	36.36	3	27.27
S9	5	45.45	4	36.36
S10	8	72.72	5	45.45
S11	8	72.72	9	81.81
S12	5	45.45	3	27.27
S13	4	36.36	3	27.27
S14	6	54.54	6	54.54
S15	8	72.72	7	63.63
S16	7	63.63	8	72.72
S17	4	36.36	3	27.27
S18	6	54.54	5	45.45
S19	6	54.54	6	54.54
S20	5	45.45	4	36.36
The Total	115	52.27	96	43.63

Table 4.9: Numbers and Percentages of Students' Wrong Pronunciation of the Consonant /tʃ/ in the Pre-test and Post-test.

The table represents the numbers and percentages of students' wrong pronunciation of the sound /tʃ/ in both the pre-test and the post-test. From the table 4.9, it is observed that there is a decrease of about 9% in the numbers of the committed mistakes in the post-test compared with the pre-test. Despite that the majority of students scored fewer mistakes in the post-test than in the pre-test, some students performed better in the pre-test. For example, S11 marked eight wrong pronunciations in the pre-test but nine in the post-test, also S16 scored seven wrong pronunciations in the pre-test, while in the post-test, s/he marked eight. Moreover, there are some students whose numbers of wrong articulations remained the same in the post-test comparing to their results in the pre-test (S14 and S19).

Considering the students' results before and after the treatment, we can say that there is a considerable development in the pronunciation of the sound /tʃ/. These results point out that listening to and imitating native speakers is the best solution to enhance FL learners' pronunciation in a limited period of time.

- **The /ŋ/ Sound**

Students	Pre-test		Post-test	
	Number of Wr Pr	Percentage of Wr Pr(%)	Number of Wr Pr	Percentage of Wr Pr(%)
S1	8	57.14	7	50
S2	3	21.42	2	14.28
S3	8	57.14	10	71.42
S4	4	28.57	3	21.42
S5	11	78.57	10	71.42
S6	11	78.57	7	50
S7	4	28.57	5	35.71
S8	4	28.57	3	21.42
S9	2	14.28	4	28.42
S10	7	50	3	21.42
S11	9	64.28	10	71.42
S12	10	71.42	8	57.14
S13	2	14.28	2	14.28
S14	8	57.14	6	42.85
S15	5	35.71	5	35.37
S16	6	42.85	2	14.28
S17	4	28.57	1	7.14
S18	10	71.42	7	50
S19	4	28.57	2	14.28
S20	8	57.14	6	42.85
The Total	128	45.71	103	36.78

Table 4.10: Numbers and Percentages of Students' Wrong Pronunciation of the Consonant /ŋ/ in the Pre-test and Post-test.

The above table outlines the numbers and percentages of the learners' wrong pronunciation of the consonant /ŋ/ in the pre-test as well as in the post-test. In contrast with the pre-test which shows numerous mistakes in the production of the sound /ŋ/, the post-test demonstrates less problems in the articulation of the same phoneme. From the table, we notice that the total percentage of wrong pronunciation in the pre-test is nearly 46%, but it is reduced to approximately 37% in the post-test. Nine students (S1, S3, S5, S6, S11, S12, S14, S18 and S20) whose percentages are more than 50% in the pre-test, while in the post-test only four students (S3, S5, S11 and S12) marked more than 50% wrong pronunciations. So, what is noticed is that our sample performs better in the post-test comparing to the pre-test.

The development of the participants' performance in the post-test comparing to the pre-test is a clear indication that the used techniques during the treatment phase are the best to boost students' pronunciation.

- **The /f/ Sound**

Students	Pre-test		Post-test	
	Number of Wr Pr	Percentage of Wr Pr(%)	Number of Wr Pr	Percentage of Wr Pr(%)
S1	8	42.10	5	26.31
S2	5	26.31	5	26.31
S3	13	68.42	12	63.15
S4	8	42.10	5	26.31
S5	9	47.36	7	36.84
S6	9	47.36	4	21.05
S7	4	21.05	2	10.52
S8	9	47.36	10	52.63
S9	8	42.10	6	31.57
S10	9	47.36	7	36.84
S11	4	21.05	1	5.26
S12	10	52.63	3	15.78
S13	7	36.84	4	21.05
S14	11	57.87	7	36.84
S15	10	52.63	9	47.36
S16	6	31.57	9	47.63
S17	9	47.36	3	15.78
S18	8	42.10	9	47.36
S19	9	26.31	7	36.84
S20	6	68.42	5	26.31
The Total	162	42.63	156	41.05

Table 4.11: Numbers and Percentages of Students' Wrong Pronunciation of the Consonant /f/ in the Pre-test and Post-test.

The table highlights the numbers and percentages of the learners' incorrect articulations of the sound /f/ in the both the pre and the post-test. The table shows that there is a substantial decline in the total number of wrong pronunciation in post-test comparing to the pre-test. The highest number of wrong pronunciation is thirteen in the pre-test which is scored by only students (S3), whereas twelve in the post-test which marked also by the same student. The lowest number of wrong pronunciation is four in the pre-test while only one in the post-

test. S2 marked the same percentage of wrong pronunciation in the pre-test and the post-test. Three students (S8, S16 and S18) marked an increase in the percentages of the committed errors in the pos-test. The left sixteen students marked a moderate improvement in the pos-test comparing to their performance in the pre-test. So, even the fact that there is only a decrease of about 1.5% of students' wrong pronunciation after the treatment; we can say that the learners' performance has developed.

The explanation of the small decline in the committed mistakes after the treatment is, perhaps, due to the short period of the treatment. That is to say, the articulation of the phoneme /f/ requires more practice to get satisfying results.

- **The /θ/ Sound**

Students	Pre-test		Post-test	
	Number of Wr Pr	Percentage of Wr Pr (%)	Number of Wr Pr	Percentage of Wr Pr (%)
S1	1	20	2	40
S2	2	40	1	20
S3	3	60	0	00
S4	1	20	2	40
S5	2	40	3	60
S6	3	60	1	20
S7	2	40	2	40
S8	1	20	1	20
S9	4	80	3	60
S10	0	00	0	00
S11	3	60	2	40
S12	1	20	1	20
S13	0	00	1	20
S14	4	80	2	40
S15	2	40	0	00
S16	3	60	2	40
S17	2	40	2	40
S18	3	60	4	80
S19	3	60	1	20
S20	2	40	0	00
The Total	42	42	30	30

Table 4.8: Numbers and Percentages of Students' Wrong Pronunciation of the consonant /θ/ in the Pre-test and Post-test

The above table indicates the numbers and percentages of learners' wrong pronunciation of the sound /θ/ in the pre-test as well as in the post-test. The table shows that the total percentage of students' wrong pronunciation marked a decrease of 12% in the post-test in comparison with the pre-test. The percentages of more than 50% of incorrect pronunciations were scored by eight students in the pre-test and by only three participants in the post-test. In the pre-test, two students marked no wrong pronunciation whereas this number of students increased to four.

The preceding results show that there is a considerable progress in the learners' level of the /θ/ articulation. This latter is a clear sign that the activities used in the treatment are very helpful when teaching pronunciation.

4.7.4. Discussion of the Results

It is often argued that repetition-based activities are among the best tasks to improve FL pronunciation. On the foundation of the current experiment, listening to and imitating native speakers is recommended to be the effective repetition technique that is used to boost the articulation of consonants.

The results of the present experiment prove to two main findings. Firstly, students face difficulties in the pronunciation of the sounds that do not exist in their native language. This latter is clear in the results of the pre-test which indicate that the students' percentages of wrong pronunciations of the sounds /tʃ/ and /ŋ/ (do not exist in the students' native language) are higher than these of the sounds /ʃ/ and /θ/ (exist in the students' first language). These findings prove that the learners' mother tongue is the major factor in influencing the students' pronunciation.

Secondly, listening to and imitating native speakers affect students' consonants pronunciation. From the results of the pre-test and the post-test, we find that the students' results of incorrect articulations decreased in the post-test comparing to the pre-test. Taking into consideration the fact that the pre-test and the post-test are similar in terms of both the content and the conditions, the reason behind the development of the students' performance is the treatment they received. The treatment which lasted four weeks gave students the chance to listen to and imitate native speakers. Thus, we can say that listening to and imitating native speakers have a significant effect on learners' pronunciation.

Conclusion

To sum up, it is common that pronunciation is crucial for both the speaker and the listener. It is important for the speaker to deliver the message s/he want to transmit, and for the hearer to understand the meaning of the message s/he receives. Therefore, looking for activities and techniques that may help the improvement of pronunciation is needed. In this regard, the current chapter has mainly focused on representing and discussing the results of the experiment which aimed to test the efficiency of listening and imitating techniques on developing learners' pronunciation. The results of the experiment show that the students perform better in the post-test than in the pre-test. This improvement is almost due to the implication of listening and imitating activities during the treatment period.

Pedagogical Implications

Considering the results of this research, we would like to suggest some recommendations that can improve the learners' pronunciation. On one hand, teachers of oral expression and phonetics should integrate listening and imitating activities when teaching pronunciation as well as make the student aware of the importance of these techniques to improve a native-like pronunciation. They also required to providing their students with sufficient native input by using audio authentic materials along with their lessons. On the other hand, students are required to listen and practice the language extensively even outside the classroom.

Limitations of the Study

Amongst the diverse limitations that we faced during our research, the following are worthy of mentioning:

- ✓ Firstly, the time allocated for the experiment was relatively insufficient. That is why we could not extend our experiment to more than six sessions. Moreover, this lack of time led us to work with only four consonants.
- ✓ Secondly, the lack of language laboratories in the department of English atAbdElhafid Boussouf University Centre-Mila- has obliged us to conduct some of the remedial sessions in classrooms.
- ✓ Thirdly, the questionnaire has not been given full attention by the teachers. In fact, some teachers did not answer all the questions and others did not even hand back their copies

General Conclusion

Although the teaching methods of pronunciation have witnessed a great development throughout the recent years, the English department at AbdElhafid Boussouf University Center, Mila still has many shortcomings with regard to pronunciation teaching method and materials. Since pronunciation is a key component in intelligibility and in the efficiency of communication, it should be owed a special care and attention. In this context, this research probe into how listening and imitating activities may help EFL learners' pronunciation of the consonant sounds. It encompasses two main parts; the theoretical part and the practical one

The theoretical framework is split into two chapters. The first introduced some generalities about pronunciation and pronunciation teaching and learning. The second chapter took as its major concern some theoretical aspects about the notions of listening and imitation in EFL teaching and learning.

The practical part of this thesis is devoted to illustrate the most influential factor that affect learners' English pronunciation as well as to examine the effectiveness of listening to and imitating native speakers on the developing of learners' consonants pronunciation. This practical part mainly comprised two chapters entitled respectively: the teachers' questionnaire and the experimental design. The first one included a description, an analysis and discussion of the data gathered from the questionnaire. The last chapter is designed to describe the procedure of conducting the experiment; also to analyze compare and discuss the results of the students' pre and post tests.

The outcomes obtained from both tools of research answer the aforementioned research questions and confirm the hypothesis. They illustrate the importance of listening and imitation tasks to improve the pronunciation of consonants. They are considered as the best ones as they give the opportunity to learners to produce and practise native-like pronunciation.

In the light of the previous findings, it can be said that teachers should select the activities that provide EFL learners with a large amount of native input when teaching pronunciation. In this regard, listening and imitating activities are the most effective ones. Consequently, these activities enable students to hear how English native speakers articulate the sounds as well as provide them with the sufficient practice to master the English pronunciation.

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Appendix N: 1

Questionnaire

This questionnaire is a part of a research project for the attainment of Master Degree in Language Sciences and Didactics of Language. It aims at investigating the effect of listening and imitation on learners' consonants pronunciation. Your responses are greatly needed and important for the accomplishment of the research objectives. Your responses will be used only for the purpose of research.

Thank you in advance for your collaboration.

Please , answer the following questions by ticking the right box or by writing in the space provided.

Section One :Background Information

1. Do youhold the :

Bachelor'sDegree

Master Degree

Magister Degree

Doctorate Degree

2- How long have you been teaching English?

..... years

3- How many years have you been teaching Oral Expression to first year English students?

.....years

Section Two: Pronunciation

4- when teaching speaking, do you focus more on :

Grammar

Vocabulary

Pronunciation

Fluency

5- Do you teach pronunciation implicitly or explicitly?

Implicitly

Explicitly

6- When teaching pronunciation , do you focus more on :

Vowels Pronunciation

Consonants Pronunciation

Intonation

Stress

7- Do your learners show difficulties in :

Grammar:

Vocabulary

Pronunciation

Fluency

8- Do your learners show difficulties in the pronunciation of :

Vowels

Consonants

Diphthongs

Triphthongs

9- What are the activities that you mostly use in teaching pronunciation?

- Drills (Listen and repeat).
- Read Aloud
- Role Play
- Discussion Activities

If you use others , please mention them

.....

.....

10- Please, justify your answer of the later question.

.....

.....

11- When learning pronunciation, what are the consonants that your students mostly mispronounce?

.....

.....

12- What are the factors that influence your learners' pronunciation?

- The Mother Tongue
- The Amount of Exposure
- Learners' Motivation
- The Used Activities

Section Three : Listening and Imitation

13- Do you use listening activities in your lessons?

Yes

No

14- Do you think that listening to and imitating native speakers can improve your learners' pronunciation?

Yes

No

Please, justify your answer.

.....
.....

15- Do you encourage your students' involvement in authentic audio materials?

Yes

No

Please, explain how.

.....
.....

Section Four :Teachers' Suggestions

16- Please, add any suggestion you see relevant to the objectives of the questionnaire

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

Appendix N: 2, The Pre Post Test

Read the following verses silently then loudly.

Dearest **creature** in **creation**

Studying English pronunciation

I will **teach** you in my verses

Sounds like corpse, corps, horse and worse

I will keep you, Susy, busy

Make your head with heat grow dizzy

Tear in eye, your dress you'll tear;

Queer, fair seer, hear my prayer.

Now I **surely** will not plague you

With **such** words as plaque and ague.

But be careful how you speak:

Say: **gush, bush**, steak, streak, break, bleak

Previous, **precious, fuchsia**, via

Recipe, pipe, studding-sail, **choir**,

Woven, oven, how and low,

Script, receipt, **shoe**, poem, toe

Wholly, holly, signal, **signing**

Same, **examining**, but **meaning**,

Scholar, vicar, and cigar,

Solar, mica war and far

Tortoise, turquoise, **chamois**-leather

Reading, reading, heathen, heather

This phonetic **labyrinth**

Gives moss, gross, brook, **brooch, ninth, plinth**

Ricocheted and **crocheting**, croquet?

Right. Your **pronunciation**'s OK.

Rounded, wounded, grieve and sieve

Friend and fiend, alive and live

Say **abscissions** with precision

Now: **position** and transition

Would it tally with my rhyme

If I **mentioned** paradigm?

Would you like some more? You will have it.

Affidavit, David, davit

To abjure, to perjure. **Sheik**

Does not sound like **Czech** but ache.

Mark the difference, moreover,
Between mover, plover, Dover
Leeches, breeches, wise, precise
Chalice, but police and lice

Camel, constable, unstable,
Principle, disciple, label.
Petal, penal, and canal
Wait, surmise, plait, promise, pal

Stranger does not rhyme with **anger**
Neither does devour with **clangour**
Pilot, pivot, gaunt, but aunt,
Font, front, wont, want, grand and grant

Please don't **monkey** with the geyser
Don't peel taters with my razor
Rather say in accents pure
Nature, stature and mature.

The th will surely trouble you
More than r, ch or w.
Sayn then these phonetic gems:
Thomas, thyme, Theresa, Thamas.
Thompson, **Chatham**, Waltham, Streatham,
There are more but I forget, emm
Wait, I have got it: Anthony
Lighten your anxiety

Pudding, puddle, **putting**. **Putting**?
Yes: at golf it rhymes with **shutting**
Respite, spite, consent, resent.
Liable, but parliament

Don't you **think** so, reader, rather,
Saying lather, bather, father?
Finally, **which** rhymes with enough
Though, **through**, bough, cough, Hough, sough, tough.

Appendix N:3

Session N:1- The Sounds /tʃ/ and /ʃ/-

1. The Used Minimal Pairs.

/tʃ/	/ʃ/
Chin	shin
cheep	sheep
channel	Chanel
batch	bash
hatch	hash
cheek	chic
chine	shine
ditch	dish
choose	shoes
catch	cash

2. The Used Tongue Twisters.

- She shan't check Charley's shackles.
- If Charlie chews shoes, should Charlie choose the shoes he chews?
- Check the sure shot charged surely by the changing shift.
- What a shame such a shapely sash should show such shabby stitches.

Appendix N: 4

Session N:2- The Sounds /η/ and /θ/-

1.The Used Tongue Twisters for Practicing the Sound /η/.

- Do not hang the ring thing next to the wrong thong.
- The ringing, swinging, singing singers sang winning songs.
- Gobbling gargoyles gobbled gobbling goblins

2.The Used Tongue Twisters for Practicing the Sound /θ/.

- I thought, I thought of thinking of thanking you.
- Tom threw Tim three thumbtacks.
- Nothing is worth thousands of deaths.
- Thirty thousand thoughtless boys thought they would make thundering noise.
So the thirty thousand thumb thumbed on thirty thousand drums.

Appendix N: 5

Listening Answer Sheet-Session N:3-

Listen to the audio then fill in the blanks

Mrs Spence: Ahhh. Jack. Please take a seat. I'm Mrs Spence.

Jack: Hello Mrs Spence. Nice to meet you.

Mrs Spence: You too. So, you've applied to do a course here.

Jack: Yes, that's right.

Mrs Spence: I'd like you to tell me, first of all, why you want to be a

Jack: OK. Well, I've always loved andpeople. I'm not for an easy job – I like a! I also want to work withpeople.

Mrs Spence: And why have you decided to become a PE?

Jack: OK, I love all sports and I really believe it's important for people to do sport at school.

Mrs Spence: Yes, I agree. Why is it so important, do you?

Jack: OK. Well, first of all, we all know it's important for our to keep physically fit. Secondly, physical exercise is good for our mental and self-esteem.

Mrs Spence: Hmmmm ...

Jack: Finally, sport people important life lessons, like the importance of teamwork, discipline and fairness, for instance.

Mrs Spence: OK, you. And, where does your for sport come from?

Jack: Hmm, let me It's difficult to one in particular. I grew up around sport. My mum was a really good, actually.

Mrs Spence: Oh, yes?

Jack: We used to go and see her, made a big on me as a I suppose it's in my blood.

Mrs Spence: Right, fantastic. And how do you can encourage their students to enjoy sport?

Jack: Hmm, that's an On one hand, I many students enjoy the competitive element. They want to be the best, it's..... for them. On the other hand, we need to encourage the ones who are not as confident. So we need to reward them forand their best. It's not all about

Mrs Spence: OK, you very, Jack. You make some good points.

Jack: It's my pleasure.you.

Mrs Spence: Now I'm to show you around the college.

Appendix N: 6

Audio Transcription-Session N: 3-

Mrs Spence: Ahhh ... Jack. Please take a seat. I'm Mrs Spence.

Jack: Hello Mrs Spence. Nice to meet you.

Mrs Spence: You too. So, you've applied to do a teaching course here.

Jack: Yes, that's right.

Mrs Spence: I'd like you to tell me, first of all, why you want to be a teacher.

Jack: OK. Well, I've always loved explaining things and helping people. I'm not looking for an easy job – I like a challenge! I also want to work with young people.

Mrs Spence: And why have you decided to become a PE teacher?

Jack: OK, I love all sports and I really believe it's important for young people to do sport at school.

Mrs Spence: Yes, I agree. Why is it so important, do you think?

Jack: OK. Well, first of all, we all know it's important for our health to keep physically fit. Secondly, physical exercise is good for our mental well-being and self-esteem.

Mrs Spence: Hmmm ...

Jack: Finally, playing sport teaches young people important life lessons, like the importance of teamwork, discipline and fairness, for instance.

Mrs Spence: OK, thank you. And, where does your passion for sport come from?

Jack: Hmm, let me think. It's difficult to choose one thing in particular ... I grew up around sport. My mum was a really good athlete, actually.

Mrs Spence: Oh, yes?

Jack: We used to go and see her running marathons, which made a big impression on me as a child. I suppose it's in my blood.

Mrs Spence: Right, fantastic. And how do you think teachers can encourage their students to enjoy sport?

Jack: Hmm, that's an interesting question. On one hand, I think many students enjoy the competitive element. They want to be the best, it's motivating for them. On the other hand, we need to encourage the ones who are not as confident. So we need to reward them for participating and trying their best. It's not all about winning!

Mrs Spence: OK, thank you very much, Jack. You make some good points.

Jack: It's my pleasure. Thank you.

Mrs Spence: Now I'm going to show you around the college

Appendix N: 7

Listening Answer Sheet-Session N:4-

Listen to the audio then fill in the blanks

Gemma: What are we like?!

Sam: What do you mean, 'what are we like'?

Gemma: I mean ... look at us! We're here, we've met for coffee and a '.....' and we're not even to other.

Sam: What did you say? Sorry, I didn't that.

Gemma: 'What did you say? Sorry, I didn'tthat.' Er/ maybe that's because you're not to me!

Sam: Yeah, yeah, sorry. I was just a message. I was! I'm with you now.

Gemma: Yeah, but I don't you can send messages and talk to someone in real life at the same time! That's my point. The real-life person come first. Don't you?

Sam:Er ... yeah, but sometimes you just need to send a quick message. I don't it's rude. In fact, I it's rude to ignore messages, actually.

Gemma: Yeah, I suppose so. You're right in some ways ... but for me, the biggest disadvantage of a mobile phone is that we're constantly distracted from what's in the real world!

Sam: Yeah. but in a good way. You can carry on what you're, and you can keep up with your friends at the same time.

Gemma: Yeah, there *are* a lot of advantages ... but when you've got one of your best mates right in front of you, maybe it's time to off?

Sam: You mean. Actually off our phones right now?

Gemma: we? What do you?

Sam:Er, OK. It'll give me to post on Facebook later.

Gemma: Yeah, come on! Honestly, we haven't had a good in real life for ages.

Sam: All right – you're absolutely right.

Gemma: OK! Brilliant. On then!

Gemma and Sam: One .two off!

Sam: Wow! We did it.

Gemma: That didn't hurt too.....!

Sam: Not yet.

Gemma: I've got a plan! Let's just leave them off until we our drinks.

Sam: Yeah, that might be a good idea.

Gemma: We've just got to focus on the advantages! It feels so weird no one can contact me.

Sam: Yeah, it does. But I like thisof freedom. I'm to keep mine off all day.

Gemma: **Wow.** Really? Now that *is* to post on Facebook. "Sam survives a whole day without his phone!"

Appendix N:8

Audio Transcription-Session N:4-

Gemma: What are we like?!

Sam: What do you mean, 'what are we like'?

Gemma: I mean ... look at us! We're here, we've met for coffee and a 'chat' and we're not even talking to each other.

Sam: Hang on ... What did you say? Sorry, I didn't catch that.

Gemma: 'What did you say? Sorry, I didn't catch that.' Er ... maybe that's because you're not listening to me!

Sam: Yeah, yeah, sorry. I was just sending a message. I was multitasking! I'm with you now.

Gemma: Yeah, but I don't think you can send messages and talk to someone in real life at the same time! That's my point. The real-life person should come first. Don't you think?

Sam: Er ... yeah, but sometimes you just need to send a quick message. I don't think it's rude. In fact, I think it's rude to ignore messages, actually.

Gemma: Yeah, I suppose so. You're right in some ways ... but for me, the biggest disadvantage of having a mobile phone is that we're constantly being distracted from what's happening in the real world!

Sam: Yeah ... but in a good way. You can carry on what you're doing, and you can keep up with your friends at the same time.

Gemma: Yeah, there *are* a lot of advantages ... but when you've got one of your best mates sitting right in front of you, maybe it's time to switch off?

Sam: You mean ... actually switching off our phones right now?

Gemma: Shall we? What do you think?

Sam: Er, OK. It'll give me something to post on Facebook later.

Gemma: Yeah, come on! Honestly, we haven't had a good chat in real life for ages.

Sam: All right – you're absolutely right.

Gemma: OK! Brilliant. On three then!

Gemma and Sam: One ... two ... three ... off!

Sam: Wow! We did it.

Gemma: That didn't hurt too much!

Sam: Not yet.

Gemma: I've got a plan! Let's just leave them off until we finish our drinks.

Sam: Yeah, that might be a good idea.

Gemma: We've just got to focus on the advantages! It feels so weird knowing no one can contact me.

Sam: Yeah, it does ... but I like this feeling of freedom. I'm going to keep mine off all day.

Gemma: Wow. Really? Now that *is* something to post on Facebook. 'Sam survives a whole day without his phone!'