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Mastery Level of Phonetic Transcription of Received Pronunciation among English Majors and Its Relation with Some Variables

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نتيجة الحكم على أطروحة ماجستير

بناءً على موافقة عمادة الدراسات العليا بالجامعة الإسلامية بغزة على تشكيل لجنة الحكم على أطروحة الباحث/ فادي كمال طالب النجار لنيل درجة الماجستير في كلية التربية/ قسم مناهج وطرق تدريس وموضوعها:

Mastery Level of Phonetic Transcription of Received Pronunciation among English Majors and Its Relation with Some Variables

وبعد المناقشة العلنية التي تمت اليوم الأربعاء 15 ذو الحجة 1433هـ، الموافق 2012/10/31م الساعة الواحدة ظهراً بمبنى طيبة، اجتمعت لجنة الحكم على الأطروحة والمكونة من:

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وبعد المداولة أوصت اللجنة بمنح الباحث درجة الماجستير في كلية التربية/قسم مناهج وطرق تدريس. واللجنة إذ تمنحه هذه الدرجة فإنها توصيه بتقوى الله ولزوم طاعته وأن يسخر علمه في خدمة دينه ووطنه. والله ولي التوفيق،،،

عميد الدراسات العليا

.....
أ.د. فؤاد علي العاجز

Dedication

This work is dedicated to

Allah, my Creator and my Master.

My parents, my wife.

All teachers and knowledge seekers.

Acknowledgement

I express my gratitude and offer my thanks and appreciation to all those who contributed to the good emergence of this research.

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Abstract

Mastery Level of Phonetic Transcription of Received Pronunciation Among English Majors and Its Relation with Some Variables

This study aimed at identifying the mastery level of phonetic transcription of received pronunciation among English majors, in addition to the factors hindering their mastery level of phonetic transcription of RP.

The researcher randomly chose a representative sample of (350) English department junior and senior students at the Islamic University of Gaza, Al Azhar University of Gaza and Al Aqsa University of Gaza who enrolled in the second semester of 2011-2012.

To answer the questions of the study, the researcher adopted the analytical descriptive approach. A mastery test of 58 questions falling in two domains of phonetic transcription for that purpose was randomly applied on the sample of the study consisting of (350) constituting about 30% of the whole population. Also, the researcher built a Likert – scale questionnaire to be used as a tool to gather data about factors hindering the mastery level of phonetic transcription of received pronunciation among English majors. A Likert – scale fell in five ranks: (1) strongly agree, (2)agree , (3)do not know, (4) disagree, and (5) strongly disagree.

The researcher used T test and One Way ANOVA in addition to mean, standard deviations to test the hypotheses of the study.

The results showed:

1. The mastery level of phonetic transcription of received pronunciation among English majors doesn't reach (80 %).

2. There are statistically significant differences in the mastery level of phonetic transcription of received pronunciation among English majors due to gender variable in favor of female.
3. There are statistically significant differences between Al Azhar university and Al Aqsa university in favor of Al Azhar university. Also, there are statistically significant differences between the Islamic University of Gaza and Al Aqsa university in favor of the Islamic University of Gaza. And there are no statistically significant differences between Islamic University of Gaza and Al Azhar University of Gaza.
4. There are statistically significant differences in the mastery level of phonetic transcription of received pronunciation among English majors due to their mark in phonetics and phonology course.
5. Curricula and courses had a weight of (71.28%) while the language domain occupied the second rank with a weight of (70.86%). Also, students' domain had a weight of (68.49%). In addition, professors' domain had a weight of (63.04%).
6. There are no statistically significant differences in the factors hindering their mastery level of phonetic transcription of RP due to gender, university, and their mark in phonetics and phonology course variables.

Based on the study findings, the researcher recommended revising the courses and curricula of phonetics and phonology which are taught at the Palestinian universities. In addition, teachers have to use new teaching methods and aids to facilitate the process of teaching. Furthermore, students should double their efforts while learning the phonetics and phonology course.

ملخص الدراسة

مستوى إتقان طلبة اللغة الإنجليزية للكتابة الصوتية (النطق البريطاني) وعلاقته ببعض المتغيرات

هدفت هذه الدراسة إلى التعرف على مستوى إتقان طلبة اللغة الإنجليزية للكتابة الصوتية إضافة إلى العوامل التي تعيق مستوى إتقانهم لها، فقد اختار الباحث عينة عشوائية ممثلة عددها (350) من الطلبة من المستوى الثالث والرابع المسجلين ضمن الفصل الدراسي الثاني 2011-2012 في الجامعات الثلاث : الجامعة الإسلامية بغزة، جامعة الأقصى بغزة وجامعة الأزهر بغزة.

وللإجابة عن أسئلة الدراسة، فقد اختار الباحث المنهج الوصفي التحليلي، حيث أعدّ الباحث اختبار إتقان مكون من (58) سؤالاً يقع تحت بعدين من أبعاد اختبار الإتقان للكتابة الصوتية ثم قام الباحث بتطبيق الاختبار على عينة مكونة من (350) طالب وطالبة في الجامعات الثلاث ما نسبته 30% من المجتمع الأصلي.

كذلك قام الباحث بإعداد استبانة حسب طريقة ليكرت تستخدم لجمع بيانات ومعلومات عن العوامل المعيقة لمستوى إتقان الطلبة للكتابة الصوتية ، وكما استخدم الباحث في التحليل الإحصائي اختبار تي تست و one way أنوفا إضافة إلى المتوسطات والانحرافات المعيارية لاختبار فرضيات الدراسة. فقد أشارت نتائج الدراسة إلى التالي:

1. لا يصل مستوى إتقان طلبة اللغة الإنجليزية في الكتابة الصوتية إلى (80%)
2. توجد فروق ذات دلالة إحصائية في مستوى إتقان طلبة اللغة الإنجليزية للكتابة الصوتية تعزى لمتغير الجنس ولصالح الإناث.
3. توجد فروق ذات دلالة إحصائية في مستوى إتقان طلبة اللغة الإنجليزية للكتابة الصوتية بين جامعة الأزهر وجامعة الأقصى وذلك لصالح جامعة الأزهر وكما توجد فروق ذات دلالة إحصائية بين الجامعة الإسلامية وجامعة الأقصى لصالح الجامعة الإسلامية وكما لا توجد فروق ذات دلالة إحصائية بين الجامعة الإسلامية وجامعة الأزهر بغزة.
4. توجد فروق ذات دلالة إحصائية في مستوى إتقان طلبة اللغة الإنجليزية للكتابة الصوتية تعزى لمتغير الدرجة في مساق صوتيات وفونولوجيا.
5. كما تشير النتائج أن بُعد المناهج والمساقات احتل المركز الأول من ضمن العوامل التي تعيق الطلبة في إتقانهم للكتابة الصوتية بنسبة (71.28%) وكما احتل بعد اللغة المركز الثاني بنسبة (70.86%) ويليه بعد الطلبة الجامعيين بنسبة (68.49%) ويأتي في المركز الأخير بعد الأساتذة الجامعيين بنسبة (63.04%)

6. وكما لا توجد فروق ذات دلالة إحصائية في العوامل التي تعيق مستوى إتقان طلبة اللغة الإنجليزية للكتابة الصوتية تعزى لمتغير الجنس، والجامعة وعلامتهم في مساق صوتيات وفونولوجيا.

وكما يُوصي الباحث بضرورة مراجعة مساقات صوتيات وفونولوجيا التي تدرس في الجامعات الثلاث إضافة إلى أنه يوصى الأساتذة الجامعيين إلى استخدام طرق التدريس المناسبة والوسائل المُعينة أثناء تدريسهم للمساق، إضافة إلى ضرورة أن يكثف الطلبة جهودهم أثناء دراستهم لمساق صوتيات وفونولوجيا وبذل المزيد من البحث والمناقشة في موضوع الكتابة الصوتية.

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Chapter I

The Study Background

Chapter I

Introduction

Language is the most important means for developing nations. It's a means of communication between individuals all over the world. Nolan and Kerswill (1990) state that language allows people to say things to each other and express communicative means. English language is now the language most widely taught as a foreign language in over 100 countries, such as China, Russia, Germany, Spain, Egypt, and Brazil . In most of these countries English Language is emerging as the main foreign language to be encountered in schools, often displacing another language in the process. (Crystal:2003)

People use the language to think, express the ideas, convey their message and communicate each other, therefore; everywhere people always need language. English language has mechanics, one of these mechanics is the pronunciation. Good pronunciation should be one of the first things that you learn in English. You can live without advanced vocabulary, you can use simple words to say what you want to. You can live without advanced grammar , you can use simple grammar structures instead. But there is no such thing as “simple pronunciation”. If you don't have good pronunciation, you have bad pronunciation which will probably negatively affect the message and the speakers image among listeners.

Proper pronunciation means reproducing the sound of the word through speech in such a way that any fluent speaker of the language would effortlessly know and understand the message. Improper pronunciation causes a breakdown in communication and requires more effort to understand. (Saylor:2005).

The meaning between the words like effect and affect are easily confused if the pronunciation is not clear, for example.

Harmer (2001) notes that pronunciation teaching not only makes students aware of different sounds and sound features, but can also improve their speaking immeasurably. He adds that concentrating on sounds, showing where they are made in the mouth, making students aware of where words should be stressed, all these things give extra information about spoken English and help them achieve the goal of improved comprehension and intelligibility. In other words, it allows students to get over serious intelligibility problems.

Pronunciation is not a mechanic which goes in isolation of other aspects of phonetics but it goes with phonetic transcription. Hakimah (2009: 34) stated that there is a strong relationship between mastery of phonetic transcription and pronunciation. Phonetic transcription is the representation of sounds of a spoken language. The relationship between phonetic transcription and spoken language is very similar. In reality, it has many advantages for teaching spoken language and pronunciation. One might well ask what purpose phonetic transcription serves in English when the written form of English already represents the way the language is spoken (more or less).

(Lintunen,2009:2)

English second language learners are often reluctant to use phonetic transcription because they are unfamiliar with it, and the odd appearance of the IPA makes it seem complicated to them. However, the International Phonetic Alphabet is very easy to learn, and in many situations the use of phonetic transcription can save time and facilitates the learning of concepts related to the spoken language. phonetic transcription is important to enable a person to extract precise meanings and pronunciations from a dictionary, a native speaker and bilingual people. Thus, without proper knowledge and information about the language, language students may become victims of embarrassment and confusion.

For students who have mastered phonetic transcriptions, this can help improve their knowledge in spellings, and pronunciation skills. However, most

often, people are surprised of how the phonetic transcription seems to not always match to the pronunciation of a particular word, but this does not necessarily mean that the phonetic transcription is not correct (Lacadazo:2011). Therefore, phonetic transcription is important whether to enhance someone's writing skills or pronunciation status. Without this essential information, language learner risks being misled to poor grammar or worse, to be an unprofessional linguist.

Mastering phonetic transcription to beginning English majors, offers unique challenges. Although phonetic transcription is a complex process that requires a deep understanding of the phoneme, many phonetics instructors attest that some students seem to master this process with little effort and others have a great deal of difficulty with it (Howard & Heselwood, 2002). Yet, little is known about why some students seem to easily memorize phonetic symbols and transcribe spoken stimuli whereas others struggle to achieve and retain even superficial transcription ability.

Many factors are likely to contribute to the effort required to learn phonetics and the relative success attained. Some general factors such as an individual's motivation, level of interest, and/or proficiency of instruction could influence the results achieved in any area of instruction.(Robinson,2011:89).

Beyond general factors, however, a student struggling with phonetic transcription may have inherent language based and/or perceptually based difficulties that have far reaching consequences on his or her success with phonetic transcription. (Robinson, 2011:88)

This thesis discusses the mastery level of phonetic transcription in English as a second language (ESL), using the International Phonetic Alphabet (IPA). English is the most widely taught language in the world, and the IPA is the most widely used alphabet for phonetic transcription. This study came with an issue which is considered as a misgiving to English majors at the universities which is

phonetic transcription. They find it as a source of difficulty and in the same time it is considered as a source of strength to master the language. According to the real situation for English majors, they try to evade this aspect due to its difficulty.

On this base, many benefits may come from this study: one of these is professors of phonetics and phonology courses. This may help them make sure of their students' mastery to the phonetic transcription, and help them choose the right way in mastering the phonetic transcription. Also, English majors can benefit from this study. This study may specify the level of their mastery and factors affecting the mastery of phonetic transcription. If the students master the phonetic transcription, they will automatically master the pronunciation.

For the importance of phonetic transcription, there are studies which worked this. For example, Chang, et al. (2011) wrote about the production of phonetic and phonological contrast by heritage speakers of Mandarin, Maryland. Also, Hall-Mills et al. (2007) talked about influence of phonological awareness and spelling skills in acquiring phonetic transcription abilities. In addition, Kuutti, (2009) investigated the use of phonetic transcription as a teaching method and its effect on language learning outcomes. Robinson (2011) studied predicting difficulties in learning phonetic transcription: phonemic awareness screening for beginning speech-language pathology students.

The statement of the problem

What is mastery level of phonetic transcription of Received Pronunciation among English majors and It's relation with some variables?

The following questions are derived from the main question:

1. Does the mastery level of phonetic transcription of Received Pronunciation among English majors reach (80 %) ?

2. Are there statistically significant differences at ($\alpha \leq 0.05$) in the mastery level of phonetic transcription of received pronunciation among English majors due to sex?
3. Are there statistically significant differences at ($\alpha \leq 0.05$) in the mastery level of phonetic transcription of received pronunciation among English majors due to the university?
4. Are there statistically significant differences at ($\alpha \leq 0.05$) in the mastery level of phonetic transcription of received pronunciation among English majors due to their marks in the phonetics and phonology course?
5. What are the most frequent factors that hinder the mastery level of phonetic transcription of received pronunciation among English majors from their own perspectives?
6. Are there statistically significant differences at ($\alpha \leq 0.05$) in the factors hindering the mastery level of phonetic transcription of received pronunciation among English majors due to sex?
7. Are there statistically significant differences at ($\alpha \leq 0.05$) in the factors hindering the mastery level of phonetic transcription of received pronunciation among English majors due to the university?
8. Are there statistically significant differences at ($\alpha \leq 0.05$) in the factors hindering the mastery level of phonetic transcription of received pronunciation among English majors due to their marks in the phonetics and phonology course?

Objectives of the study

The study attempts to identifying:

1. If the mastery level of phonetic transcription of received pronunciation among English majors reach 80 % or not.
2. If there are statistically significant differences at ($\alpha \leq 0.05$) in the mastery level of phonetic transcription of received pronunciation among English majors and due to their sex.
3. If there are statistically significant differences at ($\alpha \leq 0.05$) in the mastery level of phonetic transcription of received pronunciation among English majors and due to sex.
4. If there are statistically significant differences at ($\alpha \leq 0.05$) in the mastery level of phonetic transcription of received pronunciation among English majors and due to their marks in phonetics and phonology course.
5. The factors affect the mastery level of phonetic transcription of received pronunciation among English majors according their perspectives.
6. If there are statistically significant differences at ($\alpha \leq 0.05$) in factors affect the mastery level of phonetic transcription of received pronunciation among English majors due to sex.
7. If there are statistically significant differences at ($\alpha \leq 0.05$) in factors affect the mastery level of phonetic transcription of received pronunciation among English majors due to the university.
8. If there are statistically significant differences at ($\alpha \leq 0.05$) in factors affect the mastery level of phonetic transcription of received pronunciation among English majors due to mark in phonetics and phonology course.

The significance of the study:

Phonetic transcription requires students to categorize individual speech sounds into phonemic categories. Therefore, mastering phonetic transcription can be affected by a variety of factors. This study comes to highlight and to raise these factors from one domain: hindering one, therefore, professors and students can benefit from this study alike. Teachers can benefit from this study by taking the emerging factors into consideration and help students overcome the hindering factors and cultivate the promoting ones. Also, students can avoid the hindering factors and clench with promoting factors. Also, this study will open the field to other future studies in the same field. In addition to that, this study will add information to the knowledge in this field.

Definitions of the study terms:

1. Mastery

The researcher will define the following term operationally:

"The required level for accomplishing the task, and this level shouldn't be less than 80 %".

2. Phonetics: "The science which studies the characteristics of human sound-making, especially those sounds used in speech, and provides methods for their description, classification and transcription." (Crystal, 2008:289).

3. phonetic Transcription: " A transcription intended to represent each distinct speech sound with a separate symbol" (Audio English:2011).

4. Received Pronunciation (RP): " The long – established term for the prestige accent of South East England which also serves as a prestige norm in varying degrees elsewhere in Britain" (Nolan and Kerswill 1990: 316).

5. English Majors:

All the students who have enrolled at the Islamic University of Gaza, El Aqsa university and Al Azhar university and have studied the phonetics and phonology course.

Abbreviations

- ❖ CSD → Communication Sciences and Disorders
- ❖ RP → Received Pronunciation
- ❖ TOEIC → Test Of English For International Communication
- ❖ EFL → English Foreign Learners
- ❖ SLPs → Speech-Language Pathologists
- ❖ SFLL → Successful Foreign Language Learners
- ❖ ALT → Assistant Language Teachers
- ❖ IPA → International Phonetic Association.
- ❖ SAMPA → Speech Assessment Methods Phonetic Alphabet.

Chapter II

Literature Review

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Literature Review

Introduction

This chapter presents a review of the relevant literature of the theoretical background of this study. This chapter includes the description of the following areas: Mastery learning, Received Pronunciation, phonetic transcription, aspects of connected speech, phonetics and articulations and teaching pronunciation.

1. The first section: Mastery learning

Learning for mastery or mastery learning, are terms coined by Benjamin Bloom in 1968 and 1971 respectively. Zimmerman & Dibenedett (2008) hypothesize that a classroom with a mastery learning focus as opposed to the traditional form of instruction would reduce the achievement gaps between varying groups of students(Gusky,2009:198). In Mastery learning, "the students are helped to master each learning unit before proceeding to a more advanced learning task" in contrast to "conventional instruction". (Bloom, 1984:9)

Mastery learning uses differentiated and individualized instruction, progress monitoring, formative assessment, feedback, corrective procedures, and instructional alignment to minimize achievement gaps between varying groups of students. (Bloom, 1971, Zimmerman & Dibeneditto, 2008). According to operant conditioning theory, learning occurs when an association is formed between a stimulus and response (Skinner, 1984:220). In line with the behavior theory, mastery learning focuses on overt behaviors that can be observed and measured (Baum, 2005). In order to demonstrate mastery over each lesson, students must be able to overtly show evidence of understanding of the material before moving to the next lesson. (Anderson,2000)

Definitions and Theory of Mastery Learning

The defining characteristic of a mastery learning method is the establishment of a criterion level of achievement held to represent "mastery" of a given concept or skill. This is measured by frequent assessments of a student's progress toward the mastery criterion with opportunities for corrective instruction, enabling students who do not initially meet the mastery criterion to do so on later analogous assessments (Block & Anderson, 1975). A mastery criterion usually in the range of 80% correct is established for the assessments (Guskey, 1988:210).

The instructional strategies associated with mastery learning are designed to realize that belief in modern classrooms (Guskey & Pigott, 1988). One key component of mastery learning is frequent and brief formative assessments that guide both learning and instruction (Guskey, 2005). Therefore, these assessments provide both the students and the teachers with feedback about whether a particular goal has been mastered. Students who have demonstrated mastery on the initial assessment are provided with enrichment material or offered the opportunity to proceed through the curriculum at an accelerated pace (Zimmerman & Dibeneditto, 2008).

To paraphrase, mastery learning theorists suggest that rather than holding instructional time constant and allowing achievement to vary as in traditional instruction, achievement level should be held constant and time allowed to vary (Carver, 1974:514).

Mastery learning method is the establishment of a criterion level of performance held to represent "mastery" of a given skill or concept, frequent assessment of student progress toward the mastery criterion, and provision of corrective instruction to enable students who do not initially meet the mastery criterion to do so on later parallel assessment (Slavin, 1987).

Criterion-referenced tests in the mastery learning

Paul (1995) proposed that criterion-referenced tests are procedures devised to examine a particular form of communicative behavior. Criterion-referenced tests do not reference to other students' achievement but only determine if the student can attain a certain level of performance. Connolly (1987) states that criterion-referenced tests document individual performance in relation to a domain of information or specific set of skills. Therefore, criterion-reference tests are designed to measure changes in successive performance in an individual. (Pester,2003:25).

Advantages of criterion-references tests

Criterion-referenced tests are sensitive to and can be used to measure the effects of instruction, based on task analysis, related directly to instructional objectives. (Merrell & Plante,1997). Freeman and Miller (2001) reported that criterion-referenced tests were consistently rated as the most useful assessment tool, both for understanding the students' abilities and needs, and for planning teaching responses to them. In addition, In criterion referenced assessment the quality of achievement is not dependent on how well others in the cohort have performed, but on how well the individual student has performed as measured against specific criteria and standards.(Dunn,2002).

Elements of Mastery Learning

The following core elements of mastery learning are evident in many more recently developed instructional models and interventions. Research has consistently linked these elements to highly effective instruction and student learning success (Guskey, 2009; Marzano, 2009; Rosenshine, 2009).

- **Diagnostic Pre-Assessment with Pre teaching**

Most mastery learning models stress the importance of administering a quick and targeted pre-assessment to all students before beginning instruction to

determine whether they have the prerequisite knowledge and skills for success in the upcoming learning sequence. Some teachers pre-assess students orally by asking them about previous learning experiences or understandings; others use short surveys or quizzes.(Leyton 1983).Mastery learning's diagnostic assessment is similar to the idea of universal screening in Response to Intervention (RTI) models (Mellard & Johnson, 2008).

- **High-Quality, Group-Based Initial Instruction**

Every description of mastery learning, as well as other interventions such as Understanding by Design and RTI, emphasizes the importance of engaging all students in high-quality, developmentally appropriate, research-based instruction in the general education classroom (Mellard & Johnson, 2008). Understanding by Design includes a toolbox of instructional approaches for obtaining the desired results from initial instruction.(Wiggins & McTighe, 2005)

In many RTI models, this is considered the first level of intervention, also called Tier 1 or primary prevention (Fuchs, 2006:95). Such instruction should be multifaceted; adapted to the context; tied to students' interests and experiences; and differentiated according to the knowledge, skills, dispositions, and background characteristics of students (Astleitner, 2005:5).

- **Progress Monitoring Through Regular Formative Assessments**

Another element of mastery learning that many other interventions share is the use of regular formative assessments to systematically monitor student progress and give students prescriptive feedback.(Hattie&Timperley, 2007:93). Formative assessments provide the basis of all programs that emphasize assessment for learning, as opposed to assessment of learning (Stiggins, 2009:420). Most RTI models refer to this component as progress monitoring. In many RTI classrooms, progress-monitoring assessments are administered

weekly, although they may be more frequent, depending on the subject area and nature of the class.

- **High-Quality Corrective Instruction**

Following formative assessments, therefore, mastery learning teachers provide high-quality corrective instruction designed to remedy whatever learning problems the assessments identified.

Mastery learning teachers use corrective instruction approaches that accommodate differences in students' learning styles, learning modalities, or types of intelligence (Sternberg, 1994:38).

In mastery learning classes, corrective activities typically add about 10–20 percent more time to initial learning units (Block, Efhim, & Burns, 1989). For a unit of a week or two in length, for example, corrective instruction might last one or two days. Bloom (1974) argued, however, that intense, individualized assistance offered early in an instructional sequence would drastically reduce the time needed for remediation in later units. Because corrective instruction guarantees that students have the learning prerequisites for subsequent units, initial instruction in later units can proceed more rapidly, allowing teachers to cover just as much material as they would using more traditional methods. (Guskey, 2008:33)

Providing instructional alternatives based on differences in students' learning styles or modalities is the basis of differentiated instruction (Tomlinson, Brimijoin, & Narvaez, 2008). Like corrective instruction, this intervention usually takes place in the general education classroom but may be directed by another teacher or instructional aide. (Fuchs,2006)

- **Second, Parallel Formative Assessments**

In mastery learning, assessments are part of an ongoing effort to help students learn. So after corrective activities, mastery learning teachers give students a second, parallel formative assessment that helps determine the

effectiveness of the corrective instruction and offers students a second chance to demonstrate mastery and experience success (Gusky,2007:20). Mastery learning requires frequent assessment of student learning progress to check on the effectiveness of intervention strategies (Conroy et al ,2008:27).

Mastery learning teachers make a point of recognizing those students who do well on the initial formative assessments. But they also acknowledge that students who do well on the second formative assessment have learned just as much and deserve the same grades as those who scored well on their first try.

Mastery learning teachers also offer effective enrichment activities that provide valuable, challenging, and rewarding learning experiences for learners who have mastered the material and do not need corrective instruction. These activities should enable successful learners to explore in greater depth a range of related topics that keenly interest them but lie beyond the established curriculum. Many teachers draw from activities developed for gifted and talented students when planning enrichment activities, including challenging academic games and exercises, various multimedia projects, and peer tutoring (Whiting, Van Burgh, & Render, 1995). They are also a part of classrooms implementing differentiated instruction (Tomlinson, 2008:32).

- **Sustaining and Extending Success**

Researchers today generally recognize the value of the core elements of mastery learning. As a result, fewer studies are being conducted on the mastery learning process itself. Instead, researchers are looking for ways to attain even more impressive gains by improving students' learning processes, curriculum and instructional materials, and the home learning environment and support and providing a focus on higher level thinking skills. Guskey (1997:137) states that working on integrating mastery learning with other innovative strategies appears especially promising.

2. The second section: Received Pronunciation (RP)

Received Pronunciation (RP) is the name given to the regionally neutral accent in British English, historically deriving from the prestige speech of the Court and the public schools.(Hannisdal,2006:11).

Received Pronunciation (RP), called the Queen's (or King's) English, is the standard accent of Standard English in Great Britain, with a relationship to regional accents similar to the relationship in other European languages between their standard varieties and their regional forms (McDavid 1965:255). Wells(2008) defines RP as "the standard accent of English as spoken in the south of England and RP is sometimes referred to as Oxford English.

Although there is nothing intrinsic about RP that marks it as superior to any other variety, sociolinguistic factors have given Received Pronunciation particular prestige in parts of Britain (Hudson ,1981:337). It has thus been the accent of those with power, money and influence since the early to mid 20th century, though it has more recently been criticized as a symbol of undeserved privilege (McArthur:1998:43). However, since the 1960s, a greater permissiveness towards allowing regional English varieties has taken hold in education (Fisher,1977:319) and the media in Britain; in some contexts conservative RP is now perceived negatively. (Crystal: 2007).

Definitions of Received Pronunciation

RP is by far the most thoroughly described accent of English, and the model for many dictionaries and textbooks on phonetics. In spite of the large number of descriptions of RP, there exists no universal definition of the accent:

Honey (1985: 241) talks of the “extreme divergence of the definitions of RP”, and according to Lewis (1985: 247) “no two British phoneticians are likely to agree on where the line between RP and non-RP is to be drawn”. There are

numerous descriptions of RP that list the phonological and phonetic features of the accent, but very few give the criteria for including a feature as part of RP. A number of sources discuss new trends and ongoing changes in RP (e.g. Wells 1994a, Wells 1997a, Taylor 1998, Upton 2004), but without explicitly stating which definition of RP forms the basis for the observations.

1. The accent of the Court and the upper classes, the accent of the educated, the accent used by presenters and newsreaders in the BBC.

(Hannisdal,2006:11)

2. The name given to the regionally neutral accent in British English, historically deriving from the prestige speech of the Court and the public schools. (Crystal:2008,404)

3. Roach (2004:239) stated that RP is the accent that has been used as the standard in phoneticians' description of the pronunciation of British English for centuries.

The history of Received Pronunciation(RP)

"Accent and Pronunciation must be diligently studied by the conversationalist. A person who uses vulgarisms will make but little way in good circles ... A proper accent gives importance to what you say, engages the respectful attendance to your hearer, and is your passport to new circles of acquaintance."

(Hannisdal,2006:11)

The development of RP and its unique position in British society is closely linked to the rise of accent as a social signifier and the wish to establish a standard for spoken language.

The historical origins of an English speech standard are commonly traced back to the 16th century when prestige became attached to one type of pronunciation (Mugglestone:1995, Nevalainen:2003). The development of RP started as early as the 15th century, with the emerging predominance of a variety which was “a fusion of South Central Midlands influences with existing London speech forms” (Honey,1985: 211).

For political and economic reasons, it was the educated speech of the capital and the surrounding areas which emerged as the high status variant. The fact that Britain’s central government, trade and fashion were mainly concentrated on the capital contributed to making the London accent widely understood throughout the country (Hannisdal,2006:15). Moreover, it was the pronunciation of the upper social ranks that provided the model for spoken language, which is in line with Haugen’s observation that “if a recognized elite already exists with a characteristic vernacular, its norm will almost inevitably prevail.”

(Haugen, 1997: 349)

The 16th century pronunciation norm was neither fixed nor codified, but it was ‘focalized’ in social and regional terms and it became a social norm associated with the upper classes in the southeast, and later in the whole of England. (Nevalainen 2003: 135). During the 18th century, there was a growing preoccupation with spoken language and issues of correctness and purism, and with establishing a standard for “good” or “correct” speech. (Dobrovols & Katamba,2011).

This trend was related to the increasing power and prosperity of the middle classes, whose members wished to erase all traces of their working class origins in their speech. There existed ,therefore; a large and highly receptive audience for dictionaries and manuals which showed people how to get rid of any “vulgarisms” and adopt a “correct” pronunciation of English (MacMahon, 1998: 383). In 1780 Thomas Sheridan published A General Dictionary of the English

Language, where he encouraged the imitation of the speech patterns of “people of education at court.” (Nevalainen, 2003: 147).

Increasingly, though, it was the speech of the learned and educated, rather than that of the Court, which was recommended as the standard. John Walker published *A Critical Pronouncing Dictionary and Expositor of the English Language* in 1791, and his norm was based on “good usage”: “those sounds ... which are the most generally received among the learned and polite, as well as the bulk of speakers.” (MacMahon, 1998: 387).

Honey (1985) dates the emergence of the new public school system to around 1870, and at about the same time, the term Received Pronunciation was used for the first time to describe the standard speech form. The public school system, and by extension the universities of Oxford and Cambridge, had an enormous influence in promoting RP and establishing it as the most prestigious spoken variety. (http://en.wikipedia.org/wiki/Sound_change). Honey (1991:17) writes that “it was, more than anything else, the emergence of an educated class that gave impetus to the development and spread of a standard accent”.

A few decades later Wyld (1920:2-3) quoted in MacMahon (1998:387) introduced the term Received Standard English and described the accent as:

"The product of social conditions, and ... essentially a Class Dialect. Received Standard is spoken, within certain social boundaries, with an extraordinary degree of uniformity, all over the country. ... It has been suggested that perhaps the main factor in this singular degree of uniformity is the custom of sending youths from certain social strata to the great public schools. If we were to say that Received English at the present day is "Public School English", we should not be far wrong."

Daniel Jones, phonetician, who played an important role in codifying RP and promoting the use of the term, originally labelled the accent Public School

Pronunciation, because of its close association with the public schools. In the first edition of his English pronouncing dictionary (Hannisdal,2006:14) he writes:

"The pronunciation represented in this book is that most usually heard in everyday speech in the families of Southern English persons whose men-folk have been educated at the great public boarding-schools. This pronunciation is also used by a considerable proportion of those who do not come from the South of England, but who have been educated at these schools."

In the third edition of the dictionary (1926) he changed the label to Received Pronunciation, which was to become the common term used by phoneticians. Jones (1997) suggested BBC English, while Lewis (1972: 1985) preferred the term General British, as a parallel to General American. Other names that have been used include English Standard Pronunciation (Trim 1961, in Lewis 1985: 249), and Standard Southern British (Shockey,2003). However, none of the alternative terms have caught on, and Received Pronunciation continues to be used, although, according to Lewis (1985: 251), "It remains a technical term of linguistics".

The historical base of RP was educated southeastern English pronunciation as used by the upper classes. However, as Milroy (2001: 26-27) points out, it is doubtful that the development of RP is just a simple continuation of the highest class accent:

The view ... that RP comes down in a straight line from earlier English courtly usage is somewhat over-simplified. ... There is little reason to suppose that we are dealing with the unilinear history of a continuous upper-class variety, as from a sociolinguistic point of view such a unilinear history is intrinsically unlikely. High prestige

features can lose prestige over time, and low prestige features can gain prestige.

Furthermore, through the public school system, access to education and social advancement spread well into the middle classes, thus, “a middle-class, rather than an upper-class focus should perhaps be expected in early RP”

(Milroy 2001: 24-25)

Up until the middle of the 20th century RP reigned supreme as the unrivalled English pronunciation standard. But in the decades after the Second World War Britain underwent radical social changes which also left their marks on the linguistic development and on the attitudes towards accent. (Jones, 1997:86)

Modern RP is still associated with education and social status, and “widely regarded as a model for correct pronunciation, particularly for educated formal speech” (Wells, 2000: 1181)

Phonological definitions

One approach to defining RP without reference to social class or education, is to refer solely to phonological criteria, and describe the phoneme system and its phonetic realisations and lexical incidence. Many writers stress that phonetic specification of RP is central to its definition. Gimson (1984: 46) points out that there is a phonological tradition of a standard, “a single phonological system which has been evolving in time” and that this “is the most reliable basis for our definition of present-day RP”. The phonological tradition can be traced through major works like Jones (1972), Wells (2000) ,which all give detailed presentations of the phonological features of RP.

The difficulties arise, as Ramsaran (1990) points out, when phoneticians disagree as to which features belong within RP and where to draw the phonological boundaries around the accent. Different phoneticians who choose slightly different required features can then end up describing a number of different idiolects which they all refer to as RP (Ramsaran, 1990: 180).

3. The third section: Phonetic Transcription

Since the sixteenth century, efforts have been made to devise a universal system for transcribing the sounds of speech. The best-known system, the International Phonetic Alphabet (IPA), has been evolving since 1888 (International Phonetic Association, 1993). This system of transcription attempts to represent each sound of human speech with a single symbol. (Katamba:1989)

Phonetic transcription is a method of writing down speech sounds in a systematic and consistent way also known as a 'notation' or 'script'. In phonetic transcription, phonetic symbols are used to represent speech sounds.

A brief history

Phonetic transcriptions are written representations of speech sounds by using the symbols. (International Phonetic Association, 1993). Similar to the way orthographic transcriptions represent the spelling of words as strings of symbols called graphemes, phonetic transcriptions describe the pronunciation of words. In other words, the sequence of speech sounds or phones in words) as strings of symbols that are usually referred to as phonemes or allophones. (Katamba, 2011:39)

The study of phonetics and the use of phonetic transcriptions date back to around 1500 BC, when priests in different regions of India used phonetic transcription as an aid to preserve and propagate the original pronunciation of the Vedas, religious scriptures of the ancient Hindus (Kemp:1994a). These early phonetic efforts were soon incorporated in the description of Sanskrit

(Deshpande:1994b).

Because of the diversity of phonetic transcription systems that emerged throughout history and because of different aims for which these systems were developed and used (Ohala:1994), it was not until the advent of the Alphabet of the International Phonetic Association (IPA) in 1888 (Kemp:1994b) and computer readable alternatives such as APRABET and speech Assessment

Methods Phonetic Alphabet (SAMPA) in the seventies and eighties of the previous century (Wells:1997) that phonetic transcription could be easily used in linguistic studies and speech applications that crossed language boundaries.

(Ohala:1994)

Definitions of phonetic transcription of RP

- a. A method of writing down speech sounds in a systematic and consistent way—also known as a ‘notation’ or ‘script’.(Crystal,2008:490)
- b. Phonetic transcriptions are written representations of speech, similar to the way orthographic transcription represents the spelling of the words as strings of symbols called graphemes.(Christophe,2007:2)
- c. The long – established term for the prestige accent of South East England which also serves as a prestige norm in varying degrees elsewhere in Britain” (Nolan & Kerswill 1990: 316)

Types of transcription

A transcription may be impressionistic (narrow) or systematic (broad), depending on whether the symbols are simple or comparative, and phonemic or allophonic (Wells:2006:386).Two main kinds of transcription are recognized: phonetic and phonemic. Square brackets enclose phonetic transcription (notation/script); oblique lines enclose phonemic transcription (notation/script) (Crystal,2008:490).

Originally developed as a tool to preserve cultural and religious heritage, phonetic transcription gradually came to serve various other purposes. As a result, different transcription types emerged, and the term "phonetic transcription" became a generic term covering transcription that can be described:

- Phonemic or allophonic, according to the linguistic status of their phonetic symbols.
- Systematic or impressionistic, according to the purpose they are generated for.
- Broad or narrow, according to the level of detail in their symbol set.

(Laver,1995: 549)

Usefulness of phonetic transcriptions for research and development

Phonetic transcriptions stated out as a means of recording the pronunciation of words some 3400 years before the mechanical recording of sound was made possible through inventions of Scott(in1857; his phono autograph could not yet play back sound), Edison (in 1877; first phonograph could play back sound) and many others in the nineteenth and twentieth century. (Jones,1993).

Phonetic transcriptions soon became part of standard tool chest for descriptive linguistic research (Deshpande,1994), and they have even since proven useful in the fields of phonetics (Ladefoged,2003), phonology(Labov,1994) , sociolinguistics (Nerbonne et al, 1996), language pedagogy, lexicography(Wells,2000) and the study of speech and language disorders and ensuring speech therapy (Howard and Heselwood,2002).

In addition, the advent of computers in the seventies and the strong increase in computing power in the eighties and nineties of the previous century created new computer-driven speech applications that required the availability of ever larger amounts of phonetic transcriptions. Nowadays, phonetic transcriptions are also used in computer assisted pronunciation training (Neri et al, 2002), in automatic speech recognition (Strik and Cucchiarii,1999).

4. The fourth section: Aspects of connected speech

English people speak so fast" is a complaint that is often heard from the English language students. From those at an advanced level, where ignorance of the vocabulary used is not the reason for their lack of comprehension. When students see a spoken sentence in its written form, they have no trouble comprehending it. Why is this?

The reason, it seems, is that speech is a continuous stream of sounds, without clear-cut borderlines between each word. In spoken discourse, we adapt our pronunciation to our audience and articulate with maximal economy of movement rather than maximal clarity (Roach:2004). Thus, certain words are lost, and certain phonemes are linked together as the researcher attempts to get our message across.

How this affects native and non-native speakers?

A native speakers, has various devices for dealing with indistinct utterances caused by connected speech (Brown,1990). They take account of the context; they assume they hear words with which they are familiar within that context.

Non-native speakers, however, are rarely able to predict which lexical item may or may not appear in a particular situation. They tend to depend almost solely on the sounds which they hear (<http://esol.britishcouncil.org>). Learners whose instruction has focused heavily on accuracy suffer a devastating diminution of phonetic information at the segmental level when they encounter normal speech (Brown, 1990.)

Several studies have shown that connected speech instruction can help learners to more easily comprehend rapid speech used by native speakers (e.g., Brown & Hilferty, 2006; Celce-Murcia, Brinton, & Goodwin, 1996; Matsuzawa, 2006). Moreover, use of connected speech features can make learners sound more comprehensible and natural with less marked foreign accent (Dauer & Browne, 1992).

Assimilation:

Assimilation is one of the aspects of connected speech. But before going in reviewing the literature of assimilation, the term ‘connected speech’ should be clear. Connected speech refers to the analysis of a spoken language as a continuous sequence, like the normal every day speech, and conversations.

In connected speech, assimilation, elision and rhythm are the common processes (Crystal, 2003: 96).

Therefore, assimilation has been defined by many phoneticians as follows:

Jones (1972: 217), Katamba (1989: 80), Roach (2002: 7), and Crystal (2003: 38) state that assimilation occurs when one sound is replaced by a second one in articulation under the influence of the third which is near to it in the word or sentence, so, that sound becomes alike or identical. Assimilation can also be defined as “When the sound is changed into another because of the influence of a neighbouring sound” (Ladefoged, 1975: 92).

Definitions of assimilation

Malmberg (1965:60) illustrates that assimilation means "the modification which happens to the sound when it contacts with another sound to alter the essential properties of the two sounds", e.g. ‘This ship’ /ðIsʃIp/ will be /ðIʃʃIp/ in rapid speech. The phoneme /s/ has been changed into /ʃ/ through assimilation.

Another definition says that assimilation is “The process or result of two sounds becoming identical or similar, due to the influence of one upon the other” (Hartmann and Stark, 1976: 21).

Assimilation, then, may be like the bridge for the following sound since the tongue cannot be raised and lowered in one time easily, and also is considered the process that deals with one sound which becomes, phonetically,

similar to an adjacent or identical sound. Thus, assimilation is considered the “most common phenomenon expressed by the phonetical rule (Folk, 1978: 136).

Roach (2000:138), Dalton and Seindlhofer (2000: 28), and Crystal (2003: 247) state that assimilation is "something that has variety in context according to the speech rate and style, so it is found in rapid casual speech and less in slow careful speech".

Faculty of English Languages Teacher Education (2011) stated that assimilation is "the process which takes place when one sound adapts itself to become similar to a neighboring sound in one or more aspects".

Roach (2004:78) states that a significant difference in natural connected speech is the way that sounds belonging to one word can cause changes in sounds belonging to neighboring words.

Crowley(1997:45) mentions that the influence of one sound on another to become more like itself.

Katamba (1989: 80) reports that assimilation is advantageous because it results in smoother, more effortless, more economical transitions from one sound to another. For a full and exhaustive description of this phenomenon have a look at the excellent e.g. /t/ in that man → /ðæpmæn , /n/ in ten girls → /temgɜ:lz/ and /s/ in this shop → /ðɪʃɒp/

At the end of a syllable, sounds made on the ridge just behind the teeth are affected by sounds produced with the lips. In technical speak: the alveolar consonants (/t/, /d/ and /n/) become bilabial (/p/, /b/ and /m/).(Katamba,1989: 81)

Processes of Assimilation:

There are many processes for assimilation which can be examined as follows:

- **Palatalization:**

Palatalization means any articulation containing a specific movement of the tongue towards the hard palate (Crystal, 2003: 333).

Palatalization commonly takes place in combination of verbs with the words ‘you’ or ‘your’ (Celce-Murcia et al., 2004: 172).

Therefore, the term coalescence (that is explained before) may be considered as a synonymous for palatalization.

“Palatalization involves raising the tip and blade of the tongue to a high front position close to the interior part of the hard palate region” (Clark and Yallop, 1995: 64). See the following figure:

It can be said that Clark and Yallop (1995: 65) divide palatalization into two stages:

a. Simultaneous Palatalization:

Since palatalization modifies the tongue movements towards the upper positions, then this modification to tongue position occurs at the same time as the other articulatory gestures of the segment, this process is called simultaneous palatalization. For example, the alveolar lateral can be articulated with the tongue raised toward the /I/ vowel position. As a result of this, /l/ will be ‘clear’, but when it is produced with the tongue back to the position of /ʊ/ vowel, dark /l/ will be result for this palatalization.

b. Transitional Palatalization:

When the speaker wants to articulate a word containing palatalization, the tip and blade of the tongue will make a shift to the position of the next segment:

In the transitional palatalization, the construction of the basic articulation is released through a palatal approximation of the tongue tip and blade, as part of the transition to the next segment. In the articulation of stops, the approximation may sometimes be so close that it causes a degree of air stream turbulence in the release.

(Yallop 1995: 66)

• Labialization:

Ladefoged (1975: 208) and Crystal (2003: 253) state that labialization is a secondary articulation that consists of any obvious lip-rounding as in the initial

/k/ of ‘coop’ or like /ʃ/ in ‘show’. Here the labialization takes place because of the effect of the labialization of the following vowel /u:/, for example:

- pool → /pu:l/
- two → /tu:/
- shoe → /ʃu:/

In the above examples, the words are said with some degree of secondary lip-rounding, i.e. the speaker starts rounding his lips before completing pronouncing the consonant (Katamba, 1989: 87).

Then, labialization “is the addition of lip rounding or lip protrusion to any sound which is normally articulated with the lips in a neutral position or spread position. Labialization modifies the basic articulation by extending the length of the vocal tract and altering its cross-section” (Clark and Yallop, 1995: 64).

As well as palatalization, Clark and Yallop (1995) mention two stages for labialization as in:

a. Simultaneous Labialization:

In Simultaneous labialization, rounding or approximation during the basic articulation. Thus, the lips position of vowels is likely to be maintained through the neighbouring consonant, exactly where a consonant stands between two identical vowels. The name ‘Lulu’ can be articulated with lips-rounding at the second /l/ sound.

b. Transitional Labialization:

In such a case, the lips will make a transition to the following lip rounding.

Examples:

Put = /pʊt/

Should = /ʃʊd/

Spoon = /spu:n/

Nasalization:

Nasalization is “a process whereby an oral segment acquires nasality from a neighbouring segment” (Clark & Yallop,1995: 93).

Crystal (2003: 308) states that nasalization is usually heard in English vowels, especially when the nasal consonant affects the following vowel. In ‘mat’ or ‘hand’, the influence of the nasal consonant is little and the vowels will be pronounced with the soft palate raised. But in word like ‘man’ the two nasal consonants influence the vowel and may be articulated with soft palate lowered, so that the vowel will acquire the nasality of the preceding and following nasal consonants.

Kinds of assimilation across word boundaries.

Doan (2010:78) mentions two kinds of assimilation across word boundaries in the following:

A) In terms of the direction of change

- **Regressive assimilation:**

Roach (2000: 138-9) defines the regressive assimilation stating that assimilation is something that has variety in context according to the speech rate and style, so it is found in rapid casual speech and less in slow careful speech.

“In anticipatory (or regressive) assimilation, a sound is influenced by the sound which follows it. In the phrase ten balloons, /ten/ is likely to be pronounced /tem/ anticipating the following bilabial consonant”

(Crystal, 2003: 247).

Regressive assimilation takes place when a sound influences the sound that precedes it; the most common case of regressive (anticipatory) assimilation in English is that of alveolar consonant /t, d, s, n/ which may be followed by non-alveolar consonants (Katamba, 1989: 84) and (Oyebade, 2008: 62).

Then, what will happen is a change in the place of articulation from alveolar to a totally different place, e.g.

- this shop = /ðɪs ʃɒp/ → /ðɪʃ ʃɒp/
- good night = /gʊd naɪt/ → /gʊnnaɪt/
- football = /fʊtbɔ:l/ → /fʊpɔ:l/
- fruit-cake = /fru:t keɪk/ → /fru:kkeɪk/

(Roach, 2002: 7)

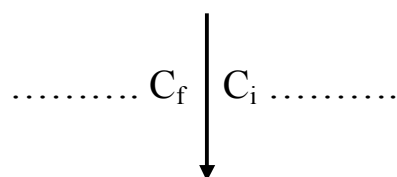
Celce-Murcia et al. (2004: 160) state that in anticipatory assimilation, the assimilated sound precedes and is influenced by the conditioning sound. Examples of this type of case are the words ‘grandpa’ – the sound /p/ affects /nd/ to be articulated /m/ as in /græmpæ/ – and also the word ‘pancake’, the /k/ sound affects /n/ to become /ŋ/ as in /pæŋkeɪk/. Regressive assimilation occurs mostly in ‘has and have to’, for example:

have + to → /hæftʊ/

has + to → /hæstʊ/

used + to → /ju:stʊ/

In regressive assimilation, word boundary should be taken into consideration. Roach (2000: 139) shows this word boundary in a small diagram as follows:



Word boundary

(C_f) stands for ‘final consonant’ and (C_i) means ‘initial consonants’. If C_f is influenced and changed to become similar to C_i in some way, then the assimilation is called regressive, i.e. the sound which comes first is affected by the one that follows it.

In some cases, the extent of assimilation between C_f and C_i may be one or more than characteristics of the assimilated sound is replaced by a feature or features of the inducing (or anticipating) sound.

(Brosnhon and Malberg, 1970: 132)

Al-Hamash and Al-Jubouri (1982:155) give many instances concerning regressive assimilation, as follows:

1. Newspaper: is composed of /nju:z/ + /peIpð/. It is pronounced /nju:speIpð/.
2. Horse-shoe consists of the two word /ho:s/ + /ʃu:/, so it is pronounced /ho:ʃʃu:/.
3. The word ‘five pens’ consists of /faIv/ and /pens/. It is pronounced /faIfpens/.

Regressive assimilation is not only concerned with consonants but also with vowels. The regressive assimilation for vowels is called ‘*umlaut system*’. “In this system, the vowel in the plural noun form becomes more fronted and/or higher because of assimilation to a vowel in the following syllable” (Celce-Murcia et al., 2004: 258).

Another interpretation that says, umlaut is, a term describing a sound change in which a sound is influenced by the vowel in the following syllable. An example is Germanic gosi, where the final vowel caused a change of /ɔɪ/ to /i:/, resulting in modern English ‘geese’ (Crystal, 2003: 480).

Examples for this kind of regressive assimilation " *umlaut*":

foot → feet

tooth → teeth

goose → geese

man → men

mouse → mice

louse → lice

- **Progressive assimilation**

Crystal (2008:390) defines progressive assimilation as " In progressive assimilation one sound influences the following sound, as when [s] becomes [ʃ] following [dʒ], in such phrases as **Goodge Street**.

Roach (2002: 7-8), Crystal (2003: 247), and Celce-Murcia et al (2004: 160) illustrate that in progressive assimilation, a sound is influenced by the sound which precedes it. As in ‘bridge score’ /brɪdʒ ʃkɔː/. Here the palatal sound affects the preceding affricates. Other cases of progressive assimilation are the plural ‘s’ and the regular past tense ‘ed’, e.g.

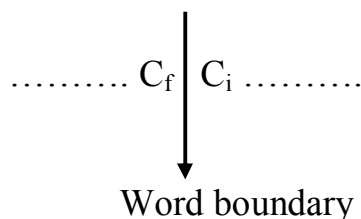
cats → /kæts/

dogs → /dɒgz/

moved → /muːvd/

finished → /fɪnɪʃt/

The examples above might be represented in the following small diagrams:



If C_i is affected to become like C_f in some way, the assimilation then is called progressive (Roach, 2000: 139).

It must be obvious that, like regressive, progressive assimilation also deals with vowels. Katamba (1989: 211), Lass (1998: 172), and Crystal (2003: 214-5) explain that progressive assimilation for vowels is called “*vowel harmony*”.

Coalescence or (Reciprocal) Assimilation:

The third type of assimilation is coals. This process mostly takes place in English when final alveolar consonants such as /s, z/ and /t, d/ or final alveolar sequence as /ts, dz/ are followed by initial palatal /j/, for example:

<u>Rule</u>		<u>Examples</u>
/s/	+ /j/ →	/j/ = this year → /ðɪjɜ:/
/z/		/ɜ/ = does you → /dʌɜju:./
/t/		/tj/ = that you → /ðætjju:./
/t+s/		/tj/ = lets your → /letjɔ:./
/d/		/dɜ/ = could you → /kʊdɜju:./
/d+z/		/dɜ/ = needs you → /ni:dɜju:./

Therefore, in reciprocal assimilation each of two identical articulations influences the other (Crystal, 2003: 78).

B) In terms of the way in which phonemes change

- Assimilation of voice
- Assimilation of place of articulation
- Assimilation of manner

Assimilation of voice:

Voicing assimilation is an important process. It occurs when voiced sound is replaced by a voiceless sound under the effect of a voiceless sound which is neighbour to it (Gimson, 1976: 189).

Assimilation of voice can take the form of a voiced sound to be voiceless as a sequence of being identical to a voiceless sound and vice versa (www.personal.org.uk).

Lass (1998: 173) states that assimilation of voice is found, but in limited ways. There are regressive and progressive voice assimilations that occur in the allomorphy of the English plurals, genitive, third person singular /s/ in hawks, hawk's, walks; /z/ in bags, bag's, lagz; /t/ in walked; /d/ in legged. If C_f is voiced and C_i is voiceless then the voiced consonant has no voicing. (Roach 2000: 140)

But if C_f is voiceless and C_i is voiced, then C_f would become voiced. In such a case assimilation of voice never happens.

Rules of assimilation of voicing

1. Cf (Lenis) + Ci (Fortis) → Cf becomes devoiced

- Have to [hæftə]
- Bad tongue bættʌŋ]
- Big car [bɪkkɑ:]

Assimilation of Place of Articulation:

This process usually occurs with consonants (Roach, 2002: 7). It means the change in the place of articulation of a sound. The most familiar case is the words which end with alveolar consonants as /t, d, n/. The word 'that' ends with /t/ and 'boy' begins with /b/which is totally different in place of articulation according to /t/. Saying 'that boy' in rapid speech will cause /t/ to be articulated in the same way that of /b/ as in /ðæpboɪ/. The same with 'that girl', it will be /ðækgɜ:l/ (www.personal.rdg.ac.uk).

Howard and Heselwood (2002:380) explain that also nasal consonants often influences the stop consonants which are articulated in the same place, e.g. 'kindness' /kaɪdnəs/ is generally pronounced /kaɪnnəs/. /d/ is affected by the preceding and the following /n/. Another example of the same case is 'grandmother and 'handsome' that are pronounced as /grænməðə/ and /hænsəm/ (Giegerich 1995: 213).

Doan (2010) states the rules of assimilation of place of articulation in the following:

Assimilation of place of articulation

1. Alveolar + bilabial bilabial

A. /t/ becomes [p] before bilabials .E.g.:

- right place [raɪppleɪs]
- might put [maɪppʊt]
- might make [maɪpmeɪk]
- white bird [waɪtbɜːd]
- Might buy [maɪpbaɪ]
- Might win [maɪpwɪn]

b. /d / becomes [b] before bilabials

- hard path [hɑːbpaːθ]
- Should put [ʃʊbpuːt]
- Should make [ʃʊbmeɪk]
- Good boy [gʊbbɔɪ]
- Should win [ʃʊbwɪn]
- Should buy [ʃʊbbaɪ]

C. /n/ becomes / m / before bilabials

- Gone past [gɒmpɑːst]
- Seen Peter [siːpiːtə]
- Seen Bill [siːmbɪl]
- Seen Mike [siːmmaɪk]
- Seen Walter [siːmwɔːltə]

2. Alveolar+velar →velar

a. /t/ becomes /k/ before /k/ and /g/

- White coat [waɪkkəʊt]
- Might come [maɪkkʌm]
- That girl [ðækɡɜ:l]
- Might go [maɪkgəʊ]

b. /d/ becomes /g/ before /k/ and /g/

- Bad cold [bæɡkəʊld]
- Should come [ʃʊɡkʌm]
- Bad gate [bæɡgeɪt]
- Should go [ʃʊɡgəʊ]

C. /n/ becomes /ŋ / before /k/ and /g/

- One cup [wʌŋkʌp]
- Seen Karen [si:ŋkeərən]
- Main gate [meɪŋgeɪt]
- Seen Greg [si:ŋɡreg]

3. Alveolar + dental → dentalized

- Get there [getðeə]
- Tenth [tenθ]
- Bad thing [bædθɪŋ]

4. Alveolar + palato or palatal →palato – alveolar

A. /s/ becomes [ʃ] before /ʃ/ or /j/.

- Nice shoes [naɪʃʃu:z]
- This shop [ðɪʃʃɒp]

- This year [ðɪʃjɪə]

B. /z/ becomes [ʒ] before /ʃ/ or /j/

- Those shops [ðəʊʒʃɒps]
- These sheeps [ðɪ:ʒʃi:ps]
- Where's yours [weəʒjɔ:z]

C. Alveolar stops and a following /j/ may emerge to form an affricate.

- Want you [wɒntʃu]
- Individual [ɪnɪvɪdʒuəl]
- Did you [dɪdʒu]
- Education [edʒʊkeɪʃn]

Assimilation of manner of articulation:

Assimilation of manner may be defined "a process of replacing one sound (or changing some properties of a sound) under the influence of another sound which occurs near to it." (Odden,2005:57)

However, this process is only found in very rapid casual speech and with sounds that are easier in articulation and those sounds which obstruct the airflow less and therefore require less energy (www.rachealann.co.uk).

Examples for this process are not easy to find but when a speaker says 'Get some of that soap' /get sʌm ðv ðæt sɒp/ it will be clear that the speaker pronounces this phrase as /ges sʌm ðv ðæs sɒp/ with /s/ replacing /t/ in the two words.

Good examples are explained by Katamba (1989: 91-2) on the morpheme 'not' which the prefixes 'in-', 'an-', 'im-', 'il-' and 'ir-' are derived from it. The examples are as follows:

not – legal → in – legal → illegal

not – illicit → in – licit → illicit

not – rational → in – rational → irrational

not – revocable → in – revocable → irrevocable

In the examples above, it seems that the negative prefix assimilates the manner of articulation of C_{is} /l/ and /r/, therefore /n/ of the negative prefix is replaced by absolute or pure formula applied to all phonemes since there are words like ‘unloved’ and ‘unreasonable’.

Natural Rule of Assimilation:

Assimilation in English, and even in Arabic, has an authentic role during practicing language. Then, the learner should be aware of pronouncing or articulating the correct pronunciation in order not to make misunderstanding by the hearer.

Therefore, Giegrich (1995: 216) mentions that phonemes and segments fall into natural classes with regard to their behaviour in the phonological generalization of the language, i.e. if a phoneme is nasal then it might nasalize the preceding vowel(s).

In this sense, assimilation takes place naturally since the tongue takes the position of the preceding phoneme. Assimilation occurs when two phonemes are different in the place and manner of articulation and even in voicing, so assimilation occurs to be as a bridge for the phonemes to facilitate the articulation of these phonemes.

In this respect, Giegrich (1995: 217) illustrates,

Similar generalisation may now be attempted to make general statements about other cases of assimilation..., such as if a vowel is front we expect to front any preceding segment that is underlying back. Thus the observation made for ‘key’ and ‘keep’... may also be

expected in 'geese', 'key', 'get', etc. Or if a phoneme is bilabial it is expected to labialise a preceding, underlying nonlabial segment (as in queer, quake) and so forth.

Elision

Crystal (2003: 158) and Celce-Murcia et al. (2004: 163) mention that elision may be defined as the deletion of sounds in connected speech (also known as omission). Both consonants and vowels may be influenced by this process. So, it might be the process whereby sounds disappear or are not clearly articulated in certain context.

Roach (2002: 24) also states that if words are pronounced slowly, their sounds will be heard. But it seems obvious that the same sounds in the same words cannot be heard if they are pronounced in a rapid, colloquial, and casual style. These missing sounds or segments are said to have been deleted or elided.

Gimson (1976: 297) explains “A part from word internal elision... and those associated with weak forms, sounds may be elided in rapid colloquial speech, especially at or in the vicinity of word boundaries”.

Then “elision occurs when a sound which would be present in a word spoken in isolation is omitted in connected speech” (Underhill, 1998: 61).

Thus, elision means the disappearance of one or more sounds in connected speech for both vowels and consonants.

Types of Elision

Abdullah (1999: 2-3) states that there are two types of elision, namely historical and contextual.

Historical Elision:

Abdullah (1999: 2-3) illustrates that phoneticians and phonologists refer to historical elision as the dropping of certain consonants such as /t/ and /d/ in various developed stages of English. This phenomenon belongs to the 17th and 18th century. Words like ‘Christmas’, ‘often’, ‘Wednesday’, ‘bridge’ are marked by the elision of alveolar consonants.

It is clear that lexemes of historical elision in English are restricted to the loss of segments in words such as ‘Green which’ and ‘Nor which’ realised as /grɪndʒ/ and /nɔːrɪdʒ/ as well as ‘answer’ which is pronounced /ɑːnsə/. Good examples that can be considered as a typical sample for historical elision are the loss of /r/ sounds in word-final position and before consonants in R.P. English, and the loss of /l/ sound in some words like ‘walk’ and ‘half’.

Contextual Elision:

Contextual elision may refer to the drop of sounds in compound or in a connected phrase. It exists in normal speech as in ‘good deal’, pronounced as /gʊdɪːl/, and ‘last time’ pronounced as /læstaɪm/, etc.

Elision can be found in modern English in rapid colloquial speech ,whereas in the formal speech, it seems that the word gets a full form of pronunciation under the influence of spelling. (Crystal, 2003: 69).

Processes of Elision:

In elision, both vowels and consonants might be dropped and sometimes a whole syllable may be influenced by this omission. “Both consonants and vowels may be affected, and sometimes whole syllables may be elided. Unstressed grammatical words, such as ‘and’ and ‘of’, are particularly prove to be elided” (Crystal, 2003: 158).

Examples:

- boys and girls → /boɪz ən ɡɜ:lz/
- waste of money → /weɪst əmʌni/
- probably → /prɒbəlɪ/
- camera → /kæmərə/
- February → /febrʊəri/
- twelfths → /twelfθs/

Roach (2000: 142) states that the nature of elision might be explained simply, under certain situations, sounds disappear. One might say that in certain circumstances, a phoneme may be realised as zero, or has zero realisation or be deleted. Roach (2000: 142) here gives a small number of possibilities that the learner should take into consideration specially when two native speakers talk to each other:

1. Loss of weak vowel after /p, t, k/:

The vowel in the first syllable of the words like ‘potato’, ‘tomato’, ‘canary’, ‘perhaps’, and ‘today’ may be dropped. The aspiration of the initial plosive may share the vowel and takes up the whole portion of the syllable, /^h/ indicates aspiration. Below are the examples:

- potato → /ptet/
- tomato → /tma:təv/
- canary → /kneəri/
- perhaps → /phæps/
- today → /tdeɪ/

Further examples can be given by spencer (1996: 226):

- belief → /bɪli:f/ → /bli:f/

- saliva → /səlaɪvə/ → /slaɪvə/
- tomorrow → /təməʊrəʊ/ → /tmɔːrəʊ/
- malaria → /məlaːrɪə/ → /mlaːrɪə/

Gimson (1976: 297), Giegerich (1995: 287) and Crystal (2003: 247) explain that vowels in weak syllables are often elided in informal speech. Elision of schwa is common especially before sonorant consonants, i.e. it is possible for such consonants to be syllable. These consonants will occupy the peak of the syllable in case where the vowel is elided, for example:

- police → /pliːs/
- canoe → /knuː/
- balloon → /bluːn/
- solicitor → /sɒlɪstɪrə/
- federal → /fɛdrl/
- catalyst → /kætəlɪst/

2. Weak vowel + n, l, or r becomes syllabic consonants as follows:

- tonight → /tʌnɪt/
- correct → /krɛkt/
- awful → /ɔːfl/
- sudden → /sʌdn/

(Roach, 2000: 142)

3. Loss of an unstressed medial vowel where the unstressed vowel /ə/ or /ɪ/ optionally drops out in some multisyllabic words following the strongly stressed syllable as in:

- every → /evrɪ/
- laboratory → /leɪbrətərɪ/
- history → /hɪstrɪ/

- beverage → /bevrɪdʒ/
- evening → /evnɪŋ/
- favorite → /feɪvərɪt/
- family → /fæmli/

(Celce-Murcia et al., 2004: 163)

5. Avoidance of Complex Consonant Clusters:

The elision here commonly takes place when a speaker simplifies a complex consonant cluster (Roach, 2002: 24).

Giegrich (1995: 288), Roach (2000: 143), and Crystal (2003: 247) agree that the complex consonant cluster should be simplified, specially when there are three plosive consonant sequence. In a word like ‘gets’, it is unlikely to hear all three consonants articulated, similarly are the following examples:

- mashed potato → /mæʃpəteɪtəʊ/
- West Germany → /wesdʒɜ:mənɪ/
- scripts → /skrɪps/
- looked back → /lʊkbæk/
- hold still → /ho:lstɪl/

5. Loss of final /v/ in ‘of’ before consonants, e.g.

lots of them → /lɒts ə ðəm/

waste of money → /weɪst ə mʌnɪ/

(Roach, 2000: 143)

Linking "R"

In many non-rhotic accents, words historically ending in /r/ (as evidenced by an (r) in the spelling) may be pronounced with [r] when they are closely

followed by another syllable beginning with a vowel sound. So **tuner amp** may be pronounced [tju:nər æmp] (Gick ,1999:31). This phenomenon is known as linking R. Not all non-rhotic varieties feature linking R. A notable non-rhotic accent that does not have linking R is Southern American English. (Gick,1999:31)

Linking "r" & Intrusive "r"

Linking r and intrusive r are sandhi or linking phenomena involving the appearance of the rhotic consonant (which normally corresponds to the letter (r) between two consecutive morphemes where it would not normally be pronounced.(Trudgill & Gordon ,2006:236) These phenomena occur in many non-rhotic dialects of English, such as those in most of England, Wales and the Southern Hemisphere. These phenomena first appeared in English sometime after the year 1700 (Roach ,1996:49).

Intrusive "R"

The phenomenon of intrusive (R) is an overgeneralizing reinterpretation of linking R into an r-insertion rule that affects any word that ends in the non-high vowels /ə/, /ɪə/, /ɑ:/, or /ɔ:/ (Hartmann & Zerbian ,2009:136). When such a word is closely followed by another word beginning in a vowel sound, an [r] is inserted between them, even when no final /r/ was historically present(Gick 1999: 32). For example, the phrase tuna oil would be pronounced ['tju:nər ɔɪl]. The [r] is inserted epenthetically to prevent two consecutive vowel sounds (Wells ,1970:241). This is now common enough in parts of England that, by 1997, the linguist John C. Wells considered it objectively part of Received Pronunciation, though he noted that it was still stigmatized as an incorrect pronunciation as it is or was in some other standardized non-rhotic accents

(Wells,1997:25). Wells writes that, at least in RP, "linking /r/ and intrusive /r/ are distinct only historically and orthographically".(Wells,1997:24).

Just like linking R, intrusive R may also occur between a root morpheme and certain suffixes, such as *draw(r)ing*, *withdraw(r)al* or *Kafka(r)esque*.

Rhotic dialects do not feature intrusive R. A rhotic speaker may use alternative strategies such as a hiatus between the two consecutive vowel sounds, or the insertion of a glottal stop to clarify the boundary between the two words (Abu Yusuf,2011:1).

Varieties that feature linking R but not intrusive R (that is, tuna oil is pronounced [tju:nə (?)ɔɪ]), show a clear phonemic distinction between words with and without /r/ in the syllable coda (Gick ,1999:32).

The phenomenon of r-linking is based on the fact that, by default, in Standard British English (though not in many other accents of English), /r/ in syllable final position is not pronounced, e.g. *car* /kɑ:/. R-linking takes place when a syllable ends with one of the following vowel sounds: /ɑ:/, /ɔ:/, /ɜ:/, /ə/, or any of the diphthongs that finish with a schwa, e.g /eə/, /ɪə/ and /ə/, and the next syllable starts with any vowel sound. This may take place within single words for example:

Care	/keə/
Caring	/keərɪŋ/

(<http://davidbrett.uniss.it/phonology/rLinking/rLinking.html>)

while a letter 'r' often appears in the spelling of the vowel sounds listed above, this is not always the case. For example, a common orthographic realisation of /ɔ:/: is [aw], e.g. *saw*, *draw*, *paw*, similarly the schwa /ə/ has

spellings that don't include 'r', e.g. *Australia*, *Austria*. In these cases r-linking also takes place, even though there are those who would object to such pronunciations.

Draw all the flowers	/drɔːr ɔːl ðə fləʊəz/
There's a comma after that	/ðəz ə kɒmə ɑːftə θæt/
Australia or New Zealand	/əʊstreɪlɪ ə ɔː njuziːlənd/

Here are some more examples about R intrusive:

It's near enough	/ɪts niə ɪ'nʌf/
It's quite far away	/ɪts kwɪt fɑːr əweɪ/
The doctor agrees	/ðə dɒktər əgriːz/
There are three places	/ðər ə θriː pleɪsɪz/
There's a tour along the river	/ðəz ə tuər əlɒŋ ðə rɪvə/
It's made of fur and leather	/ɪts meɪd əv fɜːr ən leðə/
Law and order	/lɔːr ən ɔːdə/
The actor and playwright	/ðɪ æktər ən pleɪraɪt/
I can't hear anything	/aɪ kɑːn hiər enɪθɪŋ/

Conclusion

It should by now be clear that there is a great deal of difference between the way words are pronounced in isolation and in the context of connected speech. It would not be practical or useful to teach all learners of English to produce assimilations; practice in making elisions is more useful, and it is clearly valuable to do exercises related to rhythm and linking. Perhaps the most important consequence is that learners of English must be made very clearly aware of the problem that they will meet in listening to colloquial connected speech.

5. The fifth section: Phonetics and articulations

Phonetics is concerned with describing the speech sounds that occur in the languages of the world (Ladefoged, 2003:4). It is important to know what these sounds are, how they fall into patterns, and how they change in different circumstances. Also, to know what aspects of the sounds are necessary for conveying the meaning of what is being said. The first job of a phonetician is, therefore, to try to find out what people are doing when they are talking and when they are listening to speech.

Some basic definitions:

- **Phoneme.**

Huang et al (2001) states that phoneme is:

- An ideal sound unit with a complete set of articulatory gestures.
- Phonemics: the study of abstract units and their relationships in a language.
- **Phone:** Refers to the smallest perceptible discrete segment of sound in a stream of speech. (Crystal, 2008:361).
- **Phonetics:** The study of the actual sounds of the language. (Crystal, 1999:339)
- **Allophones:** The collection of all minor variants of a given sound ("t" in eight versus "t" in "top") (Crystal, 2003:21)

Branches of phonetics:

Roach (2004:8) states that there are three branches of phonetics:

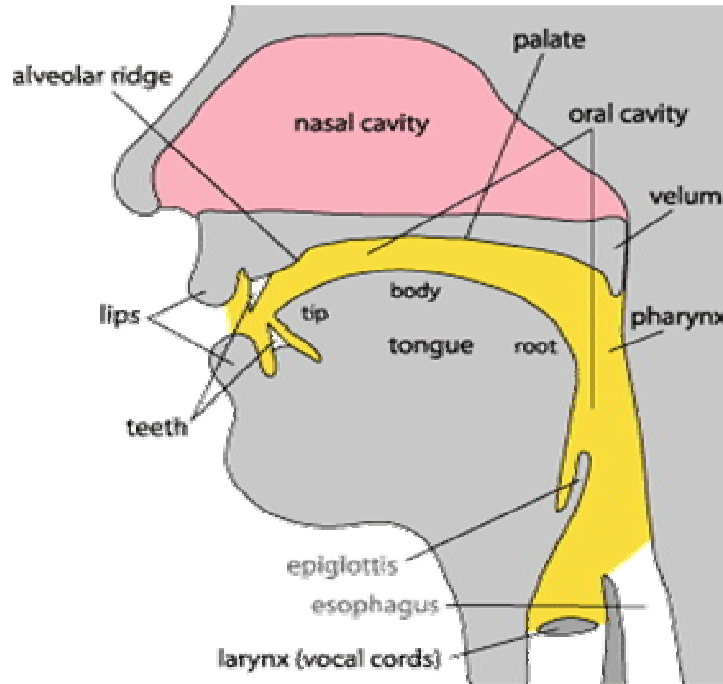
1. **Articulatory phonetics:** manner in which the speech sounds are produced by the articulators of the vocal system.
2. **Acoustic phonetics:** sounds of speech through the analysis of the speech waveform and spectrum.
3. **Auditory phonetics:** studies the perceptual response to speech sounds as reflected in listener trials.

Organs of speech:

- The collective term for all the anatomical features involved in the production of speech sounds, including the lungs, trachea, oesophagus, larynx, pharynx, mouth and nose.(Crystal,2008:514)

Diagram (1)

Shows the organs of speech



The articulators (Roach,1983:8)

English Phonemes:

- **Consonants:**

Definition: They are sounds made by a closure or narrowing in the vocal tract so that the airflow is either completely blocked, or so restricted that audible friction is produced.(Crystal,2008:103)

Table (1)
shows the place& manner of articulation

Table of English Consonants, DJPD16 p.x								
	bilabial	labio -dental	dental	alveolar	post -alveolar	palatal	velar	glottal
plosive	p b			t d			k g	
affricate					tʃ dʒ			
fricative		f v	θ ð	s z	ʃ ʒ		(x)	h
nasal	m			n			ŋ	
lateral approximant				l				
approximant	w				r	j		

From: (English Pronunciation Guide of Consonant:2011)

Manner of articulation

Plosives:

Definition:

- Complete closure of the articulators is involved so that the airstream cannot escape through the mouth.) (Ladefoged,2003:8).
- A term used in the phonetic classification of consonant sounds on the basis of their manner of articulation: it refers to a sound made when a complete closure in the vocal tract is suddenly released; the air pressure which has built up behind the closure rushes out with an explosive sound, hence the term. (Crystal,2008:372)

Characteristics of plosives

Roach (1994:30) mentions a group of the plosive characteristics in the following:

- One articulator is moved against another, or two articulators are moved against each other so as to form stricture that allows no air to escape from the vocal tract.

- After this stricture has been formed and air has been compressed behind it, it is released, that is, air is allowed to escape.
- If the air behind the stricture is still under pressure when the plosives are released, it is probable that the escape of air will produce noise loud enough to be heard. This noise is called plosion.
- There may be voicing during part or all of the plosive articulation.

Plosive consonants are one type of stop consonant. It is also possible, using a different airstream mechanism than the one which produces an outwards flow of lung air, to produce plosives (implosives) where the air upon release moves inwards.(Crystal,2008:272)

Phonemes of plosive:

- /p/voiceless bilabial plosive, as in /pəuzi/ (posy)
- /b/voiced bilabial plosive, as in /bit/ (bit)
- /t/voiceless alveolar plosive, as in /to:l/ (tall)
- /d/voiced alveolar plosive, as in /dræg/ (drag)
- /k/voiceless velar plosive, as in /ki:/ (key)
- /g/voiced velar plosive, as in /gla:s/ (glass)

(Roach,1983:31)

Fricative:

Definition:

1. A term used in the phonetic classification of consonant sounds on the basis of their manner of articulation: also sometimes called **spirant**, it refers to sounds made when two organs come so close together that the air moving between them produces audible friction, or frication.(Crystal,2008:199).

2. Fricatives are consonants produced with a continuous airflow through the mouth. (Dobrovols&Katamba,2011:27).
3. Close approximant of two articulators so that the air stream is partially obstructed and turbulent air flow is produced. (Ladefoged,1989:10).
4. This type of consonant is made by forcing air though a narrow gap so that a hissing noise is generated.(Roach,2009:34)

Characteristics of fricatives

- They belong to a large class of sounds called continuants (a class that also includes vowels and glides), all of which share this property.
- The fricatives form a special class of continuants; during their production, they are accompanied by a continuous audible noise because the air used in their production passes through a very narrow opening either at the glottis or in the vocal tract. (Dobrovols&Katamba,2011:27).

Phonemes of fricative

- /f/voiceless labio-dental fricative, as in /fist/ (fist)
- /v/voiced labio-dental fricative, as in /veig/ (vague)
- /θ/voiceless dental fricative, as in /θrəut/ (throat)
- /ð/voiced dental-fricative, as in /ðem/ (them)
- /s/voiceless alveolar fricative, as in /siləbl/ (syllable)
- /z/voiced alveolar fricative, as in /zi:brə/ (zebra)
- /ʃ/voiceless palato-alveolar fricative, as in /ʃai/ (shy)
- /ʒ/voiced palato-alveolar fricative, as in /treʒ/ (treasure)
- /h/voiceless glottal fricative, as in /hit/ (hit)

(Roach,1983:50)

Affricates:

Definition

- Combination of a stop immediately followed by a fricative.
(Ladefoged,1989:11)
- An affricate is a type of consonant consisting of a plosive followed by a fricative with the same place of articulation: examples are the tʃ and dʒ sounds at the beginning and end of the English words ‘church’ tʃɜ: tʃ, ‘judge’ /dʒʌdʒ/ (the first of these is voiceless, the second voiced).
(Roach,2009:2).
- It refers to a sound made when the air-pressure behind a complete closure in the vocal tract is gradually released; the initial release produces a plosive, but the separation which follows is sufficiently slow to produce audible friction, and there is thus a fricative element in the sound also.(Crystal,2008:16)

Characteristics of affricate sounds

1. When a stop articulation is released, the tongue moves rapidly away from the point of articulation.
2. However, some non-continuant consonants show a slow release of the closure; these sounds are called **affricates**.
3. English has only two affricates, both of which are alveo-palatal.
4. They are heard word-initially in church and jump, and are transcribed as [tʃ] and [dʒ], respectively.

(Katamba,2011)

Phonemes of affricate

- /tʃ/voiceless palato-alveolar affricate, as in /tʃa:t/ (chart)
- /dʒ/voiced palato-alveolar affricate, as in /dʒæm/ (jam) .(Roach,1983:53)

Nasals:

Definition

1. It refers to sounds produced while the soft palate is lowered to allow an audible escape of air through the nose. Both consonants and vowels may be articulated in this way.(Crystal,2008:320)
2. A nasal consonant is one in which the air escapes only through the nose.(Roach,2009:55)
3. When it is lowered and there is an obstruction in the mouth, we say that there is a nasal consonant. (Ladefoged,1989:8)
4. Nasal consonants involve two gestures: closure between two articulators in the oral cavity and lowering of the velum to permit pulmonic airflow to exit through the nasal cavity.(DiCanio,2010:24)

characteristics of nasal sounds

1. The air is completely blocked from leaving the mouth, and is instead released out through the nose.
2. All three nasal sounds are voiced, meaning that the vocal cords vibrate during the creation of the sound (<http://www.pronuncian.com>).

Roach (1983) mentions the phonemes of nasal sounds:

/m/voiced bilabial nasal, as in /mʌðð/ (mother)

/n/voiced alveolar nasal, as in /nekst/ (next)

/ŋ/voiced velar nasal, as in /θiŋ/ (thing)

Laterals:

Definition:

1. It refers to any sound where the air escapes around one or both sides of a closure made in the mouth, as in the various types of /L/ sound and released around only one side of the tongue produces unilateral sounds; around both sides bilateral sounds.(Crystal,2008:270)
2. A consonant is lateral if there is obstruction to the passage of air in the centre (mid-line) of the air-passage and the air flows to the side of the obstruction.(Roach,2009:48)
3. Obstruction of the airstream at a point along the center of the oral tract, with incomplete closure between one or both sides of the tongue and the roof of the mouth. (Ladefoged,1989:10)

Characteristics of lateral consonants

1. A lateral consonant is one in which the passage of air through the mouth doesn't go in the usual way along the center of the tongue, instead there is complete closure between the center of the tongue and the part of the roof of the mouth where contact is to be made.(Roach,1994:58)
2. Air escapes through the mouth along the lowered sides of the tongue. (Dobrovols, &Katamba, 2011:31).
3. Because laterals are generally voiced, the term lateral used alone usually means 'voiced lateral'. Still, there are instances of voiceless laterals in speech. (Dobrovols, &Katamba, 2011:31).

Phonemes of Lateral

/l/ voiced alveolar lateral, as in /lʌv/ (love). (Roach,1983:58)

Approximants:

Definition

1. A general term used by some phoneticians in the classification of speech sounds on the basis of their manner of articulation, and corresponding to what in other approaches would be called frictionless. (Crystal,2008:32)
2. It is used to denote a consonant which makes very little obstruction to the airflow.(Roach,2009:5)
3. An articulation in which one articulator is close to another, but without the vocal tract being narrowed to such an extent that a turbulent airstream is produced. (Ladefoged,1989:10)

Characteristics of approximants

1. Approximants have laminar airflow while fricatives have turbulent airflow.
(DiCanio,2010:22)
2. The term is based on the articulations involved, in that one articulator approaches another, but the degree of narrowing involved does not produce audible friction.(Crystal,2008:32)
3. Have been divided into two groups: “semivowels” such as the /w/ in English ‘wet’ and /j/ in English ‘yet’, which are very similar to close vowels such as /u/ and /i/ but are produced as a rapid glide; and “liquids”, sounds which have an identifiable constriction of the airflow but not one that is sufficiently obstructive to produce fricative noise, compression or the diversion of airflow through another part of the vocal tract as in nasals. This category includes laterals such as English /l/ in ‘lead’ and non-fricative /r/ in ‘read’; approximants therefore are never fricatives and never contain interruptions to the flow of air.(Roach,2009:5)

Phonemes of approximants

/r/voiced post-alveolar approximant, as in /ru:m/ (room)

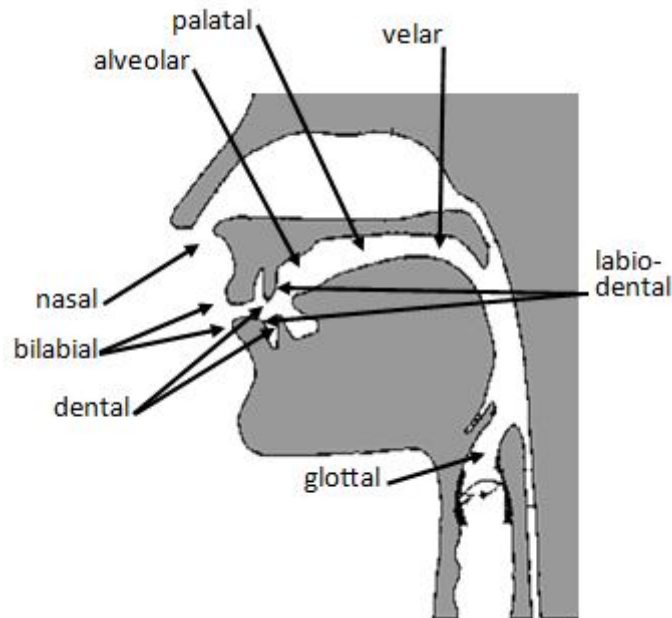
/j/voiced palatal semi approximant, as in /ja:d/ (yard)

/w/voiced labio-velar approximant, as in /wIð/ (with)

(Roach,1983:58)

2. Place of articulation

Diagram (2)



(From/ <http://testyyettrying.blogspot.com>_)

Definition:

Each point at which the airstream can be modified to produce a different sound is called a place of articulation. Places of articulation are found at the lips, within the oral cavity, in the pharynx and at the glottis (Katamba,2011:10)

Consonants are made by producing an obstruction to the flow of air at some point in the vocal tract, and when we classify consonants one of the most important things to establish is the place where this obstruction is made; this is

known as the place of articulation, and in conventional phonetic classification each place of articulation has an adjective that can be applied to a consonant.(Roach,2009:66).

Diagram (3)

Shows the place of articulation

	stop	fricative	affricate	nasal	liquid	glide
bilabial	p, b			m		w
labio-dental		f, v				
dental		θ, ð				
alveolar	t, d	s, z		n	l, r	
palatal		ʃ, ʒ	tʃ, dʒ			j
velar	k, g			ŋ		
glottal		h				

Sounds that are bold are voiced.

From: (<http://testyyettrying.blogspot.com>)

Bilabial

"Made with the two lips". (Ladefoged,1989:6)

For example "pie, buy, my" see diagram (3)

"It refers to a sound made by the coming together of both lips". (Crystal,2008:53).

Labiodental

"Sounds involving both lips are termed bilabial; sounds involving the lower lip and upper teeth e.g fire and vow". (Katamba,2011:10)

"Lower lip and upper front teeth". For example "fie, vie," (Ladefoged,1989:6) see diagram (3)

Dental

"A dental sound is one in which there is approximation or contact between the teeth and some other articulator. For example /t/ and /d/ " (Roach,2009:22)

see diagraph (3)

"Tongue tip or blade and upper front teeth". (Ladefoged,1989:6)

Alveolar

"It refers to a sound made by the blade of the tongue (or the tip and blade together) in contact against the alveolar ridge (or alveolum), which is the bony prominence immediately behind the upper teeth".(Crystal,2008:22)

Tongue tip or blade and the alveolar ridge". (Ladefoged,1989:6)

For example "tie, die, nigh, sigh, zeal, lie" see diagraph (3)

Retroflex

"A retroflex articulation is one in which the tip of the tongue is curled upward and backward".(Roach,2009:72)

Tongue tip and the back of the alveolar ridge". (ladefoged,1989:7)

For example "rye, row, ray." see diagraph (3)

Palato-Alveolar

"Tongue blade and the back of the alveolar ridge". (Ladefoged,1989:7)

"Behind the alveolar ridge, the roof of the mouth rises sharply".
(Katamba,2011:10)

For example "shy, she, show." see diagraph (3)

Palatal

"Front of the tongue and hard palate" (Ladefoged,1989:7)

"It refers to a sound made when the front of the tongue is in contact with or approaches the hard palate". (Crystal,2008:347)

For example: "you" see diagraph (3)

Velar

"A closure between the upper surface of the velum and the top of the pharynx, and velaric, for the airstream produced in the mouth with a closure between the tongue and the soft palate. For example /k/ and /g/" .(Roach,2009:95)

Back of the tongue and soft palate. For example:

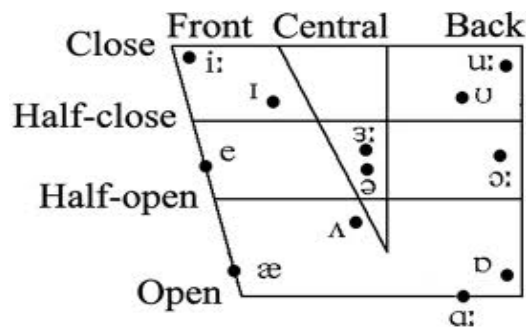
"hack, hag, hang." (ladefoged,1989:7) see diagraph (3)

- **Simple Vowels:**

Vowels are the class of sound which makes the least obstruction to the flow of air. They are almost always found at the centre of a syllable, and it is rare to find any sound other than a vowel which is able to stand alone as a whole syllable. (Roach,2009:98)

Diagram (4)

Shows the description of simple vowels



Monophthongs of RP. From Roach (2004:242)

- /ɪ/ half close front unrounded short vowel, as in /sɪt/ (sit)
- /i:/ close front unrounded long vowel, as in /si:t/ (seat)
- /e/ mid front unrounded short vowel, as in /set/ (set)
- /æ/ half open front unrounded short vowel, as in /dæm/ (dam)
- /a:/ open back unrounded long vowel, as in /a:ftə/ (after)
- /ɜ:/ half open back rounded short vowel, as in /pɒt/ (pot)

- /ɔ:/mid back rounded long vowel, as in /po:t/ (port)
- /ʊ/half close rounded short vowel, as in /put/ (put)
- /u:/close back rounded long vowel, as in /su:n/ (soon)
- /ʌ/half open central short vowel, as in /sʌn/ (son)
- /ə/mid central short vowel, as in /ədhed/ (ahead)
- /ɜ:/half close central long vowel, as in /gɜ:l/ (girl)

(Université AMAR TELIDJI:2011)

Diphthongs:

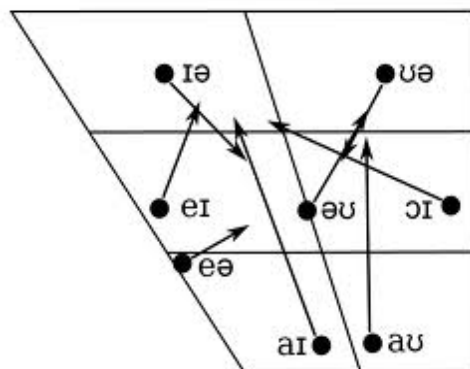
Definition:

It refers to a vowel where there is a single (perceptual) noticeable change in quality during a syllable, as in English *beer, time, loud*.(Crystal,2008:146).

It contains a glide from one vowel quality to another one.(Roach,2009:24)

Diagram (5)

Shows the description of diphthongs



diphthongs of RP. From Roach (2004:242)

Roach (1983:21) divided the diphthongs into two types in the following:

1.Closing

- /eɪ/ /beɪ/ bay/aɪ/ /baɪ/ buy
- /aɪ/ /baɪ/ buy
- /ɔɪ/ /bɔɪ/ boy
- /əʊ/ /bəʊ/ beau
- /aʊ/ /baʊ/ bough

Centring

- /ɪə/ /bɪə/ beer
- /eə/ /beə/ bear
- /ʊə/ /bʊə/ boor

Triphthongs

A triphthong is a glide from one vowel to another then to a third, all produced rapidly and without interruption. (Roach,1983:23)

- [aɪ.ə] [aɪə] hire, higher, liar, fire, pliers, buyer, diagram, Ireland
- [aʊ.ə] [aʊə] hour, power, sour, dour
- [əʊ.ə] [əʊə] slower, mower
- [eɪ.ə] [eɪə] Player
- [ɔɪ.ə] [ɔɪə] Loyal, royal

(Gimson,2008:80)

5. The sixth section: Teaching Pronunciation

Introduction

While pronunciation and the role it plays are important in getting our meaning across, both transactionally and interactionally (Kelly,2000). On the definition of pronunciation, Schmitt (2002:219) defines it as a term used to capture all aspects of how we employ speech sounds for communication. Moreover, there are some reasons which put emphasis on the importance of pronunciation in learning an L2.

On the importance of this neglected area of L2 teaching, Fraser (2006) states that, first, it enhances comprehensibility. Second, when the finite number of sounds, sound clusters, and intonation patterns are mastered, it enables an infinite use.

Third, it is of great assistance to those who have integrative motivation, because with native – like pronunciation they will not be marked as foreigners. So, having good pronunciation is important because it is a part of successful communication.

Classifications of pronunciation

Jones (2002) classifies pronunciation into segmental features (i.e., vowels and consonants) and suprasegmental (prosodic) features like stress, intonation, pitch, juncture and rhythm. Research in different fields of L2 learning and teaching has shown that the use of explicit instruction can have useful effects on learning (Murphy, 2003). According to Fraser and Perth (1999), most L2 teachers now feel that explicit pronunciation teaching is essential.

Approaches to pronunciation instruction

According to Celce Murcia, Brinton, and Goodwin (1996), three approaches to pronunciation instruction are generally proposed. These are the intuitive-imitative approach, the analytic-linguistic approach, and the integrative

approach. These approaches combine traditional methods and modern techniques.

In the intuitive-imitative approach, as proposed by Celce Murcia, Brinton, and Goodwin (1996), L2 learners listen and imitate the rhythms and sounds of an L2 without any explicit instruction. Particular technologies are used today for this purpose, such as audiotapes, videos, computer-based programs, and Web sites.

On the other hand, in the analytic-linguistic approach, L2 learners are provided with explicit information on pronunciation (For example, the phonetic alphabet, articulatory descriptions, and vocal charts).

In a similar Lee (2008:1) believes that —in integrative approach, pronunciation is viewed as an integral component of communication, rather than an isolated drill . Pronunciation is practiced within meaningful task-based activities. In fact, L2 learners use pronunciation-focused listening activities to facilitate the learning of pronunciation.

Also, Lee (2008) claims that there is more focus on the suprasegmentals of stress, rhythm, and intonation as practiced in a discourse beyond the phoneme and word level. Regarding the integrative approach, Morely (1994) believes that in the aforementioned approach the primary goals of pronunciation teaching are for the L2 learner to develop intelligible speech and be able to communicate in the L2. In this approach, Morely (1991) identifies basic pronunciation goals of functional, intelligibility, functional communicability, increased self-confidence, speech monitoring ability, and speech modification strategies.

According to Morely (1994:2), there is a dual - focus oral communication program in which the micro level instruction is focused on linguistic competence by practice of segmental and suprasegmentals, and the macro level pays attention to global elements of communicability, with the goal of developing discourse, sociolinguistic, and strategic competence by using language for communicative purposes.

Assumptions of learning L2 pronunciation

Derwing and Munro (2005) believe that pronunciation is a multifaceted experience affected by biological, social, and psychological factors which make this skill complex.

It is argued that with good pronunciation, a speaker is intelligible despite other errors; with poor pronunciation, a speaker can be very difficult to understand, despite accuracy in other areas (Fraser, 2000).

Krashen (1982) states that there are two basic assumptions about the learning of L2 pronunciation: The first, based on the critical period hypothesis (CPH), claims that it is virtually impossible for adults to acquire native-like pronunciation in an L2. The second, arising primarily from the work of Krashen, who insists that pronunciation is an acquired skill and focused instruction is useless, so pronunciation cannot be affected by focused practice and the teaching of formal rules.

Perspective towards pronunciation teaching

Lee (2008) argues that factors that mostly affect the learning of L2 phonology (e.g., L1, interaction with native speakers, and motivation) seem to be those on which L2 teachers and classrooms have the least influence. On the other hand, there are two different perspectives towards pronunciation teaching.

According to Harmer (2001), the first perspective assumes that teaching of pronunciation not only makes L2 learners aware of different sounds and sound features but can also improve their speaking immediately, but in the second perspective presupposes a small role for L2 teachers to influence the natural course of phonological development and is rooted in ineffectiveness of pronunciation teaching. Some reasons may lead to the controversies among L2 teachers in teaching pronunciation.

Fraser (2002) believes that this uncertainty about the way of teaching may arise from the selection of pronunciation features, the ordering of the features

selected, the type(s) of the discourse to practice pronunciation, undesirability of L2 learners, and lack of enough time. Several empirical studies (For example, Bruck & Genessee, 1995; Catford & Pisoni, 1970; Cicero & Royer, 1995; Couper, 2006; MuraKawa, 1981; Neufeld, 1987; Verhoeven, 1994) have shown positive effects for explicit teaching of different aspects of pronunciation like segments, suprasegmentals, and fluency.

The learning of English pronunciation has been the subject of investigation for a long time. Celce-Murcia, Brinton, and Goodwin (1996) have illustrated several pronunciation teaching approaches ever since L2 teaching started. The approaches are presented in Table (1)

Table (1)

Shows the pronunciation teaching approaches

Years	Approach	Definition	
late 1800s & late 1900s	Direct Method	Teachers provided L2 learners with a model for native-like speech. By listening and then imitating the modeler, L2 learners improved their pronunciation.	
1940s-1950s	Audio-Lingual Method in the US & Oral Approach in the UK	Pronunciation was taught explicitly from start, and L2 learners imitated or repeated after their teacher or a recording model.	
1960s	Cognitive Approach	This de-emphasized pronunciation in favor of grammar and vocabulary	
1970s	Silent Way	L2 learners focused on the sound system without having to learn a phonetic alphabet. Attention was on the accuracy of sounds and structures of the L2 from the outset.	
	Community Language Learning	The pronunciation syllabus was primarily student-initiated and designed. The approach was imitative.	
Mid-late 1970s (1980s-today)	Communicative Approach	The ultimate goal was communication. Teaching pronunciation was urgent and it was necessary in oral communication. Techniques to teach pronunciation were listening and imitating, phonetic training, minimal pair drill, and so on.	
20th century	Grammar Translation & Reading-Based Approaches	Oral communication was not the primary goal of L2 instruction. Therefore, little attention was given to speaking and almost none to pronunciation.	
20th century	Naturalistic Methods	Total Physical Response	L2 learners began to speak when they were ready. L2 teachers were tolerant of L2 learners' errors.
		Natural Approach	The initial focus on listening without pressure to speak gave L2 learners opportunity to internalize sounds.
Today	New Directions	The use of fluency-building activities, accuracy-oriented exercises, and adaptation of authentic materials is dominant.	

Previous studies

Introduction

This section investigates the findings of previous studies relevant to the topic of the current study. The studies are classified thematically according to what they investigate.

This section consists of two domains:

The first domain investigates studies related to phonetic transcription.

The second domain includes studies related to phonetics and phonology.

The first section: studies related to phonetic transcription

Robinson's study (2011)

This study aimed at determining if phonological awareness subtest scores collected at the beginning of a phonetics course could predict proficiency in phonetic transcription at the course's conclusion. It further aimed to determine how phonological awareness tests might be used to identify students who are likely to have trouble learning phonetic transcription. The researcher followed the descriptive method in which Participants in this study were 43 students, ages 20 to 39, who were enrolled in a junior-level phonetics course within a university CSD department. Half of the students were 20–23 years old. Students enrolled in an undergraduate university phonetics course within a communication sciences and disorders program were given three subtests from the Comprehensive Test of Phonological Processing at the beginning of the course: (a) Elision, (b) Phoneme Reversal, and (c) Segmenting Words. At the end of the course, students were given a phonetic transcription test. The researcher used Pearson correlation and linear regression analysis. The results showed that all three phonological awareness subtest scores were significantly correlated with the phonetic transcription test score. A regression analysis

revealed that the Elision and Phonemic Reversal subtests were most predictive of the phonetic transcription test score.

Delrue's study (2010)

This study aimed at integrating computer-assisted Phonetic transcription in classroom phonetics teaching. Nine students were chosen randomly according to certain criteria. They were all students of English, in the first semester of their second year, with similar educational backgrounds, and had volunteered for this reinforcement course in a computer-assisted environment. The experiment was carried out following the same lines as before: a group of nine students took part in the same 9 tests, including a compulsory intermediate test and a final test in weeks 5 and 9. The researcher collected the average of correct answers and errors for all students in one test over three tries. The result showed that try 1 to try 3, the students' progress is as high as 25 %. The number of errors is inversely proportional and as high as 10% over the same three tries. Both results are highly significant on a logarithmic scale. The first three tests showed a rapid linear progress ($R^2 = 0,99$), which corresponds to the first steps before they fully master the new phonetic keyboard. Test 4 was reckoned by the students to be more difficult as the number of words in the test increased (from 160 to 190 in the first three tests to 321 words. Test 5 proves to be a counter-performance. In the last four tests, the lexicon has been changed. Between test 1 and test 9, progress is 20% higher for the correct words and 10% lower for the number of errors, both statistics were considered as statistically significant.

Coussé's study (2010).

This study aimed at investigating the influence of the labeler's regional background on phonetic transcriptions: implications for the evaluation of spoken language resources. Six native speakers of Dutch listened independently to a small subset of the Spoken Dutch Corpus. The subjects

were trained transcribers with a linguistic background and originate from the cross-border dialect region Brabant in The Netherlands (NL) and the Dutch speaking part of Belgium (B). Three Belgian and three Dutch labellers participated in the experiment. The set of stimuli consisted of 894 instances of the iambic words moment (moment), probeer(t) (to try), manier (manner) and docent (teacher), taken from the component spontaneous speech of the Spoken Dutch Corpus and produced by teachers of Dutch. The labellers had to assign a vowel quality label to each target vowel: long , short, schwa, zero, their intermediate values as well as the label unintelligible. It can be drawn from the result that labelers from The Netherlands and Belgium have a different perception of vowel quality in Standard Dutch. Thus, the factor regional background of transcribers should be taken into account when evaluating phonetic transcriptions of spoken language resources. The researcher advised strongly compilers of spoken language corpora to document the regional background of the human transcribers thoroughly, so the future users of the phonetic transcriptions can control this transcriber variable according to their needs.

Barreto's study (2010)

This study aimed at investigating the influence of stimuli type and transcription analysis on intelligibility measures of speakers with no communication disorders. An experimental study with no intervention procedures was developed. Two groups of subjects with no communication disorders took part in the research. The group of speakers was composed by 30 adults. Speech samples were recorded by repeating three lists of stimuli (sentences, words and non-words) equally distributed according to parameters of frequency of phonemes, syllabic structures and word length. The group of listeners was composed by 60 young adults who orthographically transcribed the speech samples. Two transcription intelligibility measures were obtained for

each list of stimuli: percentage of correct answers per syllable unit and per item (for each sentence, word and non-word). The results showed that intelligibility scores were statistically higher for syllable units than for the other items. Regarding intelligibility scores per syllables, a statistical difference was observed amongst scores for sentences, words and non-words. Both transcription analysis and stimulus type influenced the intelligibility scores of the studied population, especially when non-words were used as speech material. The handling of these variables can help to improve intelligibility tests.

Kuutti's study (2009)

This study aimed at analyzing the use of phonetic transcription as a teaching method and its effect on language learning outcomes. The research method used in this study was comparative analysis. Two parallel groups of a primary school in Jyväskylä were selected for the empirical study. Both groups consisted of 15 fourth-graders ranging in age from 10 to 11. The 15 test subjects were given a 45-minute lesson about the interpretation and use of phonetic transcriptions, while the control group received no instruction at all. The hypothesis was that the group receiving instruction about the interpretation and use of phonetic transcriptions would fare better than those not receiving any instruction. After the two week period, both groups had an oral word test about the vocabulary which had been announced well in advance. Word lists consisting of 16 words were handed out to the students. The result showed that those being taught in the use of phonetic transcriptions were more successful than the other tested group. Six students of the group having received instruction got all answers correct, whereas only two in the control group made no errors at all. The total number of errors in the group being taught was 20, while the corresponding number in the control group was 31. T- test calculator indicated that the difference between the performances of the two groups was considered to be not statistically significant ($p=0.2726$).

Cheung's study (2009)

The purpose of this study was to discuss the importance of listening and to examine whether or not transcribing utterances in English using the Korean alphabet improved the accuracy in English sentences produced by a group of Korean college students. The number of participant is 120 students ranging from freshmen to seniors at a Korean university. The participants were drawn from the entire population of about 140 students from six English classes of the program. Students were divided into two groups, control and experiment. The experiment group transcribed the English utterances on a practice TOEIC tape into phonological writing in Korean and then later transposed the Korean writing into English words. The control group transcribed the English sounds only in English without using the Korean alphabet. Statistically significant differences were noted in the accuracy of dictation when the students used the Korean alphabet, especially for the beginning and intermediate students. The researcher used ANOVA statistic for the first and second testing. Statistically significant results were not produced for the advanced students. The findings of the study supported the view of many researchers and methodologists that listening comprehension is important to the acquisition of language skills, and second language instruction should continue to emphasize the importance of listening.

Saniei's study (2008)

The purpose of this study was to suggest a task-based model of pronunciation teaching/learning whereby the learners were able to check their pronunciation autonomously by the use of phonetic transcription. The researcher applied an information-gap task which allowed learners to practice both listening discrimination and spoken production through transcribing the sounds of intended words. Sixty EFL students of Islamic Azad University participated in this study. They were selected according to their performance on a language proficiency test and a reading-aloud test of pronunciation respectively, next they

were randomly assigned to two groups as control and experimental. During the treatment period, both groups were instructed how to apply phonemic features in the production of different words. However, the experimental group was provided with some information-gap exercises that helped them monitor and evaluate their own process of learning. The same reading-aloud pretest of pronunciation was administered as the posttest, and the obtained scores were subject to a t-test. Data-analysis revealed a significant difference between the achievements of two groups. This led to support the effective role of task-based instruction of phonological features in helping students to achieve a better pronunciation through empowering them with meta-cognitive strategies.

Van Bael's study (2007)

This study aimed at identifying the validation, automatic generation and use of broad phonetic transcription. The researcher verified whether it is safe to validate phonetic transcriptions in terms of their similarity to purpose – independent reference transcription if the transcription is to be used for the development of automatic speech recognition systems. The researcher evaluated two types of transcriptions (a canonical representation and semi automatic phonetic transcription) well – prepared and spontaneous speech in terms of their resemblance to a handcrafted reference transcription on the one hand, and in terms of their suitability for ASR development on the other hand. Then the researcher compared whether the two evaluations attributed the same validity rating to both types of transcriptions. Whereas the manually verified phonetic transcriptions resembled the reference transcription much closer than the canonical representations, the use of both transcription types yielded similar recognition results. The difference between the outcomes of the two evaluations has two implications. The result implies that whenever possible, the validation of phonetic transcriptions should be carried out in terms of the quality measure of the application the transcription will be used for.

Hall-Mills et als' study(2007)

They explored the relationship between phonological awareness and phonetic transcription skills on a larger sample (N = 62),selected randomly to examine the relations between phonetic transcription tasks and spelling, which they identified as potential predictors of transcription success. The researchers used the descriptive method. The researchers administered the same phonological awareness tasks chosen by Moran and Fitch and added two spelling tasks, real-word spelling and pseudo word spelling. They tracked the students' scores on 10 transcription quizzes and administered a 10-item demographic questionnaire. They also ran a regression analysis to determine the relationships between variables. The researchers found that poor transcribers had trouble with the phoneme reversal task and the real-word spelling task.

Lintunen's study (2009)

This study aimed at indicating that pronunciation and transcription skills correlate and that exercises in phonemic transcription are effective when teaching English as a foreign language. This study focused on a study in which 34 Finnish university students of English were taught pronunciation skills and phonemic transcription simultaneously. The participants of this study were 34 Finnish first-year university students taking a course on English pronunciation. The data were collected from three separate tests for both pronunciation and transcription at various points during the course to observe the subjects' development in these two tasks. In the tests, the participants either read aloud a short text or transcribed one phonemically. The transcription tests had 111-130 words (432-484 phonemes) and there was an average interval of six weeks between the tests. The correlation between the errors made in the final transcription test and the development of pronunciation during the testing period was statistically significant ($r=-0.686$, $p<0.01$).The result showed that in the transcription tests, the subjects made 968 errors in the first test (range 6-59,

median 29), 655 in the second (range 3-50, median 22) and 639 in the final one (range 7-45, median 16). In the pronunciation tests, the total number of error points given to the subjects was 926 in the first pronunciation test (range 5-48, median 27.5), 676 in the second (range 4-39, median 21.5) and 551 in the third test (range 2-41, median 15). The development of the subjects in both test types was clear.

Commentary on the studies related to phonetic transcription.

These studies were conducted by different researchers in different universities and schools. There were similarities and differences between these studies and the current study.

These studies nearly have the same aim which is measuring the proficiency in the phonetic transcription of RP; therefore they used the test as a tool to measure the proficiency and mastery in phonetic transcription of RP. Robinson (2011), Derlue (2010), and Kuutti (2009).

Some studies followed the descriptive method as Hall- Mills et al's (2007), Lintunen (2009) and Robinson's (2011), while Kutti is (2009) and Cheung's (2009), & Barreto's (2010) followed the experiment method.

The sample of the study seem to be too limited. The number of sample ranges from 6 - 40 subjects as Evie Cousse (2010) six participant & Lintunen (2009) thirty four participants.

The second section: studies related to phonetics and phonology

Spencer's study (2011)

This study aimed at identifying phonemic awareness skill of undergraduate and graduate students relative to speech-language pathologists and other educators. This study sought to identify components of speech-language

pathology training that contribute to phonemic awareness skill and to examine the phonemic awareness skill of students in speech-language pathology training relative to practicing SLPs. This study followed the experimental method. The researcher selected the sample of Students randomly in speech-language pathology (n = 196) completed a paper and pencil measure of phonemic awareness. A regression analysis examined the contributions of coursework to performance on the phonemic awareness measure. Performance of students with and without phonetics coursework was compared to that of SLPs (n = 158) and other educators (kindergarten and first-grade other educators. The result of this study showed that Phonetics coursework was a positive predictor of performance on the phonemic awareness measure. Students with phonetics coursework outperformed students without phonetics coursework and other educators but were less proficient than SLPs. Students without phonetics coursework performed somewhat similarly to the other educators.

Chang's study (2011)

This study tested the hypothesis that heritage speakers of a minority language, due to their childhood experience with two languages, would outperform late learners in producing contrast: language-internal phonological contrast, as well as cross linguistic phonetic contrast between similar, yet acoustically distinct categories of different languages. The researcher stated that production of Mandarin and English by heritage speakers of Mandarin was compared to that of native Mandarin speakers and native American English-speaking late learners of Mandarin in three experiments. In experiment 1, back vowels in Mandarin and English were produced distinctly by all groups, but the greatest separation between similar vowels was achieved by heritage speakers. In experiment 2, Mandarin aspirated and English voiceless plosives were produced distinctly by native Mandarin speakers and heritage speakers, who both put more distance between them than late learners. In experiment 3, the

Mandarin retroflex and English palato-alveolar fricatives were distinguished by more heritage speakers and late learners than native Mandarin speakers. Thus, overall the hypothesis was supported: across experiments, heritage speakers were found to be the most successful at simultaneously maintaining language-internal and cross-linguistic contrasts, a result that may stem from a close approximation of phonetic norms that occurs during early exposure to both languages.

Schuppler's study (2011)

This study aimed at identifying acoustic reduction in conversational Dutch by using quantitative analysis based on automatically generated segmental transcriptions. The result showed that there is difference between the automatically generated transcription and the reference transcription quantified by the number of phone insertions, deletions and substitutions relative to the total number of segments in the IFA corpus. Overall, The researcher observed a 14.0% discrepancy. A comparison of that percentage with values found in the literature shows that their transcription is as reliable as a human transcription: Disagreements between human transcribers may vary between 5.6% and 21.2%, depending on the degree of spontaneity of the speech. Moreover, the discrepancy is small compared to other discrepancies between human-made and automatically generated transcriptions reported in the literature. For instance, report a deviation of 12.5% for read speech and of 24.3% for spontaneous speech. The higher agreement between the reference transcription and automatic transcriptions can be explained by set of reduction rules.

Tominaga's study (2009)

The study attempted to analyze Successful Foreign Language Learners (SFLL), focusing on their study history. 32 students participated in the contest (101 first-year, 60 second-year, and 71 third-year students). The subjects were

24 junior high school students, who were selected through a 2004 Intra-school English recitation contest. Their pronunciation was tape-recorded and evaluated by three Assistant Language Teachers (ALT). The subjects responded to a questionnaire regarding the history, environment, and strategies of their English learning experience. Two tests were conducted: chi-square tests for yes-no questions, t-tests for multiple choice questions. The results indicate that formal instruction at school did not contribute much to their acquisition of pronunciation, and that they made the best use of the opportunity outside the school to motivate their learning. The comparison with the eliminated subjects showed that the Successful Pronunciation Learners (SPL) outstood them in terms of attitude and motivation. Also some differences of effective factors were found between the learners in junior and senior high school.

Bostelma's study (2008)

The purpose of this study was to determine if integrating rhymes and music with early reading instruction increased preschool students' basic phonemic and phonological awareness skills. Sixteen children participated in the instruction ranging in age from three to five years old. The researcher followed the quasi experiment method. The effects of rhyme and music on the acquisition of these skills were made through the use of a phonics program that utilized rhyme as a means of instruction. The change in students' phonological and phonemic awareness was measured by four monthly assessments using the Dynamic Indicators of Basic Emergent Literacy Skills. The DIBELS (Dynamic Indicators of Basic Early Literacy Skills) was the instrument used to determine the students' progress. The study was conducted over a four month period. Results indicated that as a class, students improved in their early literacy skills.

Al-Jubouri's study (2006)

This study is concerned with the concepts of suprasegmental features and connected speech, specially assimilation, elision and stress. The above three features were examined in connection with a number of students in two colleges, College of Education and College of Education for Women. The researcher made a test for the students in both colleges. The test consisted of two parts; part one the recognition test to measure the students' ability in realizing the native speaker, the second part was the production test to make sure that the students could depend to their previous information in answering this test. The test was administered on third year students in the academic year 2005-2006 to see the problems that faced the students in the three subjects above.

It was hypothesized that students in English department in both colleges, i.e. College of Education and College of Education for Women face many problems in the areas of assimilation, elision, and stress.

In order to fulfill the aim of this study the test was shown to a jury to check its validity. After asserting its face and content validity, the test was given to (96) students at College of Education and College of Education for Women. After analyzing the test items, reliability was found through split half method. The results showed that the influence of the interference of the native tongue is a clear factor on the pronunciation of the students of both colleges; College of Education and College of Education for Women especially in assimilation elision and stress. Also, the performance of the students in the three features, for example, assimilation, elision and stress is not good and the hypothesis which says that students face problems in supra segmental is validated.

Swerts et al's study (2001)

This study aimed at identifying factors affecting schwa-insertion in final consonant clusters in Standard Dutch as spoken in the Netherlands and the Flemish part of Belgium. In particular, it deals with the factors that determine

the possible insertion of a schwa in specific consonant clusters at the end of words. The data were collected from 160 native speakers of Dutch, 80 from the Netherlands and 80 from Flanders. These speakers were selected on the basis of their regional background, age and gender. The results showed that Distribution of presence or absence of schwa in Flanders and the Netherlands are highly significant ($\chi^2=271.204$, $p<0.001$). It is clear that, generally speaking, schwa insertion is more popular in the Netherlands than in Flanders. Also, percentage of schwa-insertion (ordered in terms of relative frequency) for different regions in Flanders and the Netherlands. are highly significant ($\chi^2=497.871$, $p<0.0001$). The researcher entered the social variables, gender and age, into his analyses. A 2 (country) X 2 (gender) X 2 (age) analysis gives significant main effects of country (Wald $\chi^2=271.304$. There were significant interactions between country and gender (Wald $\chi^2=177.292$, $p<0.0001$), between country and age (Wald $\chi^2=4.134$, $p<0.05$), and there was a significant three-way interaction between country, age and gender (Wald $\chi^2 =7.540$, $p<0.01$). In addition to that Of all possible interactions, the significant ones were those between country and cluster (Wald $\chi^2=54.94$, $p< 0.0001$), between age and cluster (Wald $\chi^2 =28.95$, $p< 0.0001$), between country, age and cluster (Wald $\chi^2 =4.74$, $p< 0.05$), between country, gender and cluster (Wald $\chi^2 =9.78$, $p< 0.005$), and between country, age, gender and cluster (Wald $\chi^2=5.33$, $p< 0.05$).

Reeder's study (1998)

This study attempted to define acoustically the learner's progress in acquisition of a set of phonological features, especially interlingual differences in the voice onset time of voiceless stop consonants and the number of taps produced when attempting to produce the Spanish phoneme (R) (trill); (2) to determine if and at what stage of acquisition the given L2 targets are realized; and (3) use data from adult English –speaking learners of Spanish to test Flege's framework of second language speech acquisition known as the Speech

Learning Model. This research is a descriptive one in which the researcher used a questionnaire and a test. Participants were 40 native English speaking college students of Spanish and they selected purposively. The Learners, representing four different proficiency levels, provided data that were analyzed acoustically using computer-based speech analysis software. In addition to tracing the acquisition of a set of sounds through the four levels, the study provides evidence that the Spanish trill is acquired differently than the voiceless stops. Furthermore, Flege's model is shown to be a relevant model of second language speech acquisition with respect to the sounds and language combination examined in this study.

Commentary on studies related to phonetics and phonology.

The previous studies deal with phonology. Though these studies are different from one to another in their aims, techniques used, in the samples and in the findings, enrich the researcher's study. It is expected to find differences and similarities in the techniques adopted, the objectives settled, data collection, and in the conclusions obtained.

The researcher benefited from the samples of the previous studies in adopting an appropriate sample for the study. The researcher reached difference results in the findings of the previous studies. These different findings are used to utilize and enrich the design and construction of the framework of this study.

It is clear that the studies in this domain measure some aspects of phonetics and phonology for example Al Jubouri (2006) aimed at identifying the supra segmental features.

Some studies used experiment method as Spencer (2011) while Reeder (1998) used the descriptive approach. In addition, to his sample which seems to be limited.

Similarities between the previous studies and the current study

There are many studies similar to the current study regarding the components of the study. First, the current study aimed at identifying the mastery or the proficiency in phonetic transcription of RP by using a test as a tool to collect data. Studies as Robinson (2011), Derlu (2010), Kutti (2009), and Tominaga (2009) used a test to measure the mastery or the proficiency in phonetic transcription of RP.

The current study aimed at identifying an aspect of phonetics through a course taught to the English majors at the Palestinian universities which is *phonetic transcription of RP*. This agrees with Spencer (2011).

The sample of this study is not limited it is (350) participants and the study of Swerts et al (2001) consisted of (160) participants.

Finally, this study used three variables like Swerts et al (2001) who used three variables (gender, country and age).

Chapter III

The Methodology

Chapter III

The Methodology

The purpose of the current study was to examine the mastery level of phonetic transcription of received pronunciation among English majors and its relation with some variables. This chapter includes the procedures followed throughout the study. It introduces a complete description of the methodology of the study, the population, the sample, instrumentation, the pilot study, a description of the questionnaire in addition to the description of the test used in the study. The researcher prepared two investigating research tools: The first tool is the test used for investigating the mastery level of phonetic transcription of received pronunciation among English majors. The second tool is the questionnaire used for investigating factors affecting mastery level of phonetic transcription of received pronunciation among English majors. Moreover, it introduces the statistical treatment for the study findings.

The research design

The researcher used the descriptive analytical method of research to carry out the study. Brown and Rodgers (2002:117) define the descriptive research as "A research that describes group characteristics or behaviors in numerical terms". They maintain that "the descriptive statistics are those statistics used to analyze descriptive research data, usually in terms of central tendency and dispersion". The descriptive approach is based on determining the characteristics of the phenomenon, describing its nature and identifying the relationship between their variables, causes and effects, and exploring the depths of the problem. Some researchers consider that the descriptive approach includes all other approaches except for the two approaches: historical and empirical, because the process of description and analysis of the phenomena is almost a common issue, and found in all kinds of scientific research. The descriptive approach relies on the

interpretation of the status quo (i.e., what really exists) and determines the relationship between the variables. The approach goes beyond a mere collection of descriptive data and descriptive analysis of the phenomenon.(Qualitative Research Resources:2012).

Research variables

A) Independent variables: University, sex, mark of phonetics and phonology course.

B) Dependant variables: mastery level of phonetic transcription.

The population of the study:

The population of the study consisted of all Junior and Senior (male and female) students at the English departments at the Islamic University of Gaza, Al Azhar University of Gaza and Al Aqsa University of Gaza who previously studied the course "Phonetics and Phonology". They are about (1150) students enrolled in the academic years (2011–2012). The population of the study was (38%) males and (61%)females.

The sample of the study

The data were collected from (350) students constituting (30.4%) of the whole population. They were randomly chosen from a stratified sample of the English Departments at the Islamic University of Gaza, Al Azhar University of Gaza and Al Aqsa University of Gaza who were registered in the second term (2011 - 2012); and previously studied the course "Phonetics and Phonology". They are (350) students at the aforementioned universities.

Table (2)

The distribution of the sample according to sex

Classification	No.	%
Male	135	38.57
Female	215	61.43
Total	350	100

Table (3)

The distribution of the sample according to university

Classification	No.	%
The Islamic University of Gaza	133	38.00
Al Azhar University of Gaza	88	25.14
Al Aqsa University of Gaza	129	36.86
Total	350	100

Table (4)

The distribution of the sample according to Students' mark in phonetics and phonology course

Classification	No.	%
from 60% to 69%	50	14.29
from 70% to 79%	134	38.29
from 80 % to 89%	132	37.71
from 90% and over	34	9.71
Total	350	100

Instrumentation

The researcher believes that the most suitable tools for achieving the purpose of the study are conducting a test for collecting, describing and analyzing data concerning the mastery level of phonetic transcription of received pronunciation among English majors. In addition to the questionnaire, prepared by the researcher, to investigate the factors affecting the mastery level of phonetic transcription among English majors.

Constructing the Research Instruments:

The Test:

Since the study aims at identifying the mastery level of phonetic transcription of received pronunciation among English majors, in addition to the factors hindering their mastery level of phonetic transcription of RP. The test

and the questionnaire are appropriate to be used to achieve the objectives of the study. The test is a suitable mean of collecting data in survey studies. It provides the researcher with the appropriate data needed in this study.

As this study deals with phonetics and in order to construct the test, both two domains are used; receptive and production. On receptive test, the students choose the right answer from four options. On the production test the students will produce phonetic transcription by using both narrow and broad transcription. The researcher also depends on the following points in constructing the test:

1. Investigating the previous literature.
2. The questions of the final exams of teachers.
3. The researcher's experience.

The questionnaire

Concerning the questionnaire, the researcher depends on the following points in constructing the test:

- Investigating the previous literature.
- Responses of the students through an open question- see appendix (3)
- Opinions of experts

The test validity

It means that a valid test is the test that measures what it is intended to measure. The study used the referee validity and the internal consistency validity, and the construct validity.

The referees validity

The test, in its first draft, was introduced to a panel of specialists in English language and methodology in Gaza universities – see appendix (9&11). The items of the test were modified according to their recommendations in terms of

relevancy of each item in every domain to the others. After modification, there were 58 items classified into 2 domains - see appendix (1) as shown in table (5):

Table (5)

The number of items representing each domain

No.	Domain	NO. of items
1	Receptive	32
2	Productive	26
Total		58

The internal consistency validity

This type of validity indicates, as mentioned before, the correlation of each item score with the question it belongs to in the test. Then, the correlation of each question with the total degree of the test was computed.

The Pilot study

The pilot sample consisted of (50) participants, the researcher computed the internal consistency by using Pearson correlation coefficient and computed the correlation coefficient of each item with the correlation coefficient of each item with the question it belongs to. The correlation coefficient of each item within its scope is significant at levels (0.01) and (0.05).

Table (6) shows the correlation coefficient of each scope with the whole test. According to table (6), it can be concluded that the test was highly consistent and valid as a tool for the study.

Correlation coefficient of each item in the first question with the total degree of the first domain

Table (6)

Domain	Item	Correlation with domain	Item	Correlation with domain
Receptive	1	**0.677	17	**0.623
	2	**0.679	18	**0.644
	3	**0.612	19	**0.652
	4	**0.614	20	**0.552
	5	**0.606	21	**0.745
	6	*0.368	22	**0.808
	7	**0.661	23	**0.768
	8	**0.631	24	**0.734
	9	**0.722	25	**0.464
	10	*0.351	26	**0.817
	11	**0.667	27	**0.647
	12	**0.762	28	**0.679
	13	**0.648	29	**0.633
	14	0.678	30	**0.728
	15	*0.378	31	**0.771
	16	**0.751	32	**0.787
Productive	1	*0.375	14	**0.691
	2	**0.701	15	**0.681
	3	**0.767	16	**0.688
	4	**0.711	17	**0.623
	5	**0.693	18	**0.731
	6	**0.663	19	**0.794
	7	**0.539	20	**0.714
	8	**0.707	21	**0.760
	9	**0.641	22	**0.767
	10	**0.785	23	**0.733
	11	**0.811	24	**0.775
	12	**0.736	25	**0.782
	13	**0.690	26	**0.801

*r table value at df (48) and sig. level (0.05) = 0.273

**r table value at df (48) and sig. level (0.01) = 0.354

In addition, the researcher computed the correlation of the test domains with the test as a whole. Table (7) describes the results.

Table (7)

Domain	Correlation with total
Receptive	**0.790
Productive	**0.709

*r table value at df (48) and sig. level (0.05) = 0.273

**r table value at df (48) and sig. level (0.01) = 0.354

Reliability of the written test

The test is reliable when it gives consistent results if it is reapplied in the same conditions (Brown and Rodgers, 2002: 241). The researcher used the pilot study to calculate the reliability of the written test which was measured by (KR20) and split-half methods.

Table (8)

Split half coefficients of the test domains

Test Domains	(KR20)	Split half coefficients of the test domains
Receptive	0.957	0.883
Productive	0.961	0.988
total	0.950	0.921

Difficulty Coefficient:

That's means the number of the students who answered correctly on the total student who answered the test, we can calculate this from the following equation:

$$\text{Difficulty Coefficient} = \frac{\text{No. of the students who have correct answers}}{\text{The total students who answered the test}} \times 100$$

The previous equation shows the difficulty coefficient for each items of the test

Table (9)
Difficulty coefficient for each item of the test

No.	Difficulty coefficient	No.	Difficulty coefficient	No.	Difficulty coefficient
1	0.46	21	0.38	41	0.35
2	0.35	22	0.31	42	0.27
3	0.35	23	0.42	43	0.38
4	0.42	24	0.38	44	0.27
5	0.35	25	0.35	45	0.38
6	0.38	26	0.38	46	0.27
7	0.31	27	0.42	47	0.31
8	0.38	28	0.35	48	0.31
9	0.35	29	0.42	49	0.31
10	0.38	30	0.35	50	0.38
11	0.35	31	0.31	51	0.46
12	0.35	32	0.38	52	0.35
13	0.31	33	0.35	53	0.38
14	0.54	34	0.31	54	0.31
15	0.38	35	0.46	55	0.42
16	0.35	36	0.38	56	0.38
17	0.35	37	0.35	57	0.42
18	0.31	38	0.50	58	0.31
19	0.38	39	0.35		
20	0.35	40	0.27		
Total difficulty coefficient	0.36				

Table (9) shows that the difficulty coefficient between (0.27 – 0.54) with total average (0.36), that means each of item is acceptable or in the normal limit of difficulties according to point of view of assessment and evaluation specialist.

Discrimination coefficient:

That's means the test ability to differentiate between the high achievers and the low achievers.

$$\text{Discrimination Coefficient} = \frac{\text{No. of the students who have the correct answer from the high achievers} - \text{No. of the students who have the correct answer from the low achievers}}{\text{No. of high achievers} - \text{No. of low achievers students}}$$

This equation shows the discrimination coefficient for each item of the test:

Table (10)
Discrimination coefficient for each items of the test

No.	Discrimination coefficient	N o.	Discrimination coefficient	N o.	Discrimination coefficient
1	0.31	21	0.46	41	0.46
2	0.62	22	0.69	42	0.46
3	0.54	23	0.46	43	0.46
4	0.46	24	0.46	44	0.31
5	0.54	25	0.46	45	0.31
6	0.31	26	0.38	46	0.54
7	0.69	27	0.54	47	0.38
8	0.46	28	0.31	48	0.46
9	0.46	29	0.38	49	0.38
10	0.38	30	0.31	50	0.31
11	0.54	31	0.23	51	0.69
12	0.46	32	0.31	52	0.38
13	0.62	33	0.46	53	0.46
14	0.46	34	0.62	54	0.69
15	0.27	35	0.69	55	0.46
16	0.38	36	0.46	56	0.46
17	0.31	37	0.38	57	0.54
18	0.46	38	0.62	58	0.38
19	0.85	39	0.46		
20	0.38	40	0.54		
Total Discrimination coefficient	0.46				

Table (10) shows that the discrimination coefficient between (0.27 – 0.69) with total average (0.46), that means each item is acceptable or in the normal range of discrimination.

Final Administration of the Test and the questionnaire:

The students were asked to sit for the test and the questionnaire, they were also asked to respond seriously to all the parts of the test and the questionnaire through explaining the importance of the purpose of the work they were involved in. The researcher determined the specific time to accomplish the task according to the law of specifying the time ($30 + 45/2=37.5$ min). They were given 38 minutes for the test . What they needed to do in response to the test and the questionnaire was demonstrated in English. Additionally, they were encouraged not to hesitate about asking for any explanation they might need during their performance in order to save time and effort. The test paper is used as an answer sheet.

The questionnaire

The researcher prepared a questionnaire as an instrument to achieve the aims of the study. Therefore, the researcher depended on different sources to construct the questionnaire:

- Previous studies in general.
- Asking an open question to students to express the factors hindering their mastery level of phonetic transcription. (See appendix No.12)
- Theoretical framework.

The questionnaire consisted of (37) items classified into four domains: The first domain included factors hindering related to the students, whereas, the second domain included hindering factors the mastery level of phonetic transcription related to the language. The third domain included hindering factors related to the professors. Finally, the fourth domain included factors hindering related to the curricula and courses . A Likert – scale questionnaire was used as a tool to gather data about factors hindering the

mastery level of phonetic transcription of received pronunciation among English majors. A Likert – scale fell in five ranks: (1) strongly agree, (2), agree (3), do not know (4), disagree and (5) strongly disagree. See appendix (2)

The researcher also invited the referees to examine and check the questionnaire card which was specifically designed to survey and collect data on.

When a respondent chooses "strongly disagree", the item is calculated as one point, and when a respondent chooses "strongly agree", the item is calculated as five points. Therefore, the highest sum an item can get is when all participants choose "strongly agree". For example, the first item in the questionnaire is (*I do not know the symbols of the International Phonetic Alphabets.*), and the total number of the questionnaire respondents were (350) participants.

The questionnaire included four different domains of factors hindering the mastery level of phonetic transcription of received pronunciation:

- A. Students' domain
- B. Language domain.
- C. Professors' domain.
- D. Curricula and courses domain.

The value of each domain is calculated out of the summation of the value of all the items in that domain. For example, the first domain consists of 9 items. Then, the first domain can have a value up to $(9*4*350 = 12600)$

A cover letter was attached to the questionnaire in order to explain the purpose of the study and encourage honest participation.

The questionnaire consisted of two parts. The first part was designed to collect information about the sample's university, sex, their marks in phonetics and phonology course. The second part was allocated for the four above mentioned domains.

Validity of the questionnaire:

A valid questionnaire measures what it is designed to measure (Cohen, Manion, and Morrison, 2010). The researcher used the referee validity and the internal consistency validity to ensure the questionnaire is valid.

Referee Validity:

To ensure the questionnaire validity and relevance, the questionnaire was refereed by six experts. These experts are from the IUG, AL-Aqsa University, Al_Azhar University, AL-Quds Open University, and a professor from Istanbul University – see appendix (9) . The following table (11) shows the number of items according to the levels.

Table (11)
shows the number of each domain after modification.

Scopes	No. of items
Students'	9
Language	10
Professors	9
Curricula and courses	9
total	37

Internal Consistency:

McMillan (2004) notes that internal consistency indicates the correlation of the score of each item with the total of the questionnaire. It indicates the correlation of the score of each item with the total average of the test. The internal validity coefficient was computed by using Pearson formula. Table (12) shows the data analysis of the correlation coefficient of each item with the domain it belongs to compare the whole degree of the questionnaire by using the SPSS.

Table (12)

Pearson Correlation coefficient for every item from the first scope with the total degree of this domain

NO	Items	Pearson Correlation	Sig. level
1.	I do not know the symbols of the International Phonetic Alphabets.	0.964	sig. at 0.01
2.	I do not have a real background about phonetic transcription.	0.948	sig. at 0.01
3.	I feel bored while segmenting the(KR20) words into phonemes because I am a holistic learner.	0.950	sig. at 0.01
4.	I don't search about the right pronunciation of the words while reading.	0.959	sig. at 0.01
5.	I suffer from lack of practice of phonetic transcription.	0.964	sig. at 0.01
6.	My regional background hinders me from mastery of phonetic transcription .	0.815	sig. at 0.01
7.	I have poor motivation toward mastering my pronunciation.	0.951	sig. at 0.01
8.	I use proper dictionaries as "Longman" and "Oxford".	0.312	sig. at 0.01
9.	The overgeneralization affected me negatively toward mastering phonetic transcription.	0.458	sig. at 0.05

r table value at df (48) and sig. level (0.05) = 0.273

r table value at df (48) and sig. level (0.01) = 0.354

Table (13)

Pearson Correlation coefficient for every item from the second domain with the total degree of this domain

NO	Items	Pearson Correlation	Sig. level
1.	The number of English sounds is more than the number of letters, so this confuses me.	0.734	sig. at 0.01
2.	Arabic pronunciation affects my learning English pronunciation.	0.433	sig. at 0.01
3.	More than one transcription for a single word makes me bored from learning phonetics.	0.629	sig. at 0.01
4.	Loan words and Romanization play a negative role in phonetic transcription.	0.724	sig. at 0.01
5.	The differences between American and British pronunciation may hinder the mastery of phonetic transcription.	0.644	sig. at 0.01
6.	I face difficulty from the non English origin words in transcribing them.	0.457	sig. at 0.01
7.	English Language does not have systematic phonetic rules.	0.322	sig. at 0.01
8.	Many of English words being multi syllable raises difficulty in transcribing them.	0.648	sig. at 0.05
9.	Inconsistencies and irregularities in English spelling form a difficulty in phonetic transcription.	0.298	sig. at 0.01
10	The similarities between sounds confuses me. E.g. /ə/ and /□/ sound.	0.596	sig. at 0.05

Table (14)

Pearson Correlation coefficient for every item from the third scope with the total degree of this domain

NO	Items	Pearson Correlation	Sig. level
1.	I do not practice speaking because the professors speak all the time.	0.468	sig. at 0.01
2.	Professors do not explain phonetic transcription properly.	0.476	sig. at 0.01
3.	My professor does not let me practise phonetic transcription inside the lectures.	0.595	sig. at 0.01
4.	Professors do not make an introduction about phonetics.	0.400	sig. at 0.01
5.	My professor of phonetics goes fast through teaching us.	0.827	sig. at 0.01
6.	Our professor does not conduct a discussion activity through the lectures.	0.762	sig. at 0.01
7.	The professor omits topics in phonetics in order to finish the course in due time.	0.806	sig. at 0.01
8.	Students feel afraid of the professor ;therefore, they ca not master phonetic transcription.	0.783	sig. at 0.01
9.	My professor does not use audio aids, which hinders my mastery of phonetic transcription.	0.416	sig. at 0.01

Table (15)

Pearson Correlation coefficient for every item from the four scope with the total degree of this domain

NO	Items	Pearson Correlation	Sig. level
1.	Phonetics and phonology course is not suitable for higher level.	0.323	sig. at 0.05
2.	Phonetics and Phonology course is insufficient to master phonetic transcription.	0.358	sig. at 0.01
3.	Phonetics and phonology syllabus is not clear enough to be mastered by students	0.523	sig. at 0.01
4.	Phonetics and phonology syllabus lacks examples of phonetic transcription.	0.584	sig. at 0.01
5.	The syllabus of phonetics and phonology does not cover all the topics related to transcription.	0.460	sig. at 0.01
6.	The syllabus of phonetics and phonology does not cover all aspects of connected speech.	0.332	sig. at 0.05
7.	Connected speech examples are insufficient to master the phonetic transcription.	0.523	sig. at 0.01
8.	Assimilation, elision, linking "R" need to be clarified in a separated course.	0.584	sig. at 0.01
9.	Courses are not accompanied by videos or tape recorder.	0.460	sig. at 0.01

The results of tables (12,13,14 &15) showed that the values of these items were suitable and consistent and valid for conducting this study. The researcher also made sure of the correlation between the four domains with the total score of the questionnaire, as shown in table (16).

Table (16)

Correlation between the four domains with the total degree of the questionnaire

domain	SUMB	Students'	Language	Professors	Curricula and courses
Students	0.627	1			
Language	0.682	0.593	1		
Professors	0.431	0.458	0.452	1	
Curricula and courses	0.525	0.042	0.413	0.437	1

r table value at df(48) and sig. level (0.05) = 0.273

r table value at df(48) and sig. level (0.01) = 0.354

As shown in the table (16), there is a correlation between the four domains and the total degree and each domain with the other domain at sig.

level (0.01). This shows a high internal consistency of the questionnaire which reinforces the validity of the questionnaire.

Reliability of the questionnaire

The tool is reliable when it gives the same results if it is reapplied in the same conditions. The researcher used the pilot study to calculate the reliability of the questionnaire which was measured by Alpha Kronbach and split-half methods.

The pilot study

The pilot sample of the study consisted of (50) English majors who represent the community of the study and were excluded from the survey to eliminate biased responses. The pilot study aims at checking the reliability of the instruments.

Split-half method

The researcher calculated the correlation between the first and the second half of each domain of the questionnaire and the whole of the questionnaire. Then, the researcher used Spearman Brown Formula to modify the length of the questionnaire to find out the reliability coefficient as shown in table (17).

Table (17)

Correlation coefficient between the two halves of each domain before modification and the reliability after modification

Scope	No. of items	Correlation between two parts	Reliability after modifying
Students	*9	0.828	0.893
Language	10	0.720	0.837
Professors	*9	0.643	0.648
Curricula and courses	*9	0.888	0.893
Total	*37	0.757	0.777

- The researcher used Gutman coefficient for unequal halves.

Table (17) shows that the reliability coefficient by using split- half after modification more than (0.535) and this indicates that the questionnaire

is reliable and the researcher is satisfied to apply it on the sample of the study.

The Alpha Cronbach Method

The researcher used another method to determine the reliability of the test in which Alpha Cronbach coefficient was used. The Alpha Cronbach coefficient of every domain was above (0.504) and this indicates that the test was highly reliable i.e. satisfying the researcher to apply it on the sample of the study Table (18) shows this.

Table (18)

Alpha Correlation Coefficient of the Questionnaire Reliability

Scope	Number of Items	Alpha kronbach
Students'	9	0.923
Language	10	0.752
Professors	9	0.785
Curricula and courses	9	0.548
Total	37	0.797

The results of table (18) showed that the ranges of reliability of the four domains were above 0.797 .These results indicate that the questionnaire was suitable for conducting such study. The reliability of the questionnaire was measured by Alpha Cronbach and the split-half methods.

Statistical techniques

In order to analyze the data, the researcher used the SPSS statistical packages as A statistical technique. The following statistics were used:

Statistical treatment:

The researcher used the following statistical techniques:

1. Frequencies and percentage.
2. The Alpha Cronbach Method
3. One Way ANOVA and Scheffe post test.
4. Pearson Correlation coefficient.
5. Split Half Method.

Limitations of the study

1. This study was applied on English Departments of English majors at the Islamic University of Gaza, El Aqsa university of Gaza and El Azhar university of Gaza.
2. The study was applied on English junior and senior students at the three universities.
3. This study was limited for the students who studied the *Phonetics and Phonology course*.
4. This study was conducted in the second semester (2011 – 2012).

Chapter IV

Results of the study

Chapter IV

Results of the study

Introduction

This chapter tackles the results of the study. It presents the conclusions that were documented in the light of the study findings. It includes some pedagogical implications that have been reached throughout the research.. The sample consisted of (350) students majoring in English at the IUG, Al Azhar university and Al Aqsa university. This chapter also introduces the statistical treatment of the results and data analysis as well as their statistical significance. T test and One Way ANOVA in addition to means, standard Deviation were used to test the hypotheses of the study.

Findings of the study

Having applied the instruments of the study: two tools were used to answer the questions of this study: The first tool is the test to check their mastery level of phonetic transcription of received pronunciation. The second tool is the questionnaire to investigate the factors that hinder their mastery level of phonetic transcription of received pronunciation, the following findings were reached:

The answer of the first question:

The first question is: Does the mastery level of phonetic transcription of received pronunciation among English majors reach 80% ?

To investigate this question, the researcher used T – test for one group and the table (19) shows the results:

Table (19)

Shows means, standard deviations for the students score , the hypothetical means 80%, the value "T" and it's significance

Domains	No. of items	Mean	hypothetical mean	Mean Difference	Std. Deviation	t	Sig. value	sig. level
Receptive	32	16.866	25.60	8.734	4.328	37.757	0.000	Sig for hypothetical mean
Productive	26	12.989	20.80	7.811	4.035	36.218	0.000	Sig for hypothetical mean
SUM	58	29.854	46.40	16.546	7.373	41.986	0.000	Sig for hypothetical mean

"T" table value at df (298) and sig. level (0.05) = 1.96

"T" table value at df (298) and sig. level (0.01) = 2.58

Table (19) shows that the computed " T" value is bigger than " T" table at ($\alpha \leq 0.05$) in the total score of the exam. In other words, there are statistically significant differences between the hypothetical means and students' mean and there were differences in favor of the hypothetical differences. This means that the mastery level of phonetic transcription of received pronunciation among English majors doesn't reach 80 % .

The answer of the second question:

The second question is: Are there statistically significant differences at ($\alpha \leq 0.05$) in the mastery level of phonetic transcription of received pronunciation among English majors due to sex?

To answer this question, the researcher used T. Test table (20) shows this:

Table (20)

Means, std. div, t value, sig. value and sig. level

variable	SEX	N	Mean	Std. Deviation	t	Sig. value	sig. level
Receptive	Male	135	16.356	4.282	1.753	0.081	not sig
	Female	215	17.186	4.336			
productive	Male	135	11.793	3.297	4.514	0.000	sig. at 0.05
	Female	215	13.740	4.275			
SUM	Male	135	28.148	6.459	3.485	0.001	sig. at 0.01
	Female	215	30.926	7.715			

t table value at df (348) and sig. level (0.05) = 1.96

t table value at df (348) and sig. level (0.05) = 2.58

The table (19) shows that the computed " T " value is less than the " T" table value in the first domain. This means that there are no statistically significant differences due to sex variable.

Also, the table (20) shows that the computed " T " value is bigger than the " T" table in the second domain and the total score of the test. This means that there are statistically significant differences due to sex variable in favor of female.

The answer of the third question:

The third question is: Are there statistically significant differences at ($\alpha \leq 0.05$) in the mastery level of phonetic transcription of received pronunciation among English majors due to the university?

The researcher used One Way ANOVA to measure the statistical differences between the groups table (21) shows that:

Table (21)

One Way ANOVA results of the achievement test

Scope	Source of variance	Sum of Squares	df	Mean Square	f	Sig.	Sig. level
Receptive	Between Groups	1271.725	2	635.863	41.908	0.000	sig. at 0.01
	Within Groups	5264.963	347	15.173			
	Total	6536.689	349				
Productive	Between Groups	874.432	2	437.216	31.558	0.000	sig. at 0.01
	Within Groups	4807.522	347	13.855			
	Total	5681.954	349				
SUM	Between Groups	4228.345	2	2114.173	49.766	0.000	sig. at 0.01
	Within Groups	14741.223	347	42.482			
	Total	18969.569	349				

"F" table value at (2, 349) d.f. at (0.05) sig. level equal 3.02

"F" table value at (2, 349) d.f. at (0.01) sig. level equal 4.66

The table (21) shows that the computed F is more than Table F in all domains. This means that there are statistically significant differences due to university variable. To know the direction of the difference, the researcher used scheffe post test. Table (22) shows that:

Table (22)

Scheffe post test Matrix for knowing the direction of differences between the three groups in the first scope " **Receptive** "

University 1	Al Aqsa University of Gaza	Al Azhar University of Gaza	The Islamic University of Gaza
	14.426	17.670	18.699
Al Aqsa University of Gaza 14.426	0		
Al Azhar University of Gaza 17.670	*3.244	0	
The Islamic University of Gaza 18.699	*4.273	1.029	0

The table (22) shows that there are statistically significant differences between Al Azhar university and Al Aqsa university in favor of Al Azhar university. Also, there are statistically significant differences between the Isalmic University of Gaza and Al Aqsa university in favor of the Islamic University of Gaza. Also, there are no statistically significant differences between the Isalmic University of Gaza and Al Azhar University University of Gaza.

Table (23)

Scheffe post test Matrix for knowing the direction of differences between three groups in the second scope " **Productive** "

University 1	Al Aqsa University of Gaza	Al Azhar University of Gaza	The Islamic University of Gaza
	10.922	14.068	14.278
Al Aqsa University of Gaza 10.922	0		
Al Azhar University of Gaza 14.068	*3.146	0	
The Islamic University of Gaza 14.278	*3.356	0.210	0

The table (23) shows that there are statistically significant differences between Al Azhar university and Al Aqsa university in favor of Al Azhar university. Also, there are statistically significant differences between the Islamic University of Gaza and Al Aqsa university in favor of the Islamic University of Gaza. Also, there are no statistically significant differences between Islamic University and Al Azhar University.

Table (24)

Scheffe post test Matrix for knowing the direction of differences between the groups in the "Total degree"

UNIVERSI 1	Al Aqsa University of Gaza	Al Azhar University of Gaza	The Islamic University of Gaza
	25.349	31.739	32.977
Al Aqsa University of Gaza 25.349	0		
Al Azhar University of Gaza 31.739	*6.390	0	
The Islamic University of Gaza 32.977	*7.629	1.239	0

- sig. at (0.05)

The table (24) shows that there are statistically significant differences between Al Azhar university and Al Aqsa university in favor of Al Azhar university.

Also, there are statistically significant differences between the Islamic University of Gaza and Al Aqsa university in favor of the Islamic University of Gaza. And there is no statistically significant differences between other universities.

The answer of the fourth question:

The fourth question is: Are there statistically significant differences at ($\alpha \leq 0.05$) in the mastery level of phonetic transcription of received pronunciation among English majors due to their marks in the phonetics and phonology course?

The researcher used One Way ANOVA to measure the statistical differences between the universities. Table (25) shows that:

Table (25)

One Way ANOVA results of the achievement test

Domains	Source of variance	Sum of Squares	df	Mean Square	f	Sig.	Sig. level
Receptive	Between Groups	943.605	3	314.535	19.458	0.000	Sig. At 0.01
	Within Groups	5593.084	346	16.165			
	Total	6536.689	349				
Productive	Between Groups	599.280	3	199.760	13.599	0.000	Sig. At 0.01
	Within Groups	5082.674	346	14.690			
	Total	5681.954	349				
SUM	Between Groups	3014.566	3	1004.855	21.791	0.000	Sig. At 0.01
	Within Groups	15955.002	346	46.113			
	Total	18969.569	349				

"F" table value at (3, 349) d f. at (0.05) sig. level equal 2.62

"F" table value at (3, 349) d f. at (0.01) sig. level equal 3.83

The table (25) shows that the computed F is more than the F table in the first domain and the second domain and the total score for the test. This means that there are statistically significant differences due to their mark in phonetics and phonology course. To know the direction of the difference, the researcher used Scheffe post test. Table (26) shows that:

Table (26)
Scheffe post test Matrix for knowing the direction of differences between Students' mark groups in the "first domain "

Students' mark groups	from 60% to 69%	from 70% to 79%	from 80 % to 89%	from 90% and over
	15.160	16.015	17.220	21.353
from 60% to 69% 15.160	0			
from 70% to 79% 16.015	0.855	0		
from 80 % to 89% 17.220	*2.060	1.205	0	
from 90% and over 21.353	*6.193	*5.338	*4.133	0.000

The table (26) shows statistically significant differences between the first group (60 to 69) and third group (80 to 89) in favor of the third group (80 to 89). Also, there are statistically differences between the first group (60 to 69) and the fourth group (90 and over). Also, there are no statistically significant differences between the other averages.

Table (27)
Scheffe post test Matrix for knowing the direction of differences between Students' mark groups in the "second domain "

Students' mark groups	from 60% to 69%	from 70% to 79%	from 80 % to 89%	from 90% and over
		11.100	12.590	13.235
from 60% to 69% 11.100	0			
from 70% to 79% 12.590	1.490	0		
from 80 % to 89% 13.235	*2.135	0.645	0	
from 90% and over 16.382	*5.282	*3.793	*3.148	0.000

The table (27) shows statistically significant differences between the first group (60 to 69) and third group (80 to 89) in favor of the third group (80 to 89). Also, there are statistically differences between the first group (60 to 69) and the fourth group (90 and over). Also, there are no statistically significant differences between the other averages.

Table (28)
Scheffe post test Matrix for knowing the direction of differences between students' mark groups in the " total score "

Students' mark groups	from 60% to 69%	from 70% to 79%	from 80 % to 89%	from 90% and over
		26.260	28.604	30.455
from 60% to 69% 26.260	0			
from 70% to 79% 28.604	2.344	0		
from 80 % to 89% 30.455	*4.195	1.850	0	
from 90% and over 37.735	*11.475	*9.131	*7.281	0.000

* sig. at (0.05)

The table (28) shows statistically significant differences between the first group (60 to 69) and third group (80 to 89) in favor of the third group (80 to 89). Also, there are statistically differences between the first group (60 to 69) and the fourth group (90 and over) in favor of the fourth group. Also, there are no statistically significant differences between the other averages.

The answer of the fifth question:

The fifth question is: What are the most important factors that hinder the mastery level of phonetic transcription of received pronunciation among English majors from their own perspectives?

To answer this question, the researcher used the frequencies, the sum of responses, means, std. deviations, the % weight and rank of each item from the questionnaire, tables (29) show that:

Table (29)

The sum of responses, means, std. deviations, and the % weight and rank of each scope from and all questionnaire

Domains	No. of items	Sum	Mean	Std. Deviation	% weight	rank in the scope
Students'	9	10787	30.820	4.446	68.49	3
Language	10	12401	35.431	4.723	70.86	2
Professors	9	9929	28.369	6.783	63.04	4
Curricula and courses	9	11227	32.077	5.564	71.28	1
SUM	37	44344	126.697	15.887	68.48	

The table (29) shows that the curricula and courses domain is the first factor that hinder the mastery level of phonetic transcription of received pronunciation. Curricula and courses had a weight of (71.28%) while the language domain

occupied the second rank with a weight of (70.86%). Also, students' domain had a weight of (68.49%). In addition, professors' domain had a weight of (63.04%).

To answer this question, the researcher counts the frequencies of responses for each item in the questionnaire. Then the mean, standard deviation, percentage weight and rank for each item were calculated.

Also, the researcher will select the highest two items and the lowest two items through answering the question.

First: Students' domain

Table (30)
Frequencies, the sum of responses, means, standard deviation, percentage weight and rank of each item in the questionnaire

NO	Items	Sum	Mean	Std. Deviation	% weight	rank
Students' domain						
A1	I do not know the symbols of the International Phonetic Alphabets.	1056	3.017	1.218	60.34	9
A2	I do not have a real background about phonetic transcription.	1113	3.180	1.234	63.60	8
A3	I feel bored while segmenting the words into phonemes because I am a holistic learner.	1190	3.400	1.204	68.00	7
A4	I do not search about the right pronunciation of the words while reading.	1276	3.646	1.094	72.91	1
A5	I suffer from lack of practice of phonetic transcription.	1267	3.620	1.095	72.40	2
A6	My regional background hinders me from mastery of phonetic transcription .	1193	3.409	1.188	68.17	6

A7	I have poor motivation toward mastering my pronunciation.	1207	3.449	1.294	68.97	5
A8	I use proper dictionaries as "Longman" and "Oxford".	1222	3.491	1.257	69.83	4
A9	The overgeneralization affected me negatively toward mastering phonetic transcription.	1263	3.609	1.191	72.17	3

The percent weight of the first domain was between (72.91% to 60.34%)

From table (30) the researcher can see that items No. A4&A5 occupied the highest two ranks:

No. (4) " I do not search about the right pronunciation of the words while reading." occupied the first rank with percent weight (72.92 %).

No. (5) " I suffer from lack of practice of phonetic transcription." occupied the second rank with percent weight (72.40%).

And items No. 1 & 2 occupied the lowest two ranks:

And items No. 1 & 2 occupied the lowest two ranks:

No. (1) " I do not know the symbols of the International Phonetic Alphabets. Occupied the lowest rank with percent weight (60.34%).

No. (2) " I do not have a real background about phonetic transcription." occupied the lowest rank with percent weight (63.60 %).

Table (31)

Second: Language domain

Frequencies, the sum of responses, means, standard deviation, percentage weight and rank of each item in the questionnaire

NO	Items	Sum	Mean	Std. Deviation	% weight	rank
B1	The number of English sounds is more than the number of letters, so this confuses me.	1164	3.326	1.181	66.51	8
B2	Arabic pronunciation affects my learning English pronunciation.	1164	3.326	1.025	66.51	9
B3	More than one transcription for a single word makes me bored from learning phonetics.	1284	3.669	0.981	73.37	3
B4	Loan words and Romanization play a negative role in phonetic transcription.	1281	3.660	1.036	73.20	4
B5	The differences between American and British pronunciation may hinder the mastery of phonetic transcription.	1235	3.529	1.099	70.57	7
B6	I face difficulty from the non English origin words in transcribing them.	1246	3.560	1.079	71.20	6
B7	English Language does not have systematic phonetic rules.	1318	3.766	0.982	75.31	1
B8	Many of English words being multi syllable raise difficulty in transcribing them.	1311	3.746	1.076	74.91	2
B9	Inconsistencies and irregularities in English spelling form a difficulty in phonetic transcription.	1252	3.577	1.227	71.54	5
B10	The similarities between sounds confuses me. E.g. /ə/ and /ʌ/ sound.	1146	3.274	1.253	65.49	10

From table (31) the researcher can see that items No. 7&8 occupied the highest two ranks:

No. (7) " English Language does not have systematic phonetic rules ." occupied the first rank with percent weight (75.31 %).

No. (8) " Many of English words being multi syllable raise difficulty in transcribing them ." occupied the second rank with percent weight (74.91 %).

And items No. 2&10 occupied the lowest two ranks:

No. (2) "Arabic pronunciation affects my learning English pronunciation ." occupied the ninth rank with percent weight (66.51 %).

No. (10) " The similarities between sounds confuses me. E.g. /ə/ and /□/ sound ." occupied the tenth rank with percent weight (65.49 %).

Third: Professors' domain

Table (32)

Frequencies, the sum of responses, means, standard deviation, percentage weight and rank of each item in the questionnaire

NO	Items	Sum	Mean	Std. Deviation	% weight	rank
C1	I do not practise speaking because the professors speak all the time.	1029	2.940	1.356	58.80	8
C2	Professors do not explain phonetic transcription properly.	1077	3.077	1.334	61.54	7
C3	My professor does not let me practise phonetic transcription inside the lectures.	1109	3.169	1.308	63.37	4
C4	Professors do not make an introduction about phonetics.	1025	2.929	1.254	58.57	9
C5	My professor of phonetics goes fast through teaching us.	1095	3.129	1.293	62.57	6
C6	Our professor does not conduct a discussion activity through the lectures.	1163	3.323	1.238	66.46	2
C7	The professor omits topics in phonetics in order to finish the course in due time.	1102	3.149	1.340	62.97	5
C8	Students feel afraid of the professor ;therefore, they cannot master phonetic transcription.	1140	3.257	1.210	65.14	3
C9	My professor does not use audio aids, which hinder my mastery of phonetic transcription.	1189	3.397	1.105	67.94	1

From table (32) we can see that items No.9 &6 occupied the highest two ranks:

No. (9) "My professor does not use audio aids, which hinder my mastery of phonetic transcription." occupied the first rank with percent weight (67.94%).

No. (6) " Our professor does not conduct a discussion activity through the lectures. ." occupied the second rank with percent weight (66.46 %).

And items No. 1&4 occupied the lowest two ranks:

No. (1) " I do not practise speaking because the professors speak all the time. ." occupied the eight rank with percent weight (58.80%).

No. (4) " Professors do not make an introduction about phonetics ." occupied the ninth rank with percent weight (58.57%).

Fourth: Curricula and courses domain

Table (33)

Frequencies, the sum of responses, means, standard deviation, percentage weight and rank of each item in the questionnaire

NO	Items	Sum	Mean	Std. Deviation	% weight	rank
D1	Phonetics and phonology course is not suitable for higher level.	1233	3.523	1.083	70.46	7
D2	Phonetics and Phonology course is insufficient to master phonetic transcription.	1237	3.534	1.075	70.69	6
D3	Phonetics and phonology syllabus is not clear enough to be mastered by students	1202	3.434	1.148	68.69	8
D4	Phonetics and phonology syllabus lacks examples of phonetic transcription.	1248	3.566	1.113	71.31	3
D5	The syllabus of phonetics and phonology does not cover all the topics related to transcription.	1305	3.729	1.117	74.57	1
D6	the syllabus of phonetics and phonology does not cover all aspects of connected speech.	1247	3.563	1.126	71.26	5
D7	Connected speech examples are insufficient to master the phonetic transcription.	1202	3.434	1.148	68.69	9
D8	Assimilation, elision, linking "R" need to be clarified in a separated course.	1248	3.566	1.113	71.31	4
D9	Courses are not accompanied by videos or tape recorder.	1305	3.729	1.117	74.57	2

From table (33) we can see that items No. 5&9 occupied the highest two ranks:

No. (5) " The syllabus of phonetics and phonology does not cover all the topics related to transcription.." occupied the first rank with percent weight (74.57%).

No. (9) " Courses are not accompanied by videos or tape recorder." occupied the first repeated rank with percent weight (74.57%).

And items No. 3&7 occupied the lowest two ranks:

No. (3) " Phonetics and phonology syllabus is not clear enough to be mastered by students." occupied the eight rank with percent weight (68.69)

No. (7) " Connected speech examples are insufficient to master the phonetic transcription. ." Occupied the ninth rank with percent weight (68.69%).

The answer of the sixth question:

The sixth question is: Are there statistically significant differences at ($\alpha \leq 0.05$) in the factors hindering the mastery level of phonetic transcription of received pronunciation among English majors due to sex?

To answer this question the researcher used T. Test table (34) shows this:

Table (34)
Means, std. div, t value, sig. value and sig. level

Domains	SEX	N	Mean	Std. Deviation	t	Sig. value	sig. level
Students'	male	135	30.756	4.538	0.215	0.830	not sig
	female	215	30.860	4.398			
Language	male	135	35.348	4.746	0.261	0.794	not sig
	female	215	35.484	4.718			
Professors	male	135	27.970	6.557	0.870	0.385	not sig
	female	215	28.619	6.925			
Curricula and courses	male	135	31.711	5.670	0.975	0.330	not sig
	female	215	32.307	5.497			
SUM	male	135	125.785	15.983	0.851	0.396	not sig
	female	215	127.270	15.836			

t table value at df (348) and sig. level (0.05) = 1.96

t table value at df (348) and sig. level (0.05) = 2.58

The table (34) shows that the computed T value is less than T table in all domains and the total score. This means that there are no statistically significant differences due to sex variable.

The answer of the seventh question:

The seventh question is: Are there statistically significant differences at ($\alpha \leq 0.05$) in the factors hindering the mastery level of phonetic transcription of received pronunciation among English majors due to the university?

The researcher used One Way ANOVA to measure the statistical differences between the groups table (35) shows that:

Table (35)

One Way ANOVA results of the questionnaire

Domains	Source of variance	Sum of Squares	df	Mean Square	F	Sig.	Sig. level
Students'	Between Groups	21.748	2	10.874	0.549	0.578	not sig
	Within Groups	6877.912	347	19.821			
	Total	6899.660	349				
Language	Between Groups	2.178	2	1.089	0.049	0.953	not sig
	Within Groups	7781.676	347	22.426			
	Total	7783.854	349				
Professors	Between Groups	126.067	2	63.034	1.373	0.255	not sig
	Within Groups	15933.387	347	45.918			
	Total	16059.454	349				
Curricula and courses	Between Groups	16.906	2	8.453	0.272	0.762	not sig
	Within Groups	10786.011	347	31.084			
	Total	10802.917	349				
SUM	Between Groups	135.708	2	67.854	0.268	0.765	not sig
	Within Groups	87946.189	347	253.447			
	Total	88081.897	349				

"F" table value at (2, 349) d f. at (0.05) sig. level equal 3.02

"F" table value at (2, 349) d f. at (0.01) sig. level equal 4.66

Table (35) shows that the computed F is less than the F table in all domains and in the total degree for the questionnaire. This means that there are no statistically significant differences due to university variable.

The answer of the eighth question:

The eight question is: Are there statistically significant differences at ($\alpha \leq 0.05$) in the factors hindering the mastery level of phonetic transcription of received pronunciation among English majors due to their mark in the phonetics and phonology course?

The researcher used One Way ANOVA to measure the statistical differences between the groups table (36) show that:

Table (36)
One Way ANOVA results of the questionnaire

Scope	Source of variance	Sum of Squares	df	Mean Square	F	Sig.	Sig. level
Students'	Between Groups	80.070	3	26.690	1.354	0.257	not sig
	Within Groups	6819.590	346	19.710			
	Total	6899.660	349				
Language	Between Groups	108.796	3	36.265	1.635	0.181	not sig
	Within Groups	7675.058	346	22.182			
	Total	7783.854	349				
Professors	Between Groups	290.755	3	96.918	2.127	0.097	not sig
	Within Groups	15768.699	346	45.574			
	Total	16059.454	349				
Curricula and courses	Between Groups	33.161	3	11.054	0.355	0.785	not sig
	Within Groups	10769.756	346	31.126			
	Total	10802.917	349				
SUM	Between Groups	1122.614	3	374.205	1.489	0.217	not sig
	Within Groups	86959.283	346	251.327			
	Total	88081.897	349				

"F" table value at (3, 349) d.f. at (0.05) sig. level equal 2.62

"F" table value at (3, 349) d.f. at (0.01) sig. level equal 3.83

Table (36) shows that the computed F is less than the F table in all domains and in the total degree for the questionnaire. This means that there are no statistically significant differences due to their mark in phonetics and phonology course variable.

Chapter V

**DISCUSSION, CONCLUSION, PEDGOGICAL
IMPLICATIONS,
SUGGESTIONS AND RECOMMENDATIONS**

Chapter V

DISCUSSION, CONCLUSION, PEDGOGICAL IMPLICATIONS, SUGGESTIONS AND RECOMMENDATIONS

This chapter discusses the results of the study. It sums up the conclusions which were deduced in the light of study results and the pedagogical implications that the researcher has reached. It also involves suggestions and recommendations for further studies. Such suggestions are expected to be beneficial for the professors of English, English majors, and educational experts. A questionnaire was designed in this study to identify and analyze the factors hindering the mastery level of phonetic transcription of received pronunciation among English majors. In addition to the mastery test of phonetic transcription of received pronunciation which was also distributed to the students of three universities. Three hundred and fifty five students from the IUG, Al aqsa university and El Azhar university participated in this study. Six of referees from the universities agreed that the questionnaire and the test were valid.

In this study, this chapter aims at discussing the findings in relation to giving interpretations and analyzing these findings. The researcher then comes out with overall suggestions and recommendations depending on the study findings, interpretations and analysis.

Interpretation of results related to the first question.

Does the mastery level of phonetic transcription of received pronunciation among English majors reach 80 % ?

The results showed that the computed " T" value is bigger than " T" table at ($\alpha \leq 0.05$) in the total degree for the exam. In other words, there are statistically significant differences between the hypothetical means and students

mean and there were differences in favor of the hypothetical differences. This means that the mastery level of phonetic transcription of received pronunciation among English majors doesn't reach 80 % .

The result of the current study disagrees with some studies for example Bauer et al's (2002:25), Robinson (2011: 90) and Kuutti (2009:13) ; they reached in their studies that the students mastered phonetic transcription and their level for phonetic transcription was over 80%.

First: Receptive domain

In this scope, all students got below 80% which is the mastery level for phonetic transcription of received pronunciation among English majors. In other words they got 52.5% ;therefore, they got less than the mastery level. This means that students find difficulties in being good students at phonetic transcription. This indicates that there is weakness on the part of the students in this domain.

Second: Productive domain

In this scope, all students got below 80% which is the mastery level for phonetic transcription of received pronunciation among English majors. In other words they got 49.6% ;therefore, they got less than the mastery level. This means that students find difficulties in being good students at phonetic transcription. This indicates that there is weakness on the part of the students in this domain.

Differences between receptive and productive domains

It deduced from the result of test that students didn't reach the mastery level in the two domains " receptive" and " productive", but students did better at receptive test as they got 52.5% while they got less in productive domain as they got 49.6%. It is clear that the receptive test can give easier chance for the

students to accomplish a certain task while productive test raises difficulties to the students in accomplishing a certain task. In the first domain, the answers are already available to the students and it is required from the students just to choose the right answer. In the second domain, the answers are not available to the students and it is required from the student to write the phonetic transcription for the words or expressions. In this case students faced difficulties: one of these difficulties was that the students don't know the symbols of phonetic transcription as: (1) simple vowels (2) diphthongs (3) triphthongs. In addition to the aspects of connected speech as: (1) assimilation (2) elision (3) linking "R"

The researcher ascribes this weakness to a group of reasons. One of these reasons is related to the students. First, most of the students don't search about the right pronunciation of the words while reading since Shaywitz (2003) and Robinson (2011) state that reading enhances the ability of students to master phonetic transcription. In addition to that, students suffer from lack of practice of phonetic transcription. Also, the overgeneralization affects students negatively toward mastering phonetic transcription. The most important is that students' regional background hinders them from mastery of phonetic transcription. There are studies that supported this point as Cousse (2010) which stated that students' regional background hinder them from mastering phonetic transcription.

English language constitutes a source of difficulty to the students in the following points. First, the researcher attributes the weakness of students in phonetic transcription of English as English Language full of exceptions. For example, when we make the word " woman" into its plural from it becomes " women" /wɪmən/ while we pronounce the letters " gh" sometimes in a such form and sometimes are not pronounced as " light" , " ghoti" and " laugh". This means that English language lacks a systematic phonetic rules. Also, the

researcher attributes the weakness of students in phonetic transcription to the similarities between sounds which confuse students. E.g. /ə/ and /ʌ/.

There are reasons behind the weakness of English majors in phonetic transcription of received pronunciation due to the professors activities. First, some professors do not conduct a discussion activity during the lectures, while other professors do not use audio aids, which hinders their mastery of phonetic transcription.

Curricula and courses constitute a source of difficulty to students. The researcher assigns to the Courses which are not accompanied by videos or tape recorder. Also, the syllabi of phonetics and phonology do not cover all the topics related to transcription. Finally, Phonetics and phonology syllabi lack examples of phonetic transcription in full.

Finally the researcher attributes the weakness of phonetic transcription of received pronunciation among English majors to four sources. These sources are students themselves, English language, professors and curricula and courses.

Table(37)

This table shows the correct and incorrect answers of the test

NO.ITEMS	INCORRECT ANSWERS	THE CORRECT ANSWERS
D1	234	116
D2	200	150
D3	223	127
D4	144	206
D5	153	197
D6	186	164
D7	116	234
D8	119	231
D9	182	168
D10	178	172
D11	176	174
D12	190	160
D13	141	209
D14	66	284
D15	245	105
D16	140	210
D17	132	218

D18	208	142
D19	59	291
D20	77	273
D21	199	151
D22	117	233
D23	136	214
D24	157	193
D25	197	153
D26	211	139
D27	224	126
D28	159	191
D29	182	168
D30	228	122
D31	140	210
D32	178	172
B1	211	139
B2	187	163
B3	220	130
B4	190	160
B5	184	166
B6	168	182
B7	166	184
B8	38	312
B9	55	295
B10	195	155
B11	211	139
B12	148	202
B13	195	155
B14	229	121
B15	141	209
B16	190	160
B17	60	290
B18	68	282
B19	222	128
B20	175	175
B21	190	160
B22	268	82
B23	187	163
B24	227	123
B25	207	143
B26	222	128

The students show poor performance in the items mentioned above since the general percentage is (51%) and doesn't reach (80%).

The reasons of weakness might be summarized as:

1. The students might get a syllabus which is higher than their knowledge.
2. Lack of practice in English pronunciation.
3. They do not have enough and accurate knowledge with the three topics, (assimilation, elision and linking "R").
4. The students might not be listening to an RP native speaker and have no such practise.

Second: Interpretation of results related to the second question.

Are there statistically significant differences at ($\alpha \leq 0.05$) in the mastery level of phonetic transcription of received pronunciation among English majors due to sex?

The researcher found there are statistically significant differences due to sex variable in favor of female. It is clear that the female students at the three universities showed better than the male students in the results of the test. The researcher assigns this result in the following points; First, the female students practise using phonetic transcription skill inside the lectures. In addition, the researcher reached to a point , through conducting the test, that the female students differentiate between the aspects of connected speech as assimilation, elision, while male students feel that they are un accustomed with the term connected speech.

The most important, female students don't feel afraid of asking questions to the professors through phonetics lectures while male students feel afraid even of the textbook itself. Also, female students have high motivation toward mastering phonetic transcription of received pronunciation while male students have low motivation toward mastering phonetic transcription. Robinson (2011) supported

the result in which the female students did better than the male ones in the phonetic transcription of received pronunciation.

Third: Interpretation of results related to the third question.

Are there statistically significant differences at ($\alpha \leq 0.05$) in the mastery level of phonetic transcription of received pronunciation among English majors due the university?

The results of the research showed that there are statistically significant differences between Al Azhar university and Al Aqsa university in favor of Al Azhar university. Also, there are statistically significant differences between the Islamic University of Gaza and Al Aqsa university in favor of the Islamic University of Gaza. And there are no statistically significant differences between other universities. To investigate the reasons behind this result, the researcher urges this result to the students them selves.

Students at the three universities vary in their abilities, attitudes and phonetic background. If the researcher assigns the reason to the curricula that are being taught in the three universities, the researcher will be in a fake since the curricula are almost similar to each other as " Peter Roach" in the IUG or " Peter Ladefoged" in Al Aqsa university. Generally, all English majors at the three universities need to be taught thoroughly through assignments, intensifying their practice, giving them a chance for discussing their questions.

fourth : Interpretation of results related to the fourth question.

Are there statistically significant differences at ($\alpha \leq 0.05$) in the mastery level of phonetic transcription of received pronunciation among English majors due to their mark in the phonetics and phonology course?

The results of this question showed that there are statistically significant differences between the first group (60 to 69) and third group (80 to 89) in favor of the third group (80 to 89). In addition, there are statistically differences between the first group (60 to 69) and the fourth group (90 and over) in favor of the fourth group. Also, there are no statistically significant differences between the other averages.

It is clear that the students who got from (80 to 89) did better than the students who got from (60 to 69), this means that the universities distribute the results to the students nearly accurate. In other words, the system of evaluation at the three universities still active. Evaluating students accurately, enhances the students' abilities in the phonetic transcription.

Also, the students who got from (90 and over) did better than the students who got from (60 to 69).Generally, their numbers are less than any classifications students as the following table shows their numbers.

Table (38)

The distribution of the sample according to Students' mark in phonetics and phonology course

Classification	No.	%
from 60% to 69%	50	14.29
from 70% to 79%	134	38.29
from 80 % to 89%	132	37.71
from 90% and over	34	9.71
Total	350	100

The number of the students who got from (90 and over) and those who got from (60 to 69) expressed the normal distribution to the marks at the phonetics and phonology course at the three universities. The researcher had a look at the results of the students and found that the students who got from (90 and over) did better than any group. Their level of phonetic transcription exceeded 70%. This means that the total number of the students who exceeded 70% is limited.

Fifth: Interpretation of results related to the fifth question .

What are the most frequent factors that hinder the mastery level of phonetic transcription of received pronunciation among English majors from their own perspective?

The results showed that the curricula and courses domain is the first factor that hinder the mastery level of phonetic transcription of received pronunciation. Curricula and courses had a weight of (71.28%) while the language domain occupied the second rank with a weight of (70.86%). Also, students' domain had a weight of (68.49%). In addition, professors' domain had a weight of (63.04%).

Ghilzai (2010) mentioned a group of factors that agree with the current study, the following are factors reached his study: (1) Mother Tongue Interference (a) Negative Transfer (b) Positive Transfer (c) Non-existent linguistic Items:

Items which exist in L2 but not in L1 (2) Loan Words(3) Inherent Difficulties of the Target language: The pronunciation, for example, we have: chemist pronounced as /kemist/ chief pronounced as / tʃi:f/ chef pronounced as /ʃef/

The "ch" letters in all the three words are pronounced differently.

(4)The Model: The teacher may not be a good model with regard to the way s/he speaks. (5)Overgeneralization: Overgeneralization covers instances where the learner creates a deviant structure on the basis of his experience of other structures in the target language(6)Indeterminacy: It refers to an inconsistency or uncertainty in handling a linguistic item.(7) Transfer. This is a term, *transfer*, used by Tench (2011) for the learner's undue reliance on either the spoken or the written form of a word when the other medium is being used. If a pupil pronounces a word according to its spelling, then medium transfer has taken place (spelling pronunciation).

Communication Strategies: “A systematic technique employed by a speaker to express his meaning when faced with some difficulty” because of his

“inadequate command of the language used in the interaction.” (Mohideen, 1996).with some difficulty” because of his “inadequate command of the language used in the interaction.” (Corder, 1981:103, cited in Mohideen).

First: Students' domain

It is noticeable that item No. (A4) "*I do not search about the right pronunciation of the words while reading*" occupied the first rank in the first domain in the factors that hinder the mastery level of phonetic transcription of RP among English majors with a percentage weight of (72.91%).The researcher attributes this to the fact that students feel bored from searching for the right transcription for the words while reading since searching while reading enhances their skill of phonetic transcription of RP. Shaywitz (2003) and Robinson (2011) state that reading enhance the ability of students to master phonetic transcription of RP.

In addition, to the following hindering factor No. (A5) "*I suffer from lack of practice of phonetic transcription*", which occupied the second rank in the first domain in the factors that hinder the mastery level of phonetic transcription of RP among English majors with a percentage weight of (72.40 %). The students agreed that lack of practise of phonetic transcription of RP hinders their ability in mastering phonetic transcription of RP. Saniei (2008) states that practicing spoken production through transcribing the sounds of intended words develops their phonetic transcription.

The researcher also selected the lowest two items that may hinder the mastery level of phonetic transcription of RP among English majors at the Palestinian universities.

Items No. 4 & 5 occupied the lowest two ranks:

No. (1) "*I do not know the symbols of the International Phonetic Alphabets*", which occupied the lowest rank with percent weight (60.34%).

It seems that students of the three universities are lightly affected by this item which explains and illustrates the factor which hinder the English majors in phonetic transcription of RP. The researcher attributes this ,to such extent, to the simple knowledge of students to the IPA symbols, but their knowledge tends to be less than the required level. Also, some students feel that some symbols are strange and they are not accustomed or exposed to these symbols. Generally the total number of IPA symbols is not big enough to be the first hindering factor. Roach (2004) states that the total number of IPA is 45 sounds distributed to the simple vowels (12 sound), diphthongs (8 sound) , triphthongs (5 sound) and consonants (25 sound).

No. (2) "*I do not have a real background about phonetic transcription.*" Occupied the lowest rank with percent weight (63.60 %).

This factor is one of the factors which hinder English majors in phonetic transcription of RP. This factor got the lowest rank in the first domain with (63.60 %). It is clear that students at the three universities have studied the course phonetics and phonology; therefore, they own background about phonetic transcription. The knowledge of the students is not sufficient enough for the English majors to master phonetic transcription of RP. In any subject, knowledge plays an important role in raising the level of information.

Second: Language domain

Items No. 7&8 occupied the highest two ranks:

It is noticeable that item No. (7) "*English Language does not have systematic phonetic rules .*" This item occupied the first rank with percent weight (75.31 %).

The researcher attributes this percentage to the fact which is related to English language. English language is full of irregularities in its sound system. Majority of the sample stressed this factor as a major hinder to their mastery to the

phonetic transcription of RP. When we talk about phonetic rules, we talk about something full of exceptions. Therefore, any theory full of exceptions tends to be weak. One of the difficulties facing English majors in their learning phonetic transcription of RP is " homophone" even it is related to semantics.

Ghilzai (2010) stated that the EFL learners' pronunciation problems came from the irregularities of English language. Roach (2009) and crystal (2008) states that If two different words are pronounced identically, they are homophones. In many cases they will be spelt differently (e.g. 'saw' – 'sore' – 'soar' and rode – rowed in BBC pronunciation), but homophony is possible also in the case of pairs like 'bear' (verb) and 'bear' (noun) which are spelt the same. The similarities in pronunciation confuses the students in their learning.

Every beginner needs to learn, for example, that the (w) in the English word (write) has to be ignored. This word is pronounced identically with the much less common word (rite). We can show this by transcribing them: they are both transcribed phonetically as /rait/. Furthermore, there is yet another word pronounced in the same way: right. All three words are homophones.

Strangely enough, there are many native speakers of English to whom facts such as this are not self-evident. English people beginning the study of phonetics sometimes imagine that words such as write and wrong begin with a w-sound. Or they may believe that know ends with one (but not no). They are so dazzled by their knowledge of the spelling that they hold quite mistaken views about pronunciation. And there are learners of English as a foreign language who get equally misled by the spelling.

No. (8) "*Many of English words being multi syllable raise difficulty in transcribing them .*"occupied the second rank with percent weight (74.91 %).

The researcher attributes this to the differences between the system of sound in Arabic and that one in English language. The differences raise a difficulty to

the students in transcribing multi – syllable words. Liow and Lau (2006) state that EFL learners were at disadvantage in acquiring syllable awareness because their mother lacks the concept of multi – syllable. The researcher argues that the awareness to the multi-syllable words helps English majors pronounce multi – syllable words. Hu's (1999) reports that syllable awareness on the basis of phonics instruction will benefit students' vocabulary learning and bridge the gap of spelling long words. Therefore, multi – syllable words constitute the second difficulty to the English majors.

And items No. 2&10 occupied the lowest two ranks:

No. (2) "*Arabic pronunciation affects my learning English pronunciation .*" Occupied the ninth rank with percent weight (66.51 %).

The researcher urged this result to the difference between the sound system of English and that one of Arabic. In fact the there are many sounds in Arabic are not found in the English sounds e.g. ض or ص ,there fore; these sounds are accustomed to the tongues of English majors. Hence, the mother tongue of English majors doesn't help them much in learning English pronunciation.

No. (10) "*The similarities between sounds confuses me. E.g. /ə/ and /□/ sound .*" Occupied the tenth rank with percent weight (65.49 %).

It is known that the similarities between the languages in general help English majors learn the language easily, but the researcher in this point can say that the similarities within the language can hinder learning the language.. Ringbom (2007:22) states that cross linguistic and intralinguistic similarities can be established easily while in intra linguistic similarities can be difficult to establish. It seems that the similarities are too connected to each other since the sounds are confusing e.g. crumb it is confusing between the word *crumb* / kr□m/ and / krəm/ in addition to that the word *thumb* /θ□m/ and /ðəm/.

Third: professors' domain

From table (29) we can see that items No.9 &6 occupied the highest two ranks:

No. (9) "*My professor does not use audio aids, which hinders my mastery of phonetic transcription.*" occupied the first rank with percent weight (67.94%). Over 67.94% of the students were in agreement that " "My professor does not use audio aids, which hinders my mastery of phonetic transcription." The researcher attributes this result to the extreme importance of visual aids in which they can help in teaching languages. They provide practical solutions to the problems of a language teacher whose equipment, as a rule, consists of nothing more than books and classroom. They include black-board, chart maps, pictures, flannel-boards, film strips, slides, epidiascope and actual objects that facilitate the process of learning phonetic transcription. Also, Audio-visual aids promote remembering by involving the many senses of the learners, by arousing their curiosity, by making use of pictorial content and by providing variety in teaching. Besides, they make teaching effective by creating situations for presentation and practice of language items and by reducing dependence on the mother tongue. Therefore, absence of visual aids in the lessons of phonetics hinders the mastery of English majors to the phonetic transcription of RP.

No. (6) " *Our professor does not conduct a discussion activity through the lectures .*" occupied the second rank with percent weight (66.46 %).

More than 66.46% of English majors agreed that " Our professor does not conduct a discussion activity through the lectures. Arthur et al (2003) and Brown, & Cocking (1999) insist in their studies on the importance of discussion-based approaches to the development of understanding English language. It is

clear that lack of discussion activities within the lecture can hinder learning phonetic transcription of RP among English majors.

And items No. 1&4 occupied the lowest two ranks:

No. (1) " *I do not practice speaking because the professors speak all the time. .*" occupied the eight rank with percent weight (58.80%).

One of the main hindrances which face English majors is absence the practice of speaking skill through delivering lectures of phonetics and phonology course. Speaking skill is neglected or, in other words, is not given its right during the class time. Harmer (2001:47) says that "Communication is the central feature in teaching and learning language. This means that speaking creates an atmosphere full of communication. Also, Liao (1997:3) asserted that "The teacher should only act as an facilitator, an advisor and a monitor, co-communicator, motivator, good language model and an evaluator while students should act as communicators." This means that the professors play a crucial role in teaching English majors.

No. (4) " *Professors do not make an introduction about phonetics.*" occupied the ninth rank with percent weight (58.57%).

It is clear that English majors don't own a real background about phonetic transcription; therefore, professors are required to introduce an introduction about phonetics in general. This will facilitate rising their level in phonetic transcription of RP. According the aforementioned result, students responses considered this item as the lowest item in hindering their level of phonetic transcription of RP.

Fourth: Curricula and courses domain

No. (5) " *The syllabus of phonetics and phonology does not cover all the topics related to transcription.*" occupied the first rank with percent weight (74.57%).

The researcher assigns this result to the necessity for updating the syllabus of phonetics and phonology by using more than one process as adding, enriching, substituting etc. The syllabus of phonetics and phonology should contain all aspects of connected speech thoroughly.

DeWitt Public Schools Administrative Guidelines (2010) stated that the effective syllabus should be feasible for the staff and students to accomplish and be accompanied by both the criteria by which the learning will be judged and the standards of quality which will apply.

No. (9) " *Courses are not accompanied by videos or tape recorder.*" occupied the first repeated rank with percent weight (74.57%).

Simply, words whether spoken by a teacher or written in the books cannot and will not provide adequate learning experience. We need to supplement the teacher's and the courses words. If we do not get an opportunity to listen to a language, we cannot speak it properly. Hence there is a need for audio cassettes or videos which contain the proper educational way for learning the phonetic transcription of RP. Therefore, the course of phonetics and phonology has to be provided with the audio –visual means to facilitate the process of teaching and learning phonetics in general and phonetic transcription of RP in particular.

And items No. 3&7 occupied the lowest two ranks:

No. (3) " *Phonetics and phonology syllabus is not clear enough to be mastered by students.*" Occupied the eight rank with percent weight (68.69%)

This item reached the eight rank with sixty eight percent to be before the lowest item. The researcher attributes this result to the available syllabi at the

universities which requires some modifications to suit English majors' needs. Graves (2000:3) states that the well- designed syllabus should :

1. Include very good and clear measurable objectives.
2. Reflect students' needs and be realistic about what they can achieve.
3. A syllabus needs variety, i.e. focusing on all skills and systems, language areas, functions, tasks, materials, input and output.
4. Be flexible, informative and informing.
5. Allow space to adapt lessons or deviate from the initial syllabus but factors like the school should be considered.

No. (7) " *Connected speech examples are insufficient to master the phonetic transcription.* ." occupied the ninth rank with percent weight (68.69%).

This item got a rank with 68.69% to be the ninth rank. In other words, this item got the lowest rank in this domain. The researcher attributes this to the existence of connected speech aspects in the courses of phonetics and phonology sufficiently, but this existence is still insufficient to be taught to the English majors. The researcher investigated the Peter Roach course and Ladefoged course and found that the connected speech topic is not mentioned in a systematic point. For example, chapter fourteen, page 123 to 126 of Peter Roach course , the writer didn't mention the rules of assimilation (place & manner of articulations).In addition to the limited number of examples in the courses. Besides, the topics of courses are required to be more highlighted to all English majors.

Sixth: Interpretation of results related to the sixth question.

Are there statistically significant differences at ($\alpha \leq 0.05$) in the factors hindering the mastery level of phonetic transcription of received pronunciation among English majors due to sex?

The results showed that there are no statistically significant differences due to sex variable.

The researcher attributes this result to the common hindering factors which face both sex male and female, in addition the geographical area is limited which plays a crucial role. In other words, the English majors male and female live in a limited geographical area. Therefore; their problems seem to be nearly the same. Also, the courses are nearly similar to each other. Besides, the co-educational contact through the internet and university conferences let both male and female to be acquainted with factors hindering their mastery level of phonetic transcription of RP.

Seventh : Interpretation of results related to the seventh question .

Are there statistically significant differences at ($\alpha \leq 0.05$) in the factors hindering the mastery level of phonetic transcription of received pronunciation among English majors due to the university?

The results showed that there are no statistically significant differences due to university variable.

According to the experience of the researcher, the researcher urges this result to the real awareness among English majors to the real hindering factors to their level in phonetic transcription of RP. Also, the students are studying in a compound of universities and these universities are near to each other. So they usually express their educational hindrances to each other. Furthermore, students nowadays are using many chat sites which let them express about their educational affairs.

Eighth : Interpretation of results related to the eighth question.

Are there statistically significant differences at ($\alpha \leq 0.05$) in the factors hindering the mastery level of phonetic transcription of received pronunciation among English majors due to their mark in the phonetics and phonology course?

The results showed that there are no statistically significant differences due to their mark in phonetics and phonology course variable.

It is clear that the majority of students are located in the middle. In other words, they are located between 70% to 79% and 80% and 89%, this distribution makes homogeneous in their level. Therefore, this homogeneous reflected on their opinion while filling the questionnaire. Besides, it is clear that although the students got high marks, they still consider phonetic transcription a problematic issue. Through conducting the open questions to English majors, numbers of students mentioned said that " *Although I got high marks, I still find a difficulty in handling this issue*".

Recommendations:

In the light of the conclusions in the previous chapters and with reference to the aim of the study, the researcher presents the following recommendations:

1. The English departments at the Palestinian universities are advised to focus on the quality of teaching phonetic transcription of RP and do criterion referenced tests for their students.
2. Palestinian Universities are expected to pay much interests in male and female students during their education at the universities.
3. Professors of English are advised to unify the texts books of phonetics and phonology.
4. English departments are advised to implement tests of phonetic transcription of RP which measure all aspects of connected speech.
5. English majors are hoped to use techniques as the concept map to overcome on the irregularities of English language.
6. Professors of English and English majors together are required to conduct discussion sessions about factors hindering the students proficiency in phonetic transcription of RP.

Suggestions for Further Studies:

To extend the prospects of this study, the researcher would like to suggest the following:

1. A study also needed to measure the learners' proficiency in other aspects of phonology like intonation.
2. A study needed to measure the proficiency of students in the aspects of connected speech.
3. Designing a suggested framework for overcoming the factors hindering the mastery level of phonetic transcription of received pronunciation among English majors.

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Appendices

Appendix No. (1)

Mastery Test

Dear students

The researcher is carrying out an M.Ed study entitled "**Mastery Level of Phonetic Transcription of Received Pronunciation among English Majors and its Relation with Some Variables**"

You are kindly requested to participate in answering this mastery test. It is the tool that will be used to achieve the outcome of the prospective research. It is only for research purposes and has nothing to do with the evaluation of the courses or the teacher.

Do not write your name, teacher's name and the course section number.

Your participation is highly appreciated.

The researcher,

Fadi El Najjar

E-Mail: Fadi_palestine2007@hotmail.com

Please fill the squares with (X) mark.

Have you attended phonetics and phonology course?

Yes No

Sex Male
 Female

University The Islamic University of Gaza
 Al Azhar University of Gaza
 Al Aqsa University of Gaza

Your mark in phonetics & phonology course (from 60% to 69%)
 (from 70% to 79%)
 (From 80% to 89%)
 (from 90% and Over)

First section
(Receptive test)

Choose the correct phonetic transcription:

No	Word	Options
(1)	Junior	(1)/dʒɪ:neə/ (2) /dʒu:n ɪə/ (3) /ʒu:nɪə/ (4) /ʒɪ:neə/
(2)	world	(1) /wɔ:ld/ (2) /wɜ:ld/ (3) /wɔ:rd/ (4) /wɜ:rd/
(3)	permission	(1) /Pəmiʃən/ (2) /pɜməʃɪn/ (3) /pəmiʃən/ (4) /pɜ:mɪʃən/
(4)	Surprise	(1)/sɪpraɪz/ (2)/sɑ:praɪz/ (3) /sɜ:praɪz/ (4) /səpraɪz/
(5)	phonetic	(1) /fənetɪk/ (2) /fɒnətɪk/ (3) /fənətɪk/ (4) /fɒnetɪk/
(6)	worried	(1) /wɔ:riɪd/ (2) /wɔ:riɪd/ (3) /wəriɪd/ (4) /wɒriɪd/
(7)	stomach	(1) /stɔ:mæk / (2) /stɔ:mæk/ (3) /stɒmæk/ (4) /stʌmæk/
(8)	custodian	(1)/kʌstəʊdɪn/ (2) /kʌstəʊdaɪn/ (3) /kʌstədeɪn/ (4) /kʌstəʊdɪən/
(9)	plough	(1) /plʌf/ (4) /plau/ (3) /Pləʊ/ (2) /pləʊf/
(10)	sphere	(1) /sfeə/ (2) /sfɪ:r (3) /sfɪə/ (4) /sfer/

(11)	bowl	(1) /bu:l/ (2) /bʊl/ (3) /baʊl/ (4) /bəʊl/
(12)	diaspora	(1)/daɪæspərə/ (2) /daɪspərə/ (3)/daɪəspərə/ (4) /dɪəspərə/
(13)	hire	(1) /hɪə/ (2) /haɪə/ (3) /hɪər/ (4) /heər/
(14)	shower	(1) /ʃʊər/ (2) /ʃaʊər/ (3) /1&2 (4) /ʃaʊə/
(15)	giant	(1) /dʒgaɪənt/ (2) /zɑɪənt/ (3) /dʒɪənt/ (4) /zɪənt/
(16)	slower	(1) /slʊər/ (2) /sləʊə/ (3) /slaʊə/ (4) /slaʊər/
(17)	xerox	(1) /zɪərɒks/ (2) /ɪksrɒks/ (3) /zərə:ks/ (4) /æksrɑ:ks/
(18)	treasure	(1) /tredʒər/ (2) /trɪdʒər/ (3) /treʒə/ (4) /trɪʒə/
(19)	crumb	(1) /krʌm/ (2) /krɒmb/ (3)/krəmb/ (4) /krəm/
(20)	thumb	(1) /θʌm/ (2) /ðʌm/ (3) /θəm/ (4) /ðəm/
(21)	chef	(1) / tʃɪf/ (2) / tʃef/ (3) /ʃɪf / (4) /ʃef/
(22)	breathe	(1) /brɪ:θ/ (2) /brɪ:ð/ (3) /breð/ (4) /breθ/

(23)	Asian	(1) /eɪʃən/ (2) /eɪzən/ (3) /1&2/ (4) /eɪdʒən/
(24)	numb	(1) /nʊmb/ (2) /nʌmb/ (3) /nʊm/ (4) /nʌm/
(25)	socio	(1) /səʊsiəʊ/ (2) /sɔːsiəʊ/ (3) /sɔːs juː/ (4) /sɔːs iə/
(26)	good girl	/gʊd 'gɜːl/ (2) /gʊg 'gɜːl/ (3) /gʊd 'gɜːl/ (4) /gʊg 'gɜːl/
(27)	ten men	(1) /tɪm mɪn/ (2) /ten men/ (3) /tem men/ (4) /tem en/
(28)	The next day	(1) /ð nekʃ deɪ/ (2) /ð nekst deɪ/ (3) /ðə nekst deɪ/ (4) /ðə nekʃ deɪ/
(29)	The last car	(1) /ðə laːs kɑː/ (2) /ð laːs kɑːr/ (3) /ðə laːst kɑːr/ (4) /ðə laːst kɑː/
(30)	Send Frank a card.	(1) /sen fræŋk ə kɑːrd/ (2) /send fræŋk ə kɑːd/ (3) /send fræŋk ə kɑːrd/ (4) /sen fræŋk ə kɑːd/
(31)	Care about	(1) /keər əbaʊt/ (2) /kiər əbaʊt/ (3) /kiə əbaʊt/ (4) /keɪr əbaʊt/
(32)	It's near enough	(1) /ɪts neər ɪnʌf/ (2) /ɪts niər ɪnʌf/ (3) /ɪts neə ɪnʌf/ (4) /ɪts niə ɪnʌf/

Second section
(Productive test)

A) Transcribe the following words according to the Received Pronunciation

No	Word	Transcription	No	Word	Transcription
1	accuracy	/ ækj...r...sɪ /	10	pronunciation	/pr...n...nsɪeɪ...n /
2	astonishment	/əst...nɪ _ ʃm...nt /	11	fair	/ f.... /
3	Fierce	/ f...s /	12	hour	/ə /
4	Science	/ s.....ns. /	13	mayor	/ m.....ə /
5	royal	/ r.....l /	14	socio	/ s.....s..... /
6	dryer	/dr..... /	15	newspaper	/ nj.....sp....pə /
7	debt	/ d...t /	16	phlegm	/ fl.....m /
8	spray	/eɪ /	17	scream	/ɪɪm /
9	fifths	/ fɪ..... /	18	texts	/te...../

B) Transcribe the followings according to the narrow transcription:-

19	Secretary /
20	The doctor agrees /...../
21	I can't hear anything /
22	that boy /
23	ten players /
24	five pence /
25	have to /
26	nice boy /

Appendix No. (2)

Questionnaire

Dear students

The researcher is carrying out an M.Ed study entitled " **Mastery Level of Phonetic Transcription of Received Pronunciation among English Majors and its Relation with Some Variables**"

You are kindly requested to participate in answering this questionnaire. It is the tool that will be used to achieve the outcome of prospective research. It is only for research purposes and has nothing to do with the evaluation of the courses or the teacher.

Do not write your name, teacher's name and the course section number.

Your participation is highly appreciated.

The researcher,

Fadi El Najjar

E-Mail: Fadi_palestine2007@hotmail.com

Please fill in the squares with (X) mark.

Have you attended a phonetics and phonology course?

Yes

No

Sex

Male

Female

University

The Islamic University of Gaza

Al Azhar University of Gaza

Al Aqsa University of Gaza

Your mark in phonetics & phonology course (from 60% to 69%)

(from 70% to 79%)

(From 80% to 89%)

(from 90% and over)

Students' domain						
No	Statements	Strongly agree	agree	Do not know	disagree	Strongly disagree
1	I do not know the symbols of the International Phonetic Alphabets.					
2	I do not have a real background about phonetic transcription.					
3	I feel bored while segmenting the words into phonemes because I am a holistic learner.					
4	I do not search about the right pronunciation of the words while reading.					
5	I suffer from lack of practice of phonetic transcription.					
6	My regional background hinders me from mastery of phonetic transcription .					
7	I have poor motivation toward mastering my pronunciation.					
8	I use proper dictionaries as "Longman" and "Oxford".					
9	The overgeneralization affected me negatively toward mastering phonetic transcription.					
Language domain						
No	Statements	Strongly agree	agree	Do not know	disagree	Strongly disagree
1	The number of English sounds is more than the number of letters, so this confuses me.					
2	Arabic pronunciation effects my learning English pronunciation.					
3	More than one transcription for a single word makes me bored from learning phonetics.					
4	Loan words and Romanization play a negative role in phonetic transcription.					
5	The differences between American and British pronunciation may hinder the mastery of phonetic transcription.					
6	I face difficulty from the non English origin words in transcribing them.					
7	English Language does not have systematic phonetic rules.					
8	Many of English words being multi syllable arises difficulty in transcribing them.					
9	Inconsistencies and irregularities in English spelling form a difficulty in phonetic transcription.					
10	The similarities between sounds confuses me. E.g. /ə/ and /ʌ/ sound.					

Professors' domain						
No	Statements	Strongly agree	agree	Do not know	disagree	Strongly disagree
1	I do not practice speaking because the professors speak all the time.					
2	Professors do not explain phonetic transcription properly.					
3	My professor does not let me practise phonetic transcription inside the lectures.					
4	Professors do not make an introduction about phonetics.					
5	My professor of phonetics goes fast through teaching us.					
6	Our professor does not conduct a discussion activity through the lectures.					
7	The professor omits topics in phonetics in order to finish the course in due time.					
8	Students feel afraid of the professor ;therefore, they cannot master phonetic transcription.					
9	My professor does not use audio aids, which hinder my mastery of phonetic transcription.					
Curricula and courses domain						
No	Statements	Strongly agree	agree	Do not know	disagree	Strongly disagree
1	Phonetics and phonology course is not suitable for higher level.					
2	Phonetics and Phonology course is insufficient to master phonetic transcription.					
3	Phonetics and phonology syllabus is not clear enough to be mastered by students					
4	Phonetics and phonology syllabus lacks examples of phonetic transcription.					
5	The syllabus of phonetics and phonology does not cover all the topics related to transcription.					
6	the syllabus of phonetics and phonology does not cover all aspects of connected speech.					
7	Connected speech examples are insufficient to master the phonetic transcription.					
8	Assimilation, elision, linking "R" need to be clarified in a separated course.					
9	Courses are not accompanied by videos or tape recorder.					

Appendix No. (3)
Consultative question

Dear students

The researcher is carrying out an M.ED dissertation entitled "**Mastery Level of Phonetic Transcription of Received Pronunciation among English Majors and its Relation with Some Variables**"

You are kindly requested to answer this question which doesn't take much time. This will help in preparing the tool of this study which will be used to achieve the outcome of the prospective research. It is only for research purposes and has nothing to do with the evaluation of the courses or the teachers. Do not write your name or the teacher's name.

Note: Answering in Arabic language is allowed.

Your usual cooperation is highly appreciated.

The researcher,
Fadi El Najjar
E-Mail: Fadi_palestine2007@hotmail.com


The question

- **What are the factors that hinder the mastery level of phonetic transcription of received pronunciation among English majors at the Palestinian universities?**

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Appendix No. (5)

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

 **الجامعة الإسلامية - غزة**
The Islamic University - Gaza

هاتف داخلي: 1150 عمادة الدراسات العليا

الرقم: ج.ع/35/..... Ref
التاريخ: 2012/03/18 Date

الأخ الدكتور/ رئيس برنامج التربية والتعليم بوكالة الغوث
حفظه الله،

السلام عليكم ورحمة الله وبركاته،

تسهيل مهمة طالب ماجستير

تهديكم عمادة الدراسات العليا بالجامعة الإسلامية بغزة أعطر تحياتها، وترجو من سيادتكم التكرم بتسهيل مهمة الطالب/ فادي كمال طالب التجارة، برقم جامعي 120100053 المسجل في برنامج الماجستير بكلية التربية تخصص مناهج وطرق تدريس، وذلك بهدف تطبيق أدوات دراسته والحصول على المعلومات لمساعدته في إعداد رسالته للماجستير و المعنونة بـ

Mastery level of phonetic Transcription of Received Pronunciation
Among English Majors and Its Relation with Some Variables

شاكرين لكم حسن تعاونكم،

عميد الدراسات العليا
د. م. فؤاد علي العاجز
السادة اسير و بلال
السلام عليكم ورحمة الله وبركاته
صورة إلى:-
الملك

P.O. Box 108, Rimal, Gaza, Palestine fax: +970 (8) 286 0800 فاكس Tel: +970 (8) 286 0700
public@iugaza.edu.ps www.iugaza.edu.ps ص.ب. 108 الرمال، غزة، فلسطين هاتف

Appendix No. (6)

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ



الجامعة الإسلامية - غزة
The Islamic University - Gaza

هاتف داخلي: 1150

عمادة الدراسات العليا

الرقم: ج.م.غ/35/..... Ref

التاريخ: 2012/03/21 Date

الأخ الأستاذ الدكتور/ نائب الرئيس للشئون الأكاديمية

حفظه الله،

جامعة الأزهر - غزة

السلام عليكم ورحمة الله وبركاته،

تسهيل مهمة طالب ماجستير

تهديكم عمادة الدراسات العليا بالجامعة الإسلامية بغزة أعطر تحياتها، وترجو من سيادتكم التكرم بتسهيل مهمة الطالب/ فادي كمال طالب النجار، برقم جامعي 120100053 المسجل في برنامج الماجستير بكلية التربية تخصص مناهج وطرق تدريس، وذلك بهدف تطبيق أدوات دراسته والحصول على المعلومات لمساعدته في إعداد رسالته للماجستير و المعنونة بـ

Mastery Level of Phonetic Transcription of Received Pronunciation among English Majors and Its Relation with Some Variables

شاكركم لكم حسن تعاونكم،

عميد الدراسات العليا

د. د. فؤاد علي العاجز
٢٠١٢/٤/١

مع بلواقة
د. د. فؤاد علي العاجز
٢٠١٢/٤/١



تمت في مكة المكرمة
صلى الله عليه وسلم
د. د. فؤاد علي العاجز
التكريم بالعلم والعمل
المستوفى
٢٠١٢/٤/١

صورة إلى:-
المرفق

Appendix No. (7)

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ



الجامعة الإسلامية - غزة
The Islamic University - Gaza

هاتف داخلي: 1150

عمادة الدراسات العليا

الرقم: .../35/ع

Date: 2012/03/18 التاريخ

حفظه الله،

الأخ الأستاذ الدكتور/ نائب الرئيس للشئون الأكاديمية

جامعة الأقصى- غزة

السلام عليكم ورحمة الله وبركاته،

تسهيل مهمة طالب ماجستير

تهديكم عمادة الدراسات العليا بالجامعة الإسلامية بغزة أعطر تحياتها، وترجو من سيادتكم التكرم بتسهيل مهمة الطالب/ فادي كمال طالب النجار، برقم جامعي 120100053 المسجل في برنامج الماجستير بكلية التربية تخصص مناهج وطرق تدريس، وذلك بهدف تطبيق أدوات دراسته والحصول على المعلومات لمساعدته في إعداد رسالته للماجستير و المعنونة بـ

**Mastery level of phonetic Transcription of Received Pronunciation
Among English Majors and Its Relation with Some Variables**

شاكرين لكم حسن تعاونكم،

عميد الدراسات العليا

أ.د. فؤاد علي العاجز
٢٠١٢
٣/١٨



أموخ الدلائل/ على مستوى الفيلد المذكور
المستطيد الزوايا المذكور
المستطيد فؤاد العاجز مع طلاب
تخصص النلت ولا راع
صورة إلى:-
ع.ع.ع.ع.
ع.ع.ع.ع.

Appendix No. (8)

First section

(Receptive test)

Choose the correct phonetic transcription:

No	Word	Options
1	Junior	<u>(1)/dʒɪ:neə/</u> (2) /dʒu:nɪə/ (3) /ʒu:nɪə/ (4) /ʒɪ:neə/
2	world	(1) /wɔ:ld/ (2) <u>/wɜ:ld/</u> (3) /wɔ:rd/ (4) /wɜ:rd/
3	permission	<u>(1) /pəmiʃən/</u> (2) /pɜməʃɪn/ (3) /pæmiʃən/ (4) /pɜ:mɪʃən/
4	Surprise	(1) /sɪpraɪz/ (2) /sɑ:praɪz/ (3) /sɜ:praɪz/ (4) <u>/səpraɪz/</u>
5	phonetic	(1) <u>/fənetɪk/</u> (2) /fənətɪk/ (3) /fənətɪk/ (4) /fɒnetɪk/
6	worried	(1) /wɔ:riɪd/ (2) <u>/wʌriɪd/</u> (3) /wəriɪd/ (4) /wɒriɪd/
7	stomach	(1) /stɔ:mæk / (2) /stɔ:mæk/ (3) /stɒmæk/ (4) <u>/stʌmæk/</u>
8	custodian	(1) /kʌstəʊdɪn/ (2) /kʌstəʊdaɪn/ (3) /kʌstədeɪn/ (4) <u>/kʌstəʊdɪən/</u>
9	plough	(1) /plʌf/ (4) <u>/pləʊ/</u> (3) /Pləʊ/ (2) /pləʊf/

10	sphere	(1) /sfeə/ (2) /sfɪr (3) /sfɪə/ (4) /sfer/
11	bowl	(1) /bu:l/ (2) /bɒl/ (3) /baʊl/ (4) /bəʊl/
12	diaspora	(1)/daɪæspərə/ (2) /daɪspərə/ (3)/daɪəspərə/ (4) /dɪəspərə/
13	hire	(1) /hɪə/ (2) /haɪə/ (3) /hɪər/ (4) /heər/
14	shower	(1) /ʃʊər/ (2) /ʃaʊər/ (3) /1&2 (4) /ʃaʊə/
15	giant	(1) /dʒgaɪənt/ (2) /zaɪənt/ (3) /dʒɪənt/ (4) /zɪənt/
16	slower	(1) /slʊər/ (2) /sləʊə/ (3) /sləʊə/ (4) /sləʊər/
17	xerox	(1) /zɪərɒks/ (2) /ɪksrɒks/ (3) /zərə:ks/ (4) /æksrə:ks/
18	treasure	(1) /tredʒər/ (2) /trɪdʒər/ (3) /treʒə/ (4) /trɪʒə/
19	crumb	(1) /krʌm/ (2) /krɒmb/ (3)/krəmb/ (4) /krəm/
20	thumb	(1) /θʌm/ (2) /ðʌm/ (3) /θəm/ (4) /ðəm/

21	chef	(1) /tʃɪ:f/ (2) /tʃef/ (3) /ʃɪf / (4) <u>/ʃef/</u>
22	breathe	(1) /brɪ:θ/ (2) <u>/brɪ:ð/</u> (3) /breð/ (4) /breθ/
23	Asian	(1) /eɪʃən/ (2) /eɪzən/ (3) <u>/1&2/</u> (4) /eɪdzən/
24	numb	(1) /nʊmb/ (2) /nʌmb/ (3) /nʊm/ (4) <u>/nʌm/</u>
25	socio	<u>(1) /səʊsɪəʊ/</u> (2) /sɔ:ɪsɪəʊ/ (3) /sɔ:s ju:/ (4) /sɔ:ɪs ɪə/
26	good girl	/gʊd 'gɜ:l/ (2) <u>/gʊg 'gɜ:l/</u> (3) /gʊd 'gɜ:l/ (4) /gʊg 'gɜ:l/
27	ten men	(1) /tɪm mɪn/ (2) /ten men/ (3) <u>/tem men/</u> (4) /tem en/
28	The next day	(1)/ð nekst deɪ/ (2)/ð nekst deɪ/ (3)/ðə nekst deɪ/ (4) <u>/ðə nekst deɪ/</u>
29	The last car	<u>(1)/ðə lɑ:s kɑ:/</u> (2) /ð lɑ:s kɑ:r/ (3)/ðə lɑ:st kɑ:r/ (4)/ðə lɑ:st kɑ:/
30	Send Frank a card.	(1)/sen fræŋk ə kɑ:rd/ (2)/send fræŋk ə kɑ:d/ (3)/send fræŋk ə kɑ:rd/ (4) <u>/sen fræŋk ə kɑ:d/</u>
31	Care about	<u>(1)/keər əbaʊt/</u> (2) /kɪər əbaʊt/ (3)/kɪə əbaʊt/ (4) /keɪr əbaʊt/

32	It's near enough	(1)/ <u>its</u> neər ɪnʌf/ (2)/ <u>its</u> niər ɪnʌf/ (3)/its neə ɪnʌf/ (4)/its niə ɪnʌf/
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Second section

(Productive test)

A) Transcribe the following words according to the Received Pronunciation

No	Word	Transcription	No	Word	Transcription
1	accuracy	/ ækjʊrəsi /	10	pronunciation	/ prɒnʌnsiɪʃən /
2	astonishment	/ ɛstəʊnɪʃmənt /	11	fair	/ feə /
3	Fierce	/ fiəs /	12	hour	/ aʊə /
4	Science	/ saɪəns. /	13	mayor	/ meɪə /
5	royal	/ rɔɪəl /	14	socio	/ səʊsiə /
6	dryer	/ draɪə /	15	newspaper	/ njʊ:spetə /
7	debt	/ det /	16	phlegm	/ fleɪm /
8	spray	/ spreɪ /	17	scream	/ skri:m /
9	fifths	/ fɪfθs /	18	texts	/ teksts /

B) Transcribe the followings according to the narrow transcription:-

19	Secretary	/ sekretri /
20	The doctor agrees	/ ðə dɒktər əgri:z /

21	I can't hear anything	/ aɪ kənt hɪər enɪθɪŋ /
22	that boy	/ ðæt bɔɪ /
23	ten players	/ ten pleɪəz /
24	five pence	/ faɪf pəns /
25	have to	/ hæf tu /
26	nice boy	/ naɪz bɔɪ /

Appendix No.(9)

The referees ,experts, of the test and questionnaire

1. *Dr. Jaber Abu Shawish –Al Quds Open University of Gaza.*

Mobile: 0599602207

2. *Dr. Mohammed Atya Abd Raheem – El Aqsa University of Gaza.*

Mobile: 0599603042

3. *Dr. Hasan Abu Jarad –Al Azhar Uniiversity of Gaza*

Mobile: 0599603991

4. *Dr. Samer Abu Shabaan – Al Azhar Uniiversity of Gaza.*

Mobile: 0599461789

5. *Dr. Jihad El Musalami – Al Quds Open University of Gaza.*

Mobile: 0598864465

6. *Dr. Abdullah Coskun –Istanbul University in Turkey.*

Email: coskun_a@ibu.edu.tr

Appendix No.(10)
The first draft of the questionnaire before judging

Consultation Form of A questionnaire

Dear Dr

The researcher carries out an M.ED theses entitled " **Mastery Level of Phonetic Transcription of Received Pronunciation among English Majors and its Relation with Some Variables**".

You are kindly invited to examine and check this questionnaire which is designed to survey and collect data on factors hindering the mastery level of the phonetic transcription of received pronunciation among English majors at the Palestinian universities.

I would be so grateful if you provide me with your comments regarding to relevance, sentence structure, number of items and techniques used in this questionnaire. Any modifications, additions, or omissions, will be taken into consideration when processing this analysis card.

The researcher,

Fadi El Najjar

E-Mail: Fadi_palestine2007@hotmail.com

Please fill in the squares with (X) mark.

Attended a phonetics and phonology course?

Yes No

Gender Male
 Female

University The Islamic University of Gaza
 Al Azhar University of Gaza
 Al Aqsa University of Gaza

Your mark in phonetics & phonology course (from 60% to 69%)
 (from 70% to 79%)
 (From 80% to 89%)
 (from 90% and over)

Students' domain						
No	Statements	Strongly agree	agree	Do not know	disagree	Strongly disagree
1	students not know the symbols of the International Phonetic Alphabets.					
2	students do not have a real background about phonetic transcription.					
3	I feel bored while segmenting the words into phonemes because I am a holistic learner.					
4	I search about the right pronunciation of the words while reading.					
5	I suffer from lack of practice of phonetic transcription.					
6	My regional background hinders me from mastery of phonetic transcription .					
7	I have poor motivation toward mastering my pronunciation.					
8	I use proper dictionaries as "Longman" and "Oxford".					
9	The overgeneralization affected me negatively.					
10	Some students have problems in their speech organs.					
Language domain						
No	Statements	Strongly agree	agree	Do not know	disagree	Strongly disagree
1	The number of English sounds is more than the number of letters, so this confuses me.					
2	My mother tongue interferes my learning to the phonetic transcription.					
3	More than one transcription for a single word makes me bored from learning phonetics.					
4	Loan words and Romanization play a negative role in phonetic transcription.					
5	The differences between American and British pronunciation may hinder the mastery of phonetic transcription.					
6	I face difficulty from the non English origin words in transcribing them.					
7	English Language does not have systematic phonetic rules.					
8	Many of English words being multi syllable arises difficulty in transcribing them.					
9	Inconsistencies and irregularities in English spelling form a difficulty in phonetic transcription.					
10	The similarities between sounds confuses me. E.g. /ə/ and /ʌ/ sound					

Professors' domain						
No	Statements	Strongly agree	agree	Do not know	disagree	Strongly disagree
1	students do not practice speaking because the professors speak all the time.					
2	Professors do not explain phonetic transcription properly.					
3	My professor does not let me practise phonetic transcription inside the lectures.					
4	Professors do not make an introduction about phonetics.					
5	My professor of phonetics goes fast through teaching us.					
6	Our professor does not conduct a discussion activity through the lectures.					
7	The professor omits topics in phonetics in order to finish the course in due time.					
8	Some professors of linguistics are not qualified to teach " <i>Phonetics and Phonology Course</i> "					
9	Students feel afraid from the professor ;therefore, they can not master phonetic transcription.					
10	My professor does not use audio aids, which hinder my mastery of phonetic transcription.					
Curricula and courses domain						
No	Statements	Strongly agree	agree	Do not know	disagree	Strongly disagree
1	Phonetics and phonology course is not suitable for higher level.					
2	Phonetics and Phonology course is insufficient to master phonetic transcription.					
3	Phonetics and phonology syllabus is not clear enough to be mastered by students					
4	Phonetics and phonology syllabus lacks examples of phonetic transcription.					
5	The syllabus of phonetics and phonology does not cover all the topics related to transcription.					
6	the syllabus of phonetics and phonology does not cover all aspects of connected speech.					
7	Connected speech examples are insufficient to master the phonetic transcription.					
8	Assimilation, elision, linking "R" need to be clarified in a separated course.					
9	Courses are not accompanied by videos or tape recorder.					

Appendix No.(11)
The first draft of the test before judging

Mastery Test

Dear Dr.....

The researcher is carrying out an M.Ed study entitled "**Mastery Level of Phonetic Transcription of Received Pronunciation among English Majors and its Relation with Some Variables**"

You are kindly requested judge this mastery test. It is the tool that will be used to achieve the outcome of the prospective research. It is only for research purposes and has nothing to do with the evaluation of the courses or the teacher.

Your participation will be highly appreciated.

The researcher,

Fadi El Najjar

E-Mail: Fadi_palestine2007@hotmail.com

Please fill the squares with (X) mark.

Attended phonetics and phonology course?

Yes No

Gender Male
 Female

University Islamic University of Gaza
 Al Azhar University of Gaza
 Al Aqsa University of Gaza

Your mark in phonetics & phonology course (from 60% to 69%)
 (from 70% to 79%)
 (From 80% to 89%)
 (from 90% and Over)

First section
(Receptive test)

Choose the correct phonetic transcription:

No	Word	Options	Agree	disagree	modification
1	Junior	(1)/dʒɪːneə/ (2) /dʒuːniə/ (3) /ʒuːniə/ (4) /ʒɪːneə/			
2	world	(1) /wɔːld/ (2) /wɜːld/ (3) /wɔːrd/ (4) /wɜːrd/			
3	permission	(1) /Pəmiʃən/ (2) /pɜːməʃɪn/ (3) /pəmiʃən/ (4) /pɜːmiʃən/			
4	Surprise	(1)/sɪpraɪz/ (2)/saːpraɪz/ (3) /sɜːpraɪz/ (4) /səpraɪz/			
5	phonetic	(1) /fənetɪk/ (2) /fɒnetɪk/ (3) /fənətɪk/ (4) /fɒnetɪk/			
6	worried	(1) /wɔːrɪd/ (2) /wʌrɪd/ (3) /wərɪd/ (4) /wɒrɪd/			
7	alumnus	(1) /əlmnəs/ (2) /ɹljəmɪnəs/ (3) /æljʊːmnəs/ (4) /ələmnəs/			
8	stomach	(1) /stɔːmæk / (2) /stɔːmæk/ (3) /stɒmæk/ (4) /stʌmæk/			
9	custodian	(1)/kʌstəʊdɪn/ (2) /kʌstəʊdɪn/ (3) /kʌstədeɪn/ (4) /kʌstəʊdɪən/			
10	plough	(1) /plʌf/ (4) /plau/ (3) /Pləʊ/ (2) /pləʊf/			
11	sphere	(1) /sfeə/ (2) /sfɪr (3) /sfɪə/ (4) /sfer/			
12	bowl	(1) /buːl/ (2) /bʊl/ (3) /baʊl/ (4) /bəʊl/			
13	maelstrom	(1) /meɪlstrəm/ (2) /maɪəlsrəm/ (3) /maɪlstrəm/ (4) /meɪləstrəm/			
14	theatrical	(1) /θjuːtrɪkəl/ (2) /θɪætrɪkəl/ (3)/θaɪtrɪkəl/ (4) /θuːtrɪkəl/			

15	aisle	(1) /aɪl/ (2) /eɪsl/ (3) /aɪsl/ (4) /ɪsl/			
16	diaspora	(1)/daɪæspərə/ (2) /daɪspərə/ (3)/daɪæspərə/ (4) /dɪæspərə/			
17	hire	(1) /hɪə/ (2) /haɪə/ (3) /hɪər/ (4) /heər/			
18	shower	(1) /ʃʊər/ (2) /ʃaʊər/ (3) /1&2 (4) /ʃaʊə/			
19	enquire	(1) /ɪnkwaɪə/ (2) /enkwaɪə/ (3) /enkwaɪr/ (4) /ɪnkwaɪə/			
20	giant	(1) /dʒaɪənt/ (2) /zaɪənt/ (3) /dʒɪənt/ (4) /zɪənt/			
21	slower	(1) /slʊər/ (2) /sləʊə/ (3) /slaʊə/ (4) /slaʊər/			
22	xerox	(1) /zɪərɒks/ (2) /ɪksrɒks/ (3) /zərəɪks/ (4) /æksrəɪks/			
23	treasure	(1) /tredʒər/ (2) /trɪdʒər/ (3) /trezə/ (4) /trɪzə/			
24	crumb	(1) /krʌm/ (2) /krɒmb/ (3)/krəmb/ (4) /krəm/			
25	thumb	(1) /θʌm/ (2) /ðʌm/ (3) /θəm/ (4) /ðəm/			
26	chef	(1) /tʃɪf/ (2) /tʃef/ (3) /ʃɪf / (4) /ʃef/			
27	breathe	(1) /brɪθ/ (2) /brɪð/ (3) /breð/ (4) /breθ/			
28	Asian	(1) /eɪʃən/ (2) /eɪzən/ (3) /1&2/ (4) /eɪdʒən/			
29	numb	(1) /nʊmb/ (2) /nʌmb/ (3) /nʊm/ (4) /nʌm/			
30	socio	(1) /səʊsɪəʊ/ (2) /sɔːsɪəʊ/ (3) /sɔːs juː/ (4) /sɔːs iəʊ/			

31	good girl	/gʊd 'gɜ:l/ (2) /gʊg 'gɜ:l/ (3) /gʊd 'gɜ:l/ (4) /gʊg 'gɜ:l/			
32	ten men	(1) /tɪm mɪn/ (2) /ten men/ (3) /tem men/ (4) /tem en/			
33	The next day	(1) /ð neks deɪ/ (2) /ð nekst deɪ/ (3) /ðə nekst deɪ/ (4) /ðə neks deɪ/			
34	The last car	(1) /ðə lɑ:s kɑ:/ (2) /ð 'lɑ:s kɑ:r/ (3) /ðə lɑ:st kɑ:r/ (4) /ðə lɑ:st kɑ:/			
35	Send Frank a card.	(1) /sen fræŋk ə kɑ:rd/ (2) /send fræŋk ə kɑ:d/ (3) /send fræŋk ə kɑ:rd/ (4) /sen fræŋk ə kɑ:d/			
36	Care about	(1) /keər əbaʊt/ (2) /kɪər əbaʊt/ (3) /kɪə əbaʊt/ (4) /keɪr əbaʊt/			
37	It's near enough	(1) /ɪts neər ɪnʌf/ (2) /ɪts niər ɪnʌf/ (3) /ɪts neə ɪnʌf/ (4) /ɪts niə ɪnʌf/			
38	It's quite far away	(1) /ɪts kwɑɪət fɑ: əweɪ/ (2) /ɪts kwɑɪt fɑ: əweɪ/ (3) /ɪts kwɑɪt fɑ:r əweɪ/ (4) /ɪts kwɑɪət fɑ:r əweɪ/			

Second section
(Productive test)

A) Transcribe the following words according to the Received Pronunciation

No	Word	Transcription	No	Word	Transcription
1	accuracy	/ ækj...r...sɪ /	12	pronunciation	/ pr...n...nsɪeɪf...n /
2	astonishment	/ ɛst...nɪʃm...nt /	13	fair	/ f..... /
3	hysteria	/ hɪst...r... /	14	aircraft	/kr...ft /
4	fierce	/ f....s /	15	hour	/ə /
5	science	/ s.....ns. /	16	mayor	/ m.....ər /
6	royal	/ r.....l /	17	socio	/ s.....s..... /
7	dryer	/ dr..... /	18	newspaper	/ nj.....sp....pə /
8	debt	/ D...t /	19	phlegm	/ fl.....m /
9	comb	/ k.....m /	20	catalogue	/ k....təlb.... /
10	spray	/eɪ /	21	scream	/ɪ:m /
11	fifths	/ ft..... /	22	texts	/ te..... /

B) Transcribe the followings according to the narrow transcription:-

23	<p>I went to the hotel and booked a room for two nights for my father and his best friend.</p> <p>.....</p>
----	---

24	Secretary / /
25	The doctor agrees / /
26	I can't hear anything / /
27	that boy / /
28	ten players / /
29	five pence / /
30	have to / /
31	used to / /
32	nice boy / /

Appendix No.(12)
The responses of the students on the open question

Consultative question

Dear students

The researcher is carrying out an M.ED dissertation entitled " **Mastery Level of Phonetic Transcription of Received Pronunciation Among English Majors and its Relation with Some Variables**"

You are kindly requested to answer this question which doesn't take much time. This will help for preparing the tool of this study which will be used to achieve the outcome of the prospective research. It is only for research purposes and has nothing to do with the evaluation of the courses or the teachers. Do not write your name or the teacher's name.

Note: Answering in Arabic language is allowed.

Your usual cooperation is highly appreciated.

The researcher,
Fadi El Najjar
E-Mail: Fadi_palestine2007@hotmail.com

The question

- What are factors hinder^{ing} the mastery level of phonetic transcription of received pronunciation among English majors at the Palestinian universities?

* At first ~~start~~ we just have one course of phonetics at all and this is not enough, if you compare us with Al Azhar University, they have three courses of phonetics.

P.T.O

Consultative question

Dear students

The researcher is carrying out an M.ED dissertation entitled " **Mastery Level of Phonetic Transcription of Received Pronunciation Among English Majors and its Relation with Some Variables**"

You are kindly requested to answer this question which doesn't take much time. This will help for preparing the tool of this study which will be used to achieve the outcome of the prospective research. It is only for research purposes and has nothing to do with the evaluation of the courses or the teachers. Do not write your name or the teacher's name.

Note: Answering in Arabic language is allowed.

Your usual cooperation is highly appreciated.

The researcher,
Fadi El Najjar
E-Mail: Fadi_palestine2007@hotmail.com

The question

- What are factors hinder^{ing} the mastery level of phonetic transcription of received pronunciation among English majors at the Palestinian universities?

*The first factor that the students didn't learn the...
sight pronunciation from the first grades, because the...
children have the ability in their minds more than the...
label system. Their minds easily accept the new leg...*

P.T.O

2] maybe some teachers don't have a course in who
to pronounce the E-sounds correctly.

3] no practise of the language.

4] This topic is not taken in consideration in
schools subjects. And it comes later in Higher
Education suddenly.

5] The last speech of native English Teachers.

6] The curriculum is not supported with enough
exercise.

7] Some native English teacher master the
British accent and others master the American
accent. So, here the ss will be confused.

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

Consultative question

Dear students

The researcher is carrying out an M.ED dissertation entitled " **Mastery Level of Phonetic Transcription of Received Pronunciation Among English Majors and its Relation with Some Variables**"

You are kindly requested to answer this question which doesn't take much time. This will help for preparing the tool of this study which will be used to achieve the outcome of the prospective research. It is only for research purposes and has nothing to do with the evaluation of the courses or the teachers. Do not write your name or the teacher's name.

Note: Answering in Arabic language is allowed.

Your usual cooperation is highly appreciated.

The researcher,
Fadi El Najjar
E-Mail: Fadi_palestine2007@hotmail.com

The question

- عوامل التي تعيق
- What are factors hinder the mastery level of phonetic transcription of received pronunciation among English majors at the Palestinian universities?

Because Phonetic transcription is very difficult to teach and Because the Phonetic transcription not the native language, It's need high thinking and needs more qualification.

P.T.O

Consultative question /

Dear students

The researcher is carrying out an M.Ed dissertation entitled " **Mastery Level of Phonetic Transcription of Received Pronunciation Among English Majors and its Relation with Some Variables**"

You are kindly requested to answer this question which doesn't take much time. This will help for preparing the tool of this study which will be used to achieve the outcome of the prospective research. It is only for research purposes and has nothing to do with the evaluation of the courses or the teachers. Do not write your name or the teacher's name.

Note: Answering in Arabic language is allowed

Your usual cooperation is highly appreciated

The researcher,
Fadi El Najjar
E-Mail: Fadi_palestine2007@hotmail.com

The question

- What are factors hinder^{ing} the mastery level of phonetic transcription of received pronunciation among English majors at the Palestinian universities?

...Phonetic is very important to learn the lang and learn

...many student to speak very well. Phonetic

...transcription help me of many thing, it help me to

...improve our lang and improve our skills

P.T.O

Phonetic transcription, it's very important to make speaking in every where and every time. I think that phonetic can be very easy to some student and difficult to other student. It's very easy, if the student make practical and doing transcription of every word. Also, it can be difficult, if the student do not make practical and not doing transcription. It is a very important in our life.

Consultative question

Dear students

The researcher is carrying out an M.ED dissertation entitled " **Mastery Level of Phonetic Transcription of Received Pronunciation Among English Majors and its Relation with Some Variables**"

You are kindly requested to answer this question which doesn't take much time. This will help for preparing the tool of this study which will be used to achieve the outcome of the prospective research. It is only for research purposes and has nothing to do with the evaluation of the courses or the teachers. Do not write your name or the teacher's name.

Note: Answering in Arabic language is allowed.

Your usual cooperation is highly appreciated.

The researcher,
Fadi El Najjar
E-Mail: Fadi_palestine2007@hotmail.com

The question

- What are factors hinder^{ing} the mastery level of phonetic transcription of received pronunciation among English majors at the Palestinian universities?

* There is no background about transcription during 12 years of studying at school.....
* Lack of practice..... * Students got the bad pronunciation from their teachers at schools.....

P.T.O

Consultative question

Dear students

The researcher is carrying out an M.ED dissertation entitled " **Mastery Level of Phonetic Transcription of Received Pronunciation Among English Majors and its Relation with Some Variables**"

You are kindly requested to answer this question which doesn't take much time. This will help for preparing the tool of this study which will be used to achieve the outcome of the prospective research. It is only for research purposes and has nothing to do with the evaluation of the courses or the teachers. Do not write your name or the teacher's name.

Note: Answering in Arabic language is allowed.

Your usual cooperation is highly appreciated.

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- Our course is not enough.

- Different accents hinders understanding.

- Teacher should focus on phonetic transcription more.

- No background for phonetic transcription + not.

P.T.O

Students don't have an enough time to practice it.

There is no need to study it because as

teacher, we would never use this way, we have

only to focus on hearing the right word and

pronounce it properly.

The transcription is too complicated and

confusing to learn even teachers can't

be profien enough in teaching it.

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native in every skills. They will speak well without terror or forced style.

It is important to make many project in future or in any courses.

First of all, phonetic transcription help me to be self confidence student. Like, I can discuss, study, write, and read in things of English without any problem.

Second, It help me to be native student but there are some problem not in all universities. There is problem when the teacher talk about word and the other provide it is different accent.

It is along problems.

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① little bit Dictionaries for phonetic transcription.

② No more awareness to the phonetic transcription.

some teachers are not focusing on phonetics.

③ In universities we faced the phonetic transcription.

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.....
*may be this back for the first levels, I
mean from the beginning of teaching English.
Also, maybe becoz it's another language*

P.T.O

which our students are not care of such these phonetic transcriptions or even its pronounciations. I mean exactly the motivation to learn this science. Another thing, which is the teacher himself that he is not equalified enough to teach the students. And I am sure if there is no equalification, there will be bad practice and also bad pronounciation. At the end the problem begins from the teachers and the second from the students themselves. I wanna say somethin that we have not to choose the teachers by their certifications but by their real application in the square of teaching. I guess that enough 😊