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Field of English Language and Literature

**Major: Linguistics**

**Raising EFL Students' Awareness of Aspects of Connected Speech  
through Discourse Based Approach**

**The Case of Second Year Students in Kasdi Merbah University  
(OUARGLA)**

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## **Dedication**

Our dissertation is dedicated to our family and friends. Special gratitude to my dear father, whose words of encouragement and push still sing in my ears. My sisters and brothers have never left my side and are quite precious to me. This dissertation is also dedicated to my friends who have supported me during the process. I will always be grateful for what they have done.

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## **Abstract**

The current study seeks to determine the efficacy of a discourse-based method in increasing EFL learners' awareness of features of connected speech. It also intends to investigate to what extent discourse-based activities can enable students to learn about connected speech. The case study was conducted at Ouargla's Kasdi Merbah University wherein, over thirty volunteers participated in a quasi-experimental study that includes a pre-test, training session, post-test, and interview. Students were given a series of texts with the original audio recording in both phases, pre-test, and post-test, and were then instructed to listen, read, and record themselves. We analyzed the data by counting the total number of features included in each text and comparing them to the students' errors. The results shows that students' awareness increased concerning pauses and stops; they made fewer errors between the pre-test and post-test (from 4% to 3%). While, they continue to struggle with the articulation of stressed words. The majority of students recommend using discourse based activities in teaching aspects of connected speech. In conclusion, this study proposes that adequate time should be allocated to instructional sessions and language laboratories to achieve better results.

Key words: EFL, ELT, discourse-based approach, pronunciation, aspects of connected speech, stress, pauses, stops.

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## **List of Abbreviations**

EFL: English as a Foreign Language

ELT: English learning and teaching

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# **General introduction**

### **1. Background of the Study**

Learning English is becoming a need as a result of its global importance. The supremacy of English has grown to the size of a storm that is unlikely to control. It holds a special place in the world since it is used in so many diverse disciplines - science, medicine, engineering, commerce, business, education, cinema, transportation, pharmacy, and so on. Grammar, vocabulary, speaking, listening, reading, and writing are just a few of the things that English teachers must squeeze into their assigned class time. Pronunciation is frequently placed at the bottom of the priority list. Hence, being a competent reader or writer is no longer as important as being a good speaker of a language, which is why EFL teachers should focus more on pronunciation features. As Kenworthy (1987) stated that learners also need to develop a concern for pronunciation. They must recognize that poor, unintelligible speech will make their mistakes at conversing frustrating and unpleasant both for themselves and for their listeners. To say the least, integrating pronunciation in regular classes is critical. To sustain a coherent and fluent conversation, learners should be aware of rhythm, stress, and intonation and other aspects, commonly known as supra-segmental features, which should be brought to the attention, and exposed to them by EFL teachers. According to Morley (1999), "work in the sound system today stresses the crucial relevance of supra-segmental elements (i.e. stress, rhythm, and intonation) and their usage not merely to complement but to produce meaning".

### **2. Statement of the Problem**

A nonnative speaker is more likely to concentrate on becoming a skilled communicator. In order To achieve this, students must be aware of all aspects of pronunciation. However, EFL learners have difficulties in detecting and articulating aspects of connected speech; accordingly, this study is conducted to explore whether or not discourse-based activities may enhance the learners' awareness of the aspects of speech.

### 3. The Purpose of the Study

To cast doubt on the issue stated above, we propose to investigate how a discourse-based method may be utilized to improve awareness regarding aspects of connected speech. It is anticipated that a discourse method can enable EFL learners enhance their awareness about all aspects of speech. The present study investigates the correlation between the following variables:

Independent variable: Discourse-based approach. Dependent variable: Raising EFL learners' awareness of aspects of connected speech

### 4. Research Questions

This research seeks to answer three major questions:

1-To what degree can a discourse-based approach improve the understanding of aspects of connected speech among EFL learners?

2- What difficulties do second-year students have when coping with features of connected speech?

3- How do students feel about learning aspects of connected speech using a discourse-based approach?

### 5. Research Hypotheses

It is hypothesized that:

1. A discourse-based approach can assist EFL students in becoming aware of aspects of connected speech.

2. Second-year students struggle to deal with aspects of connected speech at the discourse level.

3. Second-year students' attitudes toward the use of a discourse-based approach differ.

### **6. Research objectives**

1. Examining the efficacy of a discourse-based approach in increasing awareness of aspects of connected speech in EFL classes.
2. Identifying the challenges that second-year students face when dealing with aspects of connected speech.
3. Evaluating students' attitudes toward learning aspects of connected speech using a discourse-based approach.

### **7. Research design**

this research uses a quasi- experimental method. The present study is to be conducted at Kasdi Merbah University, in a form of pre-test, training sessions, post test, and an interview.

#### **Research sample**

This study's sample consists of 47 volunteers of all second year English students.

### **8. Structure of the Dissertation**

The present study is divided into a general introduction that covers the study's background, a problem statement, research questions, and hypotheses. The first chapter provides a general overview of two important factors: aspects of connected speech and a discourse-based approach to ELT. The research methodology, including the method, sample population, and data collection tools, are described in the following chapter. The practical section which discusses the pre-test and post-test results, as well as the students' perspectives regarding the use of discourse-based activities in learning about the elements of connected speech (the interview). Ultimately, a general conclusion that contains some limitations and recommendations as well as pedagogical implementations of the study.

### **9. Reasons of the study**

We chose this subject because of our interest in phonetics and aspects of connected speech, as well as their importance and connection to language fluency. Identifying the various types of aspects and promoting the use of a discourse-based approach in teaching connected speech may facilitate discovering the difficulties and attitudes that second-year English students experience.

# **Chapter one: Literature Review**

### Theoretical part

#### 1. Introduction:

This chapter covers the theoretical foundations of the research. It discusses the notions of phonetics and phonology, and then it lists the features of pronunciation and their definitions. It includes segmental features like phonemes(vowels/consonants),along with stress, intonation and pitch(supersegmental features) and other aspects of connected speech. Finally, this chapter will discuss the notion of discourse and discourse-based activities as they contribute to teaching features of pronunciation.

#### 2. Phonetics and Phonology:

Phonetics and phonology is necessary for anyone who needs to understand the principles regulating the use of sounds in spoken English.

##### 2.1 Phonetics:

According to Roach (2000) “Phonetics is the science of speech sounds, which aims to provide the set of features or properties that can be used to describe and distinguish all the sounds used in human language”. In his glossary Roach (2011) defines Phonetics as the scientific study of speech. It has a long history, going back certainly to well over two thousand years ago. The central concerns in phonetics are the discovery of how speech sounds are produced, how they are used in spoken language...”

Accordingly, Kelly (2001, p.9) added that phonetics is identified as the study of speech sound. It’s a broad field with various disciplines such as physiological, articulatory, acoustic, auditory, and perceptual phonetics, that has direct and indirect connection with the study of language Phonology is essentially concerned with sound system and interpretation.

##### 2.2. Phonology

Roach has basically defined phonology as the scientific study of sounds units and its establishment, in order to create vowels and consonants for the language. There are various approaches that can go aside from the basic level to deal with other features. (2011, p.64)

“When we talk about the sound system of English, we are referring to the number

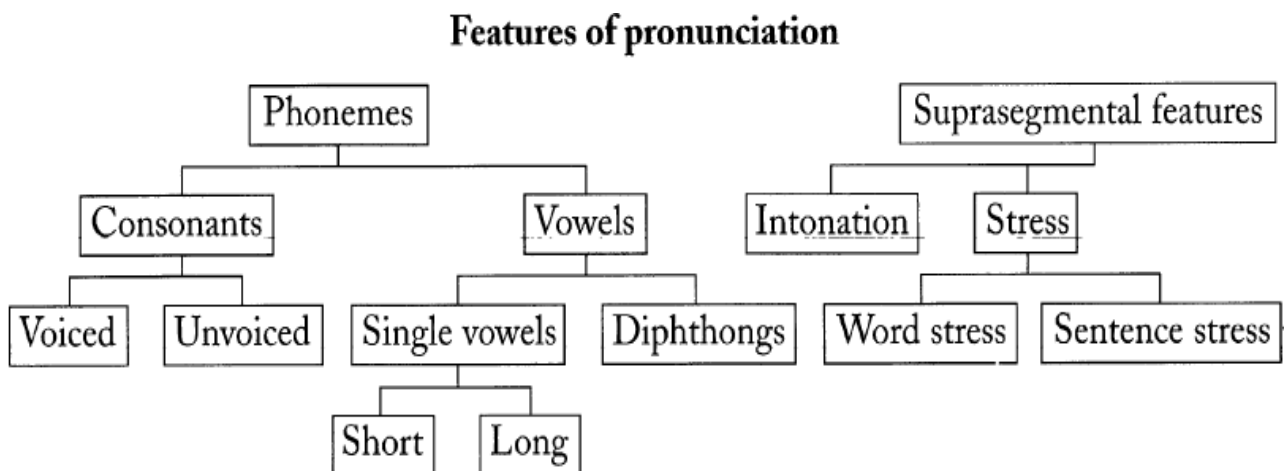
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phonemes which are used in a language and to how they are organized". Crystal,( 2003, p.). Additionally, one way to understand the subject matter of phonology is to contrast it with other fields within linguistics. Odden, (2013).

### 3. Features of pronunciation

Breaking down something into pieces to study how it functions is useful as Kelly (2000, p.01) has mentioned. Pronunciation is vital in speaking, because of its various characteristics. Therefore, it would be helpful to break it down into pieces. In conversations, it is the individuals' attitudes, emotions, intonations, and pitch that convey extra information and embedded messages. i.e, the mood of the speaker and his tone may carry further information as mentioned by Reed & Levis (2015, p.168) A diagram below illustrates the features of pronunciation.

Figure 1:features of pronunciation of kelly 2000P01



#### 3.1. Phonemes

Kelly (2000,p1) has defined the various sounds that form up the language are referred to as phonemes. Despite that speakers produce sounds in variety of ways, we can still correctly explain how each sound is made. However, it is because of the modification of phonemes that we have different languages. Additionally, Kelly (2000, p.2) has mentioned that phonemes are consisted of



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two categories: vowel sounds and consonant sounds. Both of them can be voiced or unvoiced as they may not be related to the ones we are using in the alphabets.

Kreidler (2004, p.291) has noted that words and syllables are formed when a unit of sound (phoneme) combines with other units; English cash and shack have the Chapter one Literature Review 6 same three phonemes differently arranged”. According to Roach (2009) phonemes can be classified into groups; for example, in English, we can distinguish between a group of plosive phonemes (p, t, k, b, d), and a group of voiceless fricatives (f, s, h, and so on).

### 3.1.1. Consonants

There are several types of vocal sounds (consonants), but they all have one thing in common. They prohibit the movement of air through the vocal area, and the amount of air blocked differs based on the consonant type, (Roach, 2009, p.18). According to Kelly (2000, p.2), Consonant sounds can be either voiced or voiceless. Besides, many pairs of consonants can be recognized as nearly equal except for the way they sound. (for instance /f/, as in fan, and /v/, as in van).

### 3.1.2. Vowels:

Vowels are the form of sound that prohibits the circulation of air the least. They are usually always found in the middle of a syllable, and any sound other than a vowel that can stand alone as a syllable is uncommon. Each vowel has a number of phonetic characteristics that set it apart from other vowels. The shape of the lips, which can be rounded, neutral, or wide, is one of them. Second, varied vowel characteristics can be achieved by raising the front, middle, or back of the tongue. Roach (2009, p. 98).

In a similar vein, Kelly has noted that vowels are all voiced as they can be single (like /e/ as in let), or two combined vowels (like /eɪ/, as in late); which are referred to as diphthongs. Besides, when we combine three vowels together (like /aʊə/ in our or power) it is called triphthongs. Moreover, single vowels can be either short (like /ɪ/, in hit), or long (like /i:/, as in heat). The symbol /:/ means a long sound, (2000, p.2).

### 3.2. Super-segmental Features

According to M. Chun "Suprasegmental features are phonological units that stand in contrast to so-called segmental features or simple sounds, i.e., consonants and vowels". "A suprasegmental feature typically extends over more than one sound segment in an utterance, over longer stretches of speech.(2002.p03).

Kelly (2000) defines suprasegmentals as features of speech that generally apply to groups of segments, or phonemes. Intonation, stress, and how sounds change in connected speech are all key features of English.

Anthony Fox defines that "the so-called prosodic features of speech, are generally taken to include length, accent and stress, tone, intonation, and potentially a few others". He also writes that " we may use the term 'suprasegmental' to refer to a particular formalization in which a phonological feature or process conceived of in non-segmental terms".(2000. P.1. 2). "The term suprasegmental was invented to refer to aspects of sound such as intonation that did not seem to be properties of individual segments." He also states that "There has never been full agreement about how many suprasegmental features are to be found in speech." Roach (2009).

#### 3.2.1. Stress:

Roach (2009.P.73) defines stress as the degree of force used to pronounce a specific syllable. He claims that prominence is an essential characteristic of a stressed syllable. He also points out that this prominence is affected by four important factors: loudness, length, pitch and vowel quality.(ibid. p.74).

Gimson (1989:228) refers to stress as a capacity of the pronunciation for the speaker and the higher sound for the listener. There is a strong relationship between stress and syllable.( as cited in Omar ShabanElaiwi AL-kubaisy, 2018).

IlseLehiste (1970. 1977 p. 114) notes that the speaker's and hearer's perspectives on stress have frequently been mistaken. When the speaker's action in creating stressed syllables is highlighted, stress may be described as greater efforts that go into producing stressed syllables as opposed to unstressed syllables. When stress is defined from the viewpoint of the listener, it

is frequently asserted that stressed syllables are louder than unstressed ones. (Bloomfield, 1933).

### 3.2.2. Intonation

Roach (2009), argues that 'intonation' only refers to variations in a speaker's voice pitch used to express or shift meaning, but in its broader and more common definition it is used to cover roughly the same field as 'prosody,' which includes variations in voice quality, tempo, and loudness. "Intonation, on the other hand, is the way in which the Pitch goes up and down in the course of an utterance.

"Gerald (2000, p.3). "Utterance stress and intonation patterns are frequently associated with meaning conveyance." (ibid 2000). For example, when the speaker asks a question for the first time, the pitch of their voice begins relatively high and then falls towards the end of the question, whereas when the speaker asks a question for the second time (having already been given the information but having forgotten it), the pitch of their voice falls at the beginning and then rises again towards the end of the question. Kelly (2000, P3).

### 3.2.3. Pitch

Roach defines pitch in his glossary (2009) as an auditory sensation in which when we hear a regularly vibrating sound such as a note played on a musical instrument, or a vowel produced by the human voice we hear a high pitch if the rate of vibration is high, and a low pitch if the rate of vibration is low.

Dorothy M. Chun writes that "The term pitch refers, as in everyday language, to the varying level or height of the sounds produced in speech. Pitch is produced or created physiologically by the vibration of the vocal folds (vocal cords) within the larynx. This frequency of vibration, i.e., the number of times that the vocal cords completely open and close in a given period of time, can be measured acoustically." English is a language in which meaning changes depending on tone and intonation; pitch is also essential in spoken English. It is important at the level of individual words as well as longer utterances.

### 3.3. Aspects of connected speech

In their journal, Magdaline Bakume Nkongho & Phillip Tize (2021, p.32) believe that Sounds at word boundaries in speech streams share their features; some are simply harmonized, elided, liaised, or merged to create a distinct yet similar sound for easier articulation and pronunciation. These aspects of speech encourage economy and harmony, which leads to what is known as connected speech. They also add "Because of the changes, the connected speech also known as rapid speech is used in all registers with varying degrees and remains a linguistic luxury which excludes most non-native speakers and restricted to the native speakers." (ibid).

Roach claims that, scientists have tried to construct machines that produced speech from a vocabulary of pre-recorded words many years ago, but the speech was regarded as unnatural and nearly unintelligible. The failure of this technique (mechanical speech) has many lessons to teach us about language learning and teaching. And while looking at connected speech, it is important to remember the distinction between how humans communicate and what may be found in mechanical speech.

According to Kelly "word stress, sentence stress, and intonation are aspects of connected speech, in that they apply (usually) to more than one phoneme. Weak forms are also aspects of connected speech."

#### 3.3.1. Rhythm:

Roach (2009, p. 74) states in his glossary "Speech is perceived as a sequence of events in time, and the word rhythm is used to refer to the way events are distributed in time. Obvious examples of vocal rhythms are chanting as part of games (for example, children calling words while skipping, or football crowds calling their team's name) or in connection with work (e.g. sailors' chants used to synchronise the pulling on an anchor rope)." He assumes that English has stress - timed rhythm. This means that stressed syllables tend to occur at relatively regular intervals whether they are separated by unstressed syllables or not. An example is given below: Both of them came early / IbauθavðamIKeim I3 = Said with the same amount time. (Roach 1991).

### 3.3.2 Assimilation

According to Kelly (2001,P.109) "the term Assimilation describes how sounds modify each other when they meet, usually across word boundaries, but within words too." If speech is thought of as a string of sounds linked together, assimilation is what happens to a sound when it is influenced by one of its neighbours.

Roach (2009, P.7). He accounts for two types of assimilation progressive when a sound influences a following sound or regressive when a sound influences one which precedes it. (ibid). Example of regressive assimilation: That person / ðæpβʒ:sn /. Progressive assimilation mostly appears with the plural /s/ ending in English which is pronounced with a voiced z after a voiced consonant (e.g. 'dogs' dɒgz) but with a voiceless s after a voiceless consonant (e.g. 'cats' kaets).

### 3.3.3 Elision:

"The term elision describes the disappearance of a sound. For example, in the utterance he leaves next week speakers would elide (leave out) the /t/ in next saying /nekswi:k/'. Kelly (2001, P.118).

MagdalineBakumeNkongho& Phillip Tize (2021, p.35) state in their journal that Elision is the process of removing one or more sounds at word boundaries. It can be doubled by regressive assimilation, when the second to last sound in the first word becomes the final consonant and is liable to assimilation from the first consonant of the next item. Examples;

'She pushed him' →//ʃi: pʊʃhɪm//

'Hand bag' → //hænbæg// (deletion)→//hæn←bæg// which gives//hæmbæg// (deletion+backward assimilation).

In his glossary, Roach(2009) declares that Some sounds that are heard when words are uttered slowly appear not to be pronounced when the same words are pronounced quickly, colloquially, or in a different context; these "missing sounds" are said to have been elided. He also believe that, in English, consonant elision occurs most frequently when a speaker "simplifies" a complicated consonant cluster. When a vowel comes between an obstruent consonant and a sonorant consonant, such as a nasal or lateral, deletion occurs.

### 3.3.4 Linking:

Roach (1991,P. 128) speculates that " in our hypothetical 'mechanical speech' all words would be separate units placed next to each other in sequence; in real connected speech, however, we sometimes link words together." In his glossary he takes linking /r/ as an example of the best known case of liaison, in English.

According to Kelly (2001,P. 111), linking and intrusion occur when two vowel sounds meet, speakers often link them in various ways. These ways are summed up in 'linking /r/, intrusive /r/, linking /j/ and /w/.

Examples:

Linking /r/

Her English is excellent. (/r/ is pronounced).

Her German is absolutely awful, though! (/r/ is not pronounced).

Intrusive /r/

Princess Diana was a victim to media exploitation. /əre/.

The media are to blame. /əa:/.

Linking /j/

I think therefore I am. (Descartes) /aijæm/.

I am, therefore I ought to be. ( Kelly) /aijæm/. /aijɔ:t/.

Linking /w/

Are you inside or are you outside. /ju:win/ /ju:waut/.

### 3.3.5 Juncture:

Kelly (2001, P. 112) refers to differences of juncture as words that have different pronunciations despite sharing the same phonemes. For example; The clock keeps ticking. /ki:pstikiŋ/. The kids keep sticking things on the wall. /ki:pstikiŋ/.

Roach (2009) assumes that "The position of juncture (or word boundaries) can cause perceptual differences, and therefore potential misunderstandings. It is recommended that learners of English should practice making and recognizing such differences using pairs like 'pea stalks/ peace talks' and 'great ape/ grey tape'".

### 3.3.6 Weak forms:

Roach (1991, P. 102) argues that There are around forty words in English that may be pronounced in two distinct ways. Most native speakers think all "strong form" pronunciation is unnatural and foreign-sounding. Those who are unfamiliar with the usage of weak forms will have difficulties comprehending what they hear, as almost Chapter one Literature Review 12 all nonnative speakers do.

## 4. Discourse-based approach to language teaching:

Casual discourse was took as a root to adopt various pitch raise and fall, role plays, and prepared talks are considered much beneficial to employ the latter. Scholar's developed a thinking about pronunciation in general, and the great development of intonation, specifically. Articulation either to achieve the learning process. Various arguments were about natural conversations which might be an issue for students, because native speakers and advanced learners may apply in connected speech features such as assimilations and elision. However, confusion and misunderstanding will occur. In a similar vein, Brown claimed that each consonant and vowel is influenced by two elements, the consonants and vowels surrounding it, and also the rhythmic arrangement in which it appears. McCarthy,(1991, p.89).

The relationship between phoneme articulation (single sounds, words, and opposite words) and other, broader elements of connected speech has been ignored in certain ways while teaching pronunciation. Pronunciation is a crucial element in discourse oriented language instruction. But it should be broken down into three sections, or components: segmental features, voice-setting features, and intonational features as argued by Pennington and Richards (1986) cited in McCarthy (1991, p.90). In other words, applying the above

mentioned features in the class and outdoors with the involvement of the teacher will improve the usage and enhance the overall performance by using top-down and bottom up approaches.

Accordingly, Honikman (1964) advises to applying the top-down method by establishing the voice setting first, followed by the details of articulation McCarthy( 1991). There was a quite change in traditional teaching of pronunciation after the discovery of segmental features of phonology. Therefore, language classes and outdoor were arranged to present different meaningful words (like /p/, as in pump, and /b/, as in bump). Besides to other segmental and supra-segmental features, to improve the overall performance of class.

### **4.1. The notion of discourse:**

#### **4.1.1 Discourse in Structural Linguistic Theory:**

Discourse theory is a branch of linguistic theory that studies the characteristics of linguistics and communication beyond linguistics structure, yet most of its theories explore the relationship between language is relevant and structure. Various debates were in the 20th century in anthropology in general, and social human sciences specifically. It aims to test the correlation between discursive and structural aspects of life. The abovementioned were included in theory and methodology of anthropology due as a result of the critics of the scholars.

Poststructuralist approaches to discourse carry on to impact the anthropological thought. In 1980s, linguistic theory considers the sentence to be the end of grammatical relations. In contrast, discourse refers to how words, expressions and sentences that are used in a specific context. Looking at how units connect with each other and with the context is essential to understand how a speech coheres. These topics in linguistics are sometimes referred to as discourse analysis or discourse function.

Saussure's concept of language and parole inspired the anthropological view of structuralism (or structure and usage). Synchrony is the idea that a language can be described as a coherent, successful system that occurs at a single point in time. Diachrony, on the other hand, is the change that occurs between two sets of words in a linguistic structure. He claims that structure of the sentence is a two dimensional system of contrasts, with basic components called signals and their meanings linked. The system of distinctions between signifier and signified is essentially a social concept, one that functions because a group of speakers continues to use it in their daily conversation.



## Chapter one Literature Review

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Discourse remained an external feature as a result of this method of generating the object of linguistics. Therefore, many critics were raised against Saussure's dualistic assumptions by different scholars in the 20th century.

### 4.1.2 Post structural approaches to Discourse:

Poststructuralist critiques aim to develop an approach to communicative practice that does not assume that the speaker, or speaking subject, is autonomous and self-constituting. Part of the goal of post structuralism is to write about "discourse" instead of "language" as a structure. Structuralism, in its linguistic and anthropological Chapter one Literature Review 14 forms, proposes that communication is formed by a social phenomena rather than an individual ones. Poststructuralist critiques often raise questions about what allows sign systems to exist and emphasize a larger degree of variety in the production of meaning. As a result of this shift in analytical viewpoint, new theories of power and governance have emerged, as well as studies of how various social categories manifest themselves through language. Foucault argues that history of knowledge production cannot be understood just through the actions of scientists and scholars.

Foucault argues in *The Archaeology of Knowledge* that an utterance does not merely reflect a prior world, but also contributes to the creation of social worlds. Prior to 1945, linguistics was regarded as a distinct branch of humanities research. After WWII, criticism on linguistics' basic assumptions led to new directions in the field of linguistic anthropology. Quantitative sociolinguistics looked at how people communicate differently in different groups, notably in industrialized and postindustrialized nations. Dell Hymes and John Gumperz, both anthropologists, conducted a cross-cultural investigation of how utterances are affected by rules other than those of grammar.

Peirce's tripartite sign theory was introduced by Michael Silverstein as the foundation for the study of language. Participants, according to Bakhtin, never speak as a single unique self, but rather draw on, use, and place their speech in terms of sociolinguistic variety. Current study on discourse's register, style, genre, and textuality is framed by this method. The ideal approach to define the multiple ways language might index and produce the categories of subjects and objects that make up our dynamic social realities is still debatable, (Alejandro, 2013)

### **4.2 Discourse-based activities to teaching aspects of connected speech:**

Word pronunciation in connected speech is highly influenced by surrounding sounds as well as context. Pronunciation practice in second language textbooks and courses is usually focused on "form" rather than "meaning". Learners practice pronouncing words one at a time before moving on to lengthier texts whose meaning they may or may not grasp. Students must comprehend what the phonetic/phonological form entails. They require regulated production practice (focusing just on pronunciation) as well as communication. That is what lead a number of pronunciation specialists to recommend a variety of activities; such as De Moras (2013) who Chapter one Literature Review 15 examined several methods of instruction (repetition, explanations, and feedback), and the study found that the group who experienced repetitions made more improvement than the other groups. To learn a phonetic rule, one must first hear and record a variety of items with phonetic features. This is only possible through hearing word sequences (vocabulary). Then, to counterbalance the impact of L1, one must practice these items and receive feedback. Finally, learners can apply a rule to novel items after hearing and practicing a given number of items. Another one is that Students must comprehend what the phonetic/phonological form entails. They require regulated production practice (focusing just on pronunciation) as well as communication, and that is what guided activities stand for. Guided activities concentrate on meaning while emphasizing phonological form and this leads to improving the pronunciation of the L2 in actual conversations. Ultimately, EFL teachers must also understand that English is not a language that can be taught alone but must be taught with actual communicative aims.

### **Conclusion:**

We attempted to gather relevant material on suprasegmentals and aspects of connected speech in particular. It is safe to conclude that teaching features of connected speech through a discourse-based approach and activities is critical in speaking and language acquisition in general. And, in order to build proper research, we sought to study literature from journals, books, and other sources, as well as other experts, in order to acquire existing information on our topic and compare to what we have as knowledge on it.

## **Chapter two: Methodology and Results**

### Practical part 1

#### Introduction:

This chapter of the dissertation is a practical part that comprises two parts that must be discussed in depth. In the first section, the research design, research setting, and research sample, as well as the data collecting processes are to be discussed. The second section will be devoted to evaluating the study's results, which will be accompanied by interpretation and discussion.

#### 2. Research Design:

To meet the stated objectives of the current study, we used a valid quasiexperimental case study method. Experimental design is unique method as Abraham & MacDonald (2011, has noted: "Quasi-experimental research is similar to experimental research in that there is manipulation of an independent variable. It differs from experimental research because either there is no control group, no random selection, no random assignment, and/or no active manipulation".

Van Hezwijk (1956) added that quasi experiment is not similar to other experiments in their process as it not considered as a threat to validity. Consequently, the volunteer students have been exposed to a quasi-experimental case as well as being requested to read the texts aloud to evaluate their performance regarding the points aimed at in this study. In general, the better a quasi-experiment is designed and conducted, the easier the analysis and interpretation of the study will at the end.

#### 3. Research Setting:

The current research was conducted at Kasdi Merbah University. The following are statistics second-year English students: Tableau 1:

Description of the sample of second-year English students. Total Number 47 Number of volunteers males 11 Number of volunteers females 36.

## Chapter two: Methodology and Results

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Total Number	47
Number of volunteers males	11
Number of volunteers females	36

### 4. Research Sample:

The sample for the current study comprised 47 second-year English students who volunteered from six groups of second-year students at the same university. Only two sessions took place for both the pre-test and posttest session due to the large classes. This sample was chosen with care since second-year students are frequently presented with the issue of aspects of connected speech.

### Data Collection Procedures:

After settling on the chosen methodology for this investigation, it is time to tackle the data collection techniques for this study. We ran two tests: a pre-test and a post-test, in order to get reliable data on which to base our analysis and interpretation.

#### 4.1. Pre-test:

As a first step, we have provided our sample students with a total of seven texts accompanied by the original audio tracks of the native speaker (See Appendix 01).then, they were instructed to listen, read and record themselves.

#### 4.2. Training Sessions:

We conducted two training sessions in sequence to expose learners to the discourse-based method to enhance EFL learners' awareness of elements of connected speech. Each session lasts sixty minutes and involves one step: practice.

#### 4.3. Post-test:

As a final procedure in our study, we conducted a post-test as an exam session to evaluate learners' progress over the training sessions in being aware of aspects of connected speech. The post-test includes the same texts and the original recordings students were given before.(See the post test in appendix 02).This test was conducted in an hour of time over four days.

### **4.4. Interview:**

As a final step, an interview with nearly seven questions was conducted to determine whether or not the use of discourse-based activities helped participants learn about the aspects of connected speech, how the participants found the experience in general, and whether or not they would recommend using the method in future phonetics courses.

### **5. Data Analysis:**

The data was collected in a quite frank way to facilitate participants. And the coming step is to analyse the data. It was gathered from pre-test and post-test. The Data was analysed quantitatively. In order to know the opinion of the students related to features of connected speech in pronunciation teaching, an interview was done with them.

### **6. Validity and Reliability:**

Although reliability and validity are closely related, they mean different things. A measurement can be reliable without being valid. However, if a measurement is valid, it is usually also reliable:

Middleton (2019) defined that Reliability refers to how consistently a method measures something. If the same result can be consistently achieved by using the same methods under the same circumstances, the measurement is considered reliable.

Nunan (1999, p. 14) claims that reliability deals with the consistency, dependability and replicability of “the results obtained from a piece of research”(cited in Zohrabi 2013, p. 259) Middleton (2019) also noted that Validity refers to how accurately a method measures what it is intended to measure. If research has high validity, that means it produces results that correspond to real properties, characteristics, and variations in the physical or social world. “The concepts of reliability and validity are used to evaluate research quality. They indicate how precisely a method, technique, or test measures something.” Burns (1999, p. 160) stresses that “validity is an essential criterion for evaluating the quality and acceptability of research.” (cited in Zohrabi, 2013; p. 259)

To ensure validity and reliability of the research results both the pre and post results were checked by a nonnative expert in the field. By doing so biased results can be avoided. The interview was checked by the same expert subjected on one participant before trying on other participants of the study.

### 7. Results Analysis and Discussion

Data collected throughout the proposed techniques and of a quasi-experimental nature will be carefully and thoroughly examined. The data obtained from the pre-test, training sessions, and post-test, as well as the interview, will be analyzed. The analysis will assist in drawing more precise and reliable findings later on.

#### 7.1. Pre-test Results Analysis

We attempted to collect data in the pre-test based on the students' awareness of aspects of connected speech and the discourse-based approach. Students were given a total of seven texts including the original recordings of the native speaker. They were then instructed to read, listen, and record themselves. We decided to separate the data based on the number of texts. Each text was divided into speech units and stops, it also contained several stressed words; we counted the number of actual aspects of connected speech and compared them to the student's mistakes. After analyzing the pre-test data, we arrive at the following findings:

Table 2: Learners' results in the pre-test.

Participants	Group	N° text	Pause	Stop	Stressed words
P1	1	1	38	7	80
P 2	1				
P 3	2				
P 4	3				
P 5	5				
P 6	5				
P7	6				
P8	2	2	7	2	32
P9	2				

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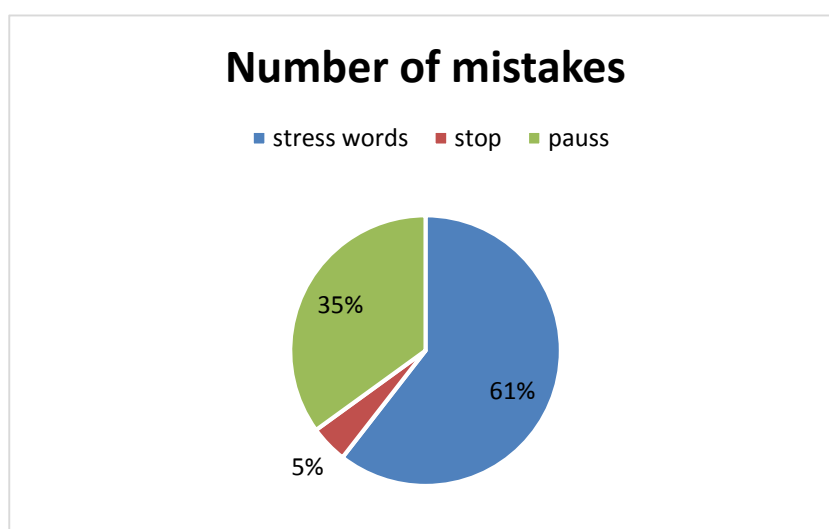
P10	3				
P11	4				
P12	5				
P13	5				
P14	1	3	13	4	20
P15	1				
P16	2				
P17	4				
P18	5				
P19	5				
P20	6				
P21	3				
P22	2				
P23	2				
P24	2				
P25	4				
P26	4				
P27	5				
P28	5				
P29	1	5	9	3	17
P30	2				
P31	3				
P32	5				
P33	6				
P34	2	6	65	3	77
P35	1				
P36	2				
P37	2				
P38	3				
P39	3				
P40	4				



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P41	5				
P42	6				
P43	3				
P44	3	7	12	1	10
P45	1				
P46	1				
P47	6				

Figure 2: learners' results in the pre-test.



## Chapter two: Methodology and Results

As can be observed, and as a remarkable result, more than half of the students got (61%) mispronounced stressed words. Furthermore, some of them violated the designated speech units by 35%, which is acceptable for pre-test results; nonetheless, practically all participants succeeded in respecting the given stops, with only 5% wrong of the overall number.

These results demonstrate the students' awareness of aspects of connected speech and the way they work together within a particular discourse. During their training sessions, participants are meant to be exposed to different aspects of connected speech. Due to the current circumstances, the primary hindrance to training sessions is perhaps the time factor.

However, they were not, and the number of training sessions was shortened to two this semester due to the course's interventions because of holidays and the corona virus parameters.

### 7.2. Post-test Results Analysis:

The post-test is another practical step in this study that help collecting data mainly after the training sessions that were successfully conducted after the pre-test. The entire aim of the post-test is to analyze learners' performance in contrast to the pre-test. It aids in examining participants' knowledge of the usage of aspects of connected speech within discourse. The findings of the learners' performance in the post-test are included in detail in the table and figure below.

Table 3: Learners' Results in the post-test.

Participants	Group	N° text	Pause	Stop	Stressed words
P1	1	1	22	0	15
P 2	1				
P 3	2				
P 4	2				
P 5	2				
P 6	5				

## Chapter two: Methodology and Results

P7	1				
P8	1				
P9	2				
P10	2				
P11	2				
P12	3	2	7	0	1
P13	3				
P14	4				
P15	4				
P16	3				
P17	4				
P18	5				
P19	5				
P20	6				
P21	5				
P22	5				
P23	5				
P24	6				
P25	4	4	19	0	7
P26	3				
P27	3				
P28	3				
P29	4				
P30	3				
P31	3				
P32	2				
P33	2				
P34	1				
P35	2				
P36	1				
P37	2				

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P38	2				
P39	1				
P40	1				
P41	5	6	27	0	2
P42	5				
P43	5				
P44	6				
P45	5				
P46	6				
P47	6				

Figure 3: learners' result in the post-test.



As illustrated in the figure, the majority of students failed to pronounce the stressed words by 67 % mistakes, despite being provided the same texts with a detailed explanation; i.e. the aspects were capitalized, colored, or underlined. Furthermore, a few of them broke 30% of the pauses, and the majority of the participants succeeded again in respecting the existing stops, with only 3% errors.

The impact of the training sessions is proven by the outputs of the participants' results in the post-test. They would determine whether or not the training contributed to the development of the students' awareness of the aspects of connected speech and their use within a discourse unit.

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Despite the lack of absentees, the training sessions that preceded the pre-test were affected by the tight timeline.

Students were meant to be exposed to the aspects individually over several sessions. However, due to the 60mins timeframe of the sessions and the current circumstances, they were not given proper guidance, which created some difficulties for the students in dealing with the use of discourse-based activities in learning aspects of speech.

### 3. Results Interpretation and Discussion:

Participants	N° text	P	Stp	Stressed words
P1>P7	1	38	7	80
P8>P13	2	7	2	32
P14>P20	3	13	4	20
P21>P28	4	12	0	27
P29>P33	5	9	3	17
P34>P43	6	65	3	77
P44>P47	7	12	1	10

Participants	N° text	P	Stp	Stressed words
P1> P11	1	22	0	15
P12> P17	2	7	0	1
P18>P24	3	7	0	8
P25> P31	4	19	0	7
P32> P40	5	19	4	11
P41>P47	6	27	0	2

After analyzing the data and addressing potential obstacles to the operation, it is important to examine the findings. As illustrated in the figures above:

- Students made the least mistakes regarding the stops, and as stated in the interview, the stops were the easiest aspect for them to respect. As shown in the figures above, the percentage has decreased from 5% to 3%.
- Even if the pauses or speech units were separated by slashes, the students admitted in the interview that they were confused. The number of errors in the pre-test was 35 %, and 30 % of the total number in the post-test.

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- The most noticeable results are associated with the stressed words. In the pretest, they made 61 % errors, which escalated to 67 % in the post-test. The participants noted that the colors and capital letters distracted them. They also preferred being introduced to the aspects appropriately first and then practicing even more for positive performances.
- As seen in both figures, students' awareness of stops and pauses has improved; unlike stressed words, students have failed to articulate the words properly once again. The reason for this is that they were not adequately exposed to the aspects and use of the new approach. As a result, it is advised for future sessions to teach features of connected speech individually and to provide considerably more practice time.
- Other external factors that affected the process were large classrooms and individual differences. Due to a complete lack of time and a large number of students, not everyone was able to practice reading the texts aloud while implementing the new approach. And, of course, not all of them had the same level of pronunciation proficiency; that is, some already had a solid base for reading whole texts decently, while others were only good at respecting the aspects at a level of sentence rather than a text, and others were not as motivated and interested in the course itself.
- On one hand, the teacher was obliged to utilize mainly a data display and loudspeakers, but if the students experienced listening to the texts in a language lab, they would feel motivated and their performance would improve.
- On the other hand, Students' failure can be attributed to the auditory track's British accent. Because the majority of students complained and preferred reading the texts in an American accent, or their own.

### **7.4 Students' feedback and recommendations:**

We opted for an interview with a maximum of seven questions after the pretest, training sessions, and post-test to collect the students' feedback on the use of the discourse-based method in learning aspects of connected speech, as well as their recommendations for future phonetics courses.

The majority of students admitted to reading the presented texts aloud several times (see appendix 1 and 2), listening to the native speaker, and attempting to imitate. Some of them, however, said that they only attempted to read the texts once or twice.

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Nearly every single student agreed that using colors, capital letters, and slashes was incredibly beneficial. They claimed that they were able to pronounce stressed words better and identify pauses more easily and that it also helped them read texts while sounding like native speakers. However, some participants found this method tricky and distracting, particularly when it came to stressed words and pauses.

By the end of the interview, students were asked how they found the experience, and they all agreed that it was new yet enjoyable, entertaining, and a great opportunity to pick up new terminology as well as a British accent.

They advised utilizing it for future phonetics classes since they appreciated the experience of how valuable it is.

### **Conclusion:**

To recapitulate, the purpose of this study was to determine how effective a discourse-based approach is in improving second-year English students' understanding of aspects of connected speech. It aimed to support the latter by analyzing data through a pre-test, post-test, and an interview, followed by a discussion and interpretation of the results.

## **General conclusion**



## **Summary of major findings**

The purpose of this study is to use the discourse method to raise EFL learners' awareness of aspects of connected speech through a quasi-experimental designed analysis. As a consequence, the overall aim of this study was to determine how effective the aforementioned method is in increasing students' awareness of connected speech. To attain the objective, it is questioned whether the discourse-based method is useful, what difficulties students will face, and how they will react to the use of the discourse method.

More than thirty students participated in the experiment. They were first given seven flat texts with the native speakers' audio track; they were then asked to listen, read, and record themselves. Following that, two training sessions were scheduled to expose students to the various types of aspects of connected speech. Students were also given the same texts but with a better description and the original audio track during the post-test. They were once again instructed to listen, read, and record themselves. As a final step, half of the sample was interviewed and asked seven questions about their experience.

We chose to analyze data by counting the given aspects of speech (pauses, stops, and stressed words) and comparing them to the students' mistakes. In light of this, the findings revealed that students' understanding of pauses and stops has improved, but they continue to suffer from stressed words due to a lack of time allocated to training sessions.

## **Limitations and recommendations of the Study:**

- We encountered various challenges while conducting this study, which hindered both the data collection procedure and the entire research. Here are some of the study's limitations and recommendations:
- Most sessions were postponed due to the corona virus parameters and the intervention of the course in general because of holidays.
- We were unable to introduce second-year students to the aspects of connected speech individually and appropriately owing to number of sessions' assigned (1 session per week) and the 60 minutes timeline.
- Another, and maybe the most important, hindrance to the process is the number of absentees and lack of interest during training sessions.

- It is proposed that phonetics teachers devote more time to practicing word stress rather than theorizing it.
- It is recommended that the group size should be reduced to at least 20 students per group. • It is, therefore, urged that the university provide language laboratories for teachers in to improve students' pronunciation generally and the use of suprasegmental specifically.

### **Pedagogical Implications:**

- The current study resulted in the following main pedagogical implications. Therefore, it is vital be taken into account:
  - The participants have shown a great enthusiasm related to the features of connected speech through discourse.
  - It also emphasizes the importance and role of the features of connected speech in learning and teaching English pronunciation.
  - This study stresses the supra-segmental elements of pronunciation and communicative competence in teaching English pronunciation
- Conclusion: This section includes some of the limitations that hindered the process of conducting the data collection and research, generally, it also represent recommendations for future studies, and the pedagogical implications of this study.

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# **Appendices**

## Appendices

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### appendix 01: pre-test

#### Text 01 : The English Man

Most **people's** picture of a typical Englishman is a **man in a suit** , with an umbrella , a copy of The Times , and a bowler hat . Not everyone knows ,however , that this hard , low , round-brimmed hat was **invented** in the nineteenth century , or that it was named after a pair of British hat makers , Thomas and William Bowler .

The first example of a bowler hat was ordered by a country gentleman ,Thomas Coke , who lived in Norfolk . He **wanted** a strong and practical hat that he could wear when he **went out** shooting. **In America the bowler hat is known as a derby**

#### Text 02 : Weather Forecast

And for Friday ,well , another wintry day in all parts of the region . Temperatures near freezing in many places ,and along the coast , the wind will **make it** feel very cold indeed . Inland ,some snow on the hills , and there may be fog in the valleys . If **you're out** and about driving , **watch out** for those icy roads ! And for the weekend ?Well , **we're** not expecting much change , **I'm** afraid . And **that's** all from me .Goodnight .

#### Text 03 : The lady and Weather

I can never guess the weather right .If I wear a warm shirt ,the **weather's** hot . If I wear cool clothes , **there's** a cold wind . When I **don't** take my umbrella ,it rains . If I take my umbrella **Does it** rain ?Of course not !Then I **leave it on** the bus !Oh well .We all have our weaknesses ,I guess !

#### Text 04: Vistors to the Library

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A few years ago // I read in a **newspaper** // that the staff at a **library** // in a small **town** in the west of **England** // had **noticed** // that the number of **visitor**sto the library // was going **down** and **down** , // and the number of **books** they were borrowing // was going down even **faster** . // They **couldn't understand** this , // so they decided to do some **research** // to **find out** the **reason** . // They **interviewed** people // and asked them to **fill in questionnaires** // and **so on** . // And guess what they they **discovered** . // The reason was // **simply** // that everybody had **read** all the books **already** !

### Text 05: The Farmer and his Tractor

This seems **unbelievable** // but **it's** a **true story** // in **fact** .A **farmer** // was working in the **fields** // with his **tractor** . // The tractor **crashed** // and he **fell out** // and **landed** on the **ground** // **unconscious** . // As he **fell** , // his **mobile phone** // **fell out** of his **pocket** . // **Soon after** , // a **bird** that was flying around the **fields** // **saw** the phone // and started **pecking** it // with its **beak** . // **Amazingly** // it dialled the number **999** // and soon the **emergency** services arrived // to **help** the farmer .

### Text 06 : Awareness of Science among the Public

We have a great opportunity // at the moment // to encourage awareness of science // among the public // a recent opinion poll // which was conducted earlier this year // revealed that 80 % of the population // is interested in science // in addition // it shows // a growing trust in scientists // who make an important contribution // to society // however // the poll also showed // that few people // felt they know enough // about science // to develop understanding of science // we need more public debate // and we should be making science // more interesting in school. 3

### Text 07 : Complementary Therapy



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Complementary therapy, // which focuses on the whole person, // is becoming more widely used. // it considers a patient's physical symptoms // and also takes lifestyle into account. //

Most practitioners believe that the body seeks a state of balance. // What complementary therapy does // is help people achieve this balance. // Treatment not only relieves the disease // but also promotes general wellbeing. // How complementary therapy works // is still not entirely clear. // Recent research // has compared with traditional medicine. // In one study conducted in Canada // a group of patients // who had severe back pain // were treated either with complementary // or traditional treatments. // Patients who had complementary treatments // showed faster rates of improvement.

### Appendix 02: training sessions.

**EXERCISE 01: Each of the extracts consists of TWO speech units. Put // to show where you expect the speech units boundaries to be.**

1 The ship was launched in September 1942 and destroyed a month later.

2 Property prices will increase as long as interest rates remain low.

3 The bird is often heard but seldom seen in the wild.

4 They took what they could carry and left the rest of their belongings behind.

5 Why students drop out of university is a complex issue.

6 Thieves made off with the painting despite security guards in the building.

7 Most people also speak French which is taught from the age of six.

8 Who gave the order to shoot is to be investigated further.

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9 Women who are pregnant should avoid alcohol.

10 He claimed he was innocent but the jury disagreed.

**EXCERCISE 02: Each of the extracts consists of TWO speech units. Put // to show where you expect the speech units boundaries to be.**

1 The whole basis of Gold berg's analysis has been called into question.

2 Most of her money she left to children's charities.

3 In the first half of this year our sales have fallen by 25 per cent.

4 As a result women are having fewer children than in the 1 990s.

5 Collectively the members of the organization were known as 'The Followers'.

6 Unhappily for his family he was never seen again.

7 To conclude all these factors suggest the need for job cuts.

8 The two companies although in competition have agreed to cooperate on the project.

9. On the other hand patients have little control over events in hospital.

10.The only college that teaches medical statistics is to close next year.

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### Exercise 03:

Each of these extracts consists of three speech units. Put // in two of the four spaces to show where you expect the speech unit boundaries to be.

#### EXAMPLE

when you read it carefully // it doesn't say anything // that's very critical

1 when I woke up I didn't even realise what time it was

2 of course it's written in a language that hardly anyone can understand

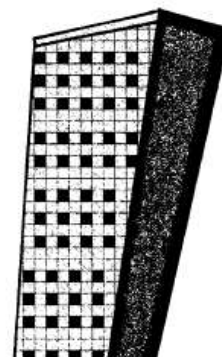
3 I was working late because they want it done as quickly as possible

4 because he was ill I didn't expect him to come to work

5 if I get some time I'll be over on the weekend to see you both

6 luckily we haven't had any rain since the day we arrived

7 it should never have been built in my opinion this new office building



### Exercise 04:

The texts below are really two sentences, but the punctuation is missing. The two sentences are divided *before* or *after* the underlined expression. Listen and draw one line / to show where the sentences are divided.

EXAMPLE They're leaving / soon it'll be quieter.

1 There was nothing inside it was empty.

2 We walked carefully downstairs it was dark.

3 I watched him silently he opened the drawer.

4 The rain didn't stop the next day it just carried on.

5 The weather was hot at the weekend it was 40 degrees.

6 I saw her clearly she was hungry.

7 It was cold last night the roads were icy.

# Appendices

## Appendix 03: post-test

### Text 01 : The English Man

Most **people's PICTure(tf)** of a **TYpical** Englishman // is a **man in a suit** , // with an **umBRElla** , // a **COpy** of The **TImes(z)** , // and a **BOWler** hat . // Not **EVeryone** knows(z) , // however , // that this(s) **hard** , // **low** , // **round-BRIMmed(d)** hat was **inVENTed(id)** in the nineteenth **CENtury** , // or that it was **NAMed(d)** after a pair of **British(j)** hat **MAkers(z)** , // Thomas and William **Bowler** . //

The first **eXAMple** of a **BOWler** hat // was **ORdered** by a **COUNtry(d3)GENTleman**, Thomas Coke , // who **lived(d)** in Norfolk . // He **wanted(d)** a **strong(η)** // and **PRACTical** hat that he could wear when he **went out (j) SHOOting** . //

In **AMERica** // the **BOWler** hat is known as a **DERby** . //

### Text 05: The Farmer and his Tractor

This seems(s) **unBLIEVable** // but **it's** a **TRUE STORy** // in **FACT** . A **FARmer** // was **WORKing** in the **FIELDs(z)** // with his **TRACtor** . // The tractor **CRASHed(t)** // and he **FELL OUT** // and **landed(id)** on the **ground** // **unCONscious** . // As he **FELL** , // his **moBILEphone** // **fell out** of his **POCKEt** . // **SOON AFter** , // a **BIRD** that was flying around the **FIELDs(z)** // **SAW** the **phone** // and **started(id) PECKing it** // with its **BEAK** . // **AMAZingly** // it **dialled** the number **999** // and soon the **eMERgencyservices(iz)** **arrived(d)** // to **HELP** the farmer . //

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### Text 02 : Weather Forecast

And for **FRI**day, // well , // another **WIN**try day in all **parts**(s) of the region . //  
**TEM**peratures near **FREE**zing in **MA**ny places(z) , // and a **LONG** the coast , // the wind will  
**make it** feel **very** cold **indeed**(id) . // **inLAND** , // some snow on the hills(z) , // and there may  
be fog in the **VA**lleys(z) . // If **you're out** and about **DRI**ving, // **watch out** for those(z) icy  
roads(z) ! // And for the **WEEK**end? // Well , // **we're** not ex**PEC**ting much change , // **I'm**  
afraid . // And **that's** all from me . // **Goodnight** . //

### Text 04: Vistors to the Library

A few years(z) ago // I read in a **NEWS**paper // that the staff at a **LI**brary // in a small  
town in the west of **ENGL**and // had **NO**ticed // that the number of **VI**sitors(z) to the  
library // was going **DOWN** and **DOWN** , // and the number of **BOOKS**(s) they were  
borrowing // was going down even **FA**ster. // They **couldn't underSTAND**this , // so  
they decided(id) to do some **reSEACH** // to **find out** the **REAS**on. // They  
**INT**erviewed people // and asked(t) them to **fill in questionNAIRES**(z) // and **so on** . //  
And guess what they they **disCOV**ered(d) . // The reason was // **SIM**ply // that  
everybody had **READ** all the books(s) **aLREAdy**!

## Appendices

### Text 01 : The lady and Weather

I can **NEV**erguesss the **WEA**therright . // If I wear a **WARM SHIRT** , // the  
**WEA**ther'shot . // If I wear cool clothes(z) , // **there's** a cold wind . // When I **don't**  
take my **umBRE**lla, // it rains(z) . // If I **TAKE** my **umBRE**lla**Does it rain ?** // Of  
course not ! // Then I **leave it on** the bus ! // Oh well . // We all have our  
**WEAK**enesses(z) , // I guess ! //

### Text 02 : Awareness of Science among the Public

We have a great oppor**TU**nity// at the **MO**ment// to en**COU**rage(d<sub>3</sub>)  
a**WARE**ness of science // among(η) the **PUB**lic. // A **RE**cent opinion poll //  
which(t<sub>f</sub>) was con**DUC**ted**EAR**lier this(s) year // revealed(d) that 80 % of the  
popu**L**ation// is **IN**terested in science . // In **adD**ition// it shows(z) // a  
growing(η) trust in **SCIEN**tists(s) // who make an im**PO**rtantcontri**BU**tion//  
to society . // However // the poll also showed(d) // that few people // felt they  
know e**NOU**GH // about science . // To develop under**STAN**Ding(η) of science  
// we need more **PUB**licde**BATE** // and we should be making(η) science //  
more interesting(η) // in schools

### Appendix 04: QUESTIONS OF THE INTERVIEW

1. Was it easy or difficult to read the texts?
2. Did the colors and capital letters help in reading texts?

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3. Which of the aspects was easy to respect?
4. How many times did you read the text aloud?
5. How do you evaluate your reading without the use of colors, capital letters, or the assistance of your teacher?
6. Do you think the same method should be used for the upcoming phonetic classes? Why?

## ملخص:

تسعى الدراسة الحالية لاختبار وإظهار فعالية النهج القائم على الخطاب في تعزيز وعي متعلمي اللغة الإنجليزية كلغة أجنبية بجوانب الكلام المتصل كما أنها تهدف للتحقيق حول مدى إمكانية الأنشطة القائمة على الخطاب في تمكين الطلاب من التعرف على الكلام المتصل. دراستنا هي دراسة شبه تجريبية تمت على مستوى جامعة قاصدي مرباح بورقلة ، حيث شارك أكثر من ثلاثين طالباً في اختبار تمهيدي ، وتدريب ، واختبار بعدي، تليها مقابلة لاحقاً. تم إعطاء الطلاب سلسلة من النصوص مع التسجيل الصوتي الأصلي في كلتا المرحلتين، الاختبار التدريبي، والاختبار البعدي، ثم تم توجيههم للاستماع والقراءة والتسجيل بأنفسهم. قمنا بتحليل البيانات من خلال حساب العدد الإجمالي للميزات الموجودة في كل نص ومقارنتها بأخطاء الطلاب. يُظهر تحليل البيانات زيادة وعي الطلاب بالفواصل في الجمل؛ حيث لاحظنا ارتكاب أخطاء أقل في الاختبار البعدي مقارنة بالتدريب (من 4% إلى 3%). يرجع ذلك في الغالب إلى ضيق الوقت أثناء الحصص التدريبية والتي تسعى أساساً للحصول على توجيهات أنجع ليصبحوا على دراية بكيفية تصنيف مميزات الكلام المتصل، هذا ما خلق عائقاً للطلاب عند التعبير عن الكلمات المشددة. في الختام، نقترح هذه الدراسة أنه يجب تخصيص وقت كافٍ للجلسات التعليمية ومختبرات اللغة لتحقيق نتائج أفضل.

الكلمات المفتاحية: اللغة الإنجليزية كلغة أجنبية ، تعلم اللغة الإنجليزية ، المنهج القائم على الخطاب ، النطق ، جوانب الحديث المتصل ، اللمنة ، الوقوف، التوقفات.



## Résumé:

La présente étude vise à déterminer l'efficacité d'une méthode basée sur le discours pour accroître la sensibilisation des apprenants EFL aux caractéristiques de la parole connectée. Il a également l'intention d'étudier dans quelle mesure les activités basées sur le discours peuvent permettre aux étudiants d'apprendre le discours connecté. L'étude de cas a été menée à l'Université Kasdi Merbah de Ouargla où plus de trente volontaires ont participé à une étude quasi-expérimentale qui comprend un pré-test, une session de formation, un post-test et un entretien. Les étudiants ont reçu une série de textes avec l'enregistrement audio original dans les deux phases, pré-test et post-test, et ont ensuite été chargés d'écouter, de lire et de s'enregistrer. Nous avons analysé les données en comptant le nombre total de traits inclus dans chaque texte et en les comparant aux erreurs des élèves. L'analyse des données montre que la sensibilisation des élèves aux pauses et aux arrêts a augmenté ; ils ont fait moins d'erreurs entre le pré-test et le post-test (de 4% à 3%). Cependant, en raison du court laps de temps, les élèves continuent de lutter avec l'articulation des mots accentués. En conclusion, cette étude propose d'allouer suffisamment de temps aux séances d'enseignement et aux laboratoires de langues pour obtenir de meilleurs résultats.

Mots clés : EFL, ELT, approche basée sur le discours, prononciation, aspects de la parole connectée, accent, pauses, arrêts.