



UNIVERSITE D'ABOMEY-CALAVI
(U.A.C.)

ጸገጎጎጎ



FACULTE DES LETTRES, ARTS ET SCIENCES HUMAINES
(F.L.A.S.H.)

ጸገጎጎጎ

DEPARTEMENT DES LANGUES, LITTÉRATURES ET CIVILISATIONS
ÉTRANGÈRES

(DELLCE)

ጸገጎጎጎ

SECTION D'ANGLAIS

Option : Linguistique Appliquée

MEMOIRE DE MAITRISE

Thème

Phonological rules as contributive factors to a better articulation and command of the English language: case study based on assimilations, deletion, flapping, and vowel reduction, insertion, stress and pronunciation rules

Présenté et soutenu par :

Jonas S. AGBOGNONNON

Sous la direction de:

Dr. AFANUH K. Mathew

P.H.D. Legon

Octobre 2014

Dedication

I dedicate this research work to

- The almighty God, for he has given me the energy and inspiration to write this paper.
- My dear father Agbognonnon Christophe and my mother Kpassa Aroume Agbognonnon.

Acknowledgements

I am indebted to many people either directly or indirectly. Thanks to the Almighty God who has protected me up to now and to my uncles Roger (in memoriam) and Pierre Agbognonnon for having invested in my education for years. May you find in this work the result of all sacrifices for me. Thank you very much for having relied on me.

I would like to express my sincere gratitude to Dr Mathew K. Afanuh, my supervisor who has accepted to direct the work from the beginning to the end.

- I am grateful to Dr Coffi Bertin Yehouenou, my Phonetics lecturer, who devoted much of his time to teach me Phonetics Course for three years
- I am also grateful to Dr Babalola, and Dr Ahouangansi for their sincere contribution for the acceptable quality of this document.
- I would like to thank Judicael and Bob Zanvo, who helped me to type this work, and Koumangni A. Soulé for having put his computer at my disposal.
- I wish to express a special acknowledgement to my dear friend and father, Albert E. Rodriguez, presently vice principal of Ceg houeyiho, who showed me in the secondary school that I had something useful in English. May you find here my sincere gratitude for all your sacrifices for me.
- I am very grateful to Madam Marie- Noelle Zomahoun Gbangbola, to M. Kocouvisso Victor, for their affection, and to M. Guendehou T. Thomas for all his pedagogical advice and supports.
- I thank all my friends, brothers and sisters. I cannot omit Mr Timanty Constantin, who has guided my first steps in the teaching field.

- My endless thanks to my former teachers of English, especially M.Koffini Codeme B.; Bonou Magloire ; Gnonhoue C. L.Eugene, Alladé Barnabé (in memoriam), and M.Albert E. Rodriguez.
- Another major debt is to Hounou François, and Hounmenou Alain, Maafouz Sadikou, Zalé Gratien, Adatain T.Gaston, Ametodou Matilde, Gicile Adandé, Madam Agbognonnon Jeanne Samadi, Abimbola Gildas R, Amessinou Tina, Favi Michel D. Madindé Justin, Yekou Evelyne who help me in a variety of ways, which may not be proper to mention here.

The merits of this are shared with these people but the shortcomings are entirely mine.

List of abbreviations

ASL	: American Sign Language
BBC	: British Broadcasting Corporation
VOA	: Voice of America
IPA	: International Phonetics Alphabet
EFL	: English as a Foreign Language
ESL	: English as School Language
ECS	: English consonant sounds
EVS	: English Vowel sounds
MSW	: Mono-syllabic words
EPAM	: Egressive Pulmonic Airstream Mechanism
TV	: Television
VA	: Vocal Apparatus
CD	: Compact Disc

Table of contents

<i>Dedication</i>	i
<i>Acknowledgements</i>	ii
<i>List of abbreviations</i>	iv
<i>Table of contents</i>	v
Introduction	1
CHAPTER ONE: PROBLEM IDENTIFICATION	3
1.1 Problem statement	3
1.1.1 Personal experiences	3
1.1.2 Daily situation experiences	4
1.2 The purpose of the study	5
1.3 The significance of the study	5
1.4 The scope of the study	7
CHAPTER TWO: LITTERATURE REVIEW	8
2.1 English language backgrounds	8
2.1.1 The genesis of language and different approach of definitions in dictionaries and by some scholars.	8
2.1.2 The origin of English language	9
2.1.3 The speaking technics and spoken drills	10
2.2 Some preliminary observations on English segmental features	13
2.2.1 The English language	15
2.2.2 Segmental features	15
2.2.2.1 consonant sounds	15
2.2.2.1.1 The stop	16
2.2.2.1.2 The Fricatives	16
2.2.2.1.3 Nasals	17

2.2.2.1.4 Glides/Central approximants	18
2.2.2.1.5 The Affricates	18
2.2.2.1.6 The lateral	18
2.2.2.1.7 The flap or tap.....	18
2.3 English vowel sounds	20
2.3.1 Monophtongs	20
2.3.2 Diphtongs.....	22
2.3.3 Triphthongs	22
CHAPTER THREE: METHODOLGY AND DATA COLLECTION.....	23
3.1 Method of gathering data.....	23
3.1.1 Sample Setting	24
3.1.2 Secondary schools and University of Abomey Calavi	24
CHAPTER FOUR:PRESENTATION AND ANALYSIS OF THE DATA.....	26
4.1 Presentation of the data of the secondary schools students	26
4.1.1Analysis of the data of the studens of secondary schools.....	29
4.2 Advanced learners of English answers and analysis	32
4.3 Presentation of the teachers data	34
4.3.1The analysis of the data.....	36
4.4 English syllable and stress.....	40
4.4.1English syllable.....	40
4.4.2English stress	41
4.4.3 Stress patterns in English	41
4.4.4 Two –syllable words	42
4.4.4.1 Verbs	42
4.4.4.2 Adjectives.....	42
4.4.4.3 Nouns	43
4.5 Three-syllable words	43

4.5.1 Verbs	43
4.5.2 Adjectives	44
4.5.3 Nouns	44
4.6 Complex words.....	45
4.6.1 Suffixes	46
4.6.2 Suffixes carrying primary stress themselves.....	46
4.6.2.1 Suffixes that do not affect stress placement	46
4.6.2.2 Suffixes that influence stress in stem	47
4.6.2.3 The suffixes: "-ance" "-ant" and "-ary"	48
4.6.3 Prefixes	48
4.6.3.1 Compound words	48
4.6.3.2 Word-class pairs	49
4.6.4 Words ending in "ic", "ical", "icize", "cism", "ion", "ional", "io", "or", "eous", "ous", "ionize", "ionism", stress patterns.....	50
4.6.5 A review of some morphophonemic and phonological rules	52
4.6.5.1 Assimilations rules	52
4.6.5.2 Progressive assimilation	53
4.6.5.3 Regressive assimilation	53
4.6.6 Deletion.....	55
4.6.6.1. Condition of deletion.....	55
4.6.6.1.1 [t] deletion.....	55
4.6.6.1. 2 [d] deletion.....	56
4.6.6.1. 3 [v] deletion.....	57
4.6.7 Insertion	59
4.6.7.1 [J] Insertion	59
4.6.7.2 [w] insertion	60
4.6.7.3 [r] Insertion.....	60

4.6.8 Vowel reduction.....	61
4.7 Flapping.....	62
4.8 Morphophonemic rules.....	62
4.8.1 The past tense morpheme and the past participle morpheme of regular verbs realisation.....	64
4.8.2 Table: Pronunciation of –ed in past tense and the past participle forms.....	64
CHAPTER FIVE: SUGGESTIONS	65
5.1 Suggestions.....	65
5.1.1 Suggestions to teachers and lecturers.....	65
5.1.1.1 Morphophonemic, Phonological, stress and pronunciation rules instruction ...	65
5.1.1.2 Communication approach method	66
5.1.2 Suggestions to learners and to any users of the English language.....	69
5.2 Recommendations	70
5.2.1 Recommendations to the government.....	70
5.2.1.1 English language laboratories	70
5.2.1.2 Exchange program.....	70
5.2.1.3 The problem of large class	71
5.2.1.4 The problem of time.....	71
5.2.2 Recommendations to the Educational authorities.....	71
CONCLUSION	73
BIBLIOGRAPHY	75
APPENDIX	78

Introduction

Admittedly, communication between human beings though possible through signals and paralinguistic devices such as :facial expressions and other bodily emotions ,is overwhelmingly carried out via language .Thus ,a language appears as a medium of exchange in society. According to the **Oxford Learner's Dictionary of Current English** ,(1987 :473) language is defined as a human and non instinctive method of communicating ideas, feelings and desire by means of a system of sounds and symbols .When we cast a glance at an **Introduction to Linguistics** (Stuart C .poole), we discover that the American Linguist Edward Sapir gave a definition close to the one of Oxford, he defined language as follows :language is a purely human and non instinctive method of communicating ideas ,emotions, and desires by means of a system of voluntarily produced symbols. By deduction ,communication is then the principal function of language .Here, my work is devoted to the English language ,which appears to be the first one spoken all over the world. This language is getting more importance and is present nearly in all the fields of activities ,be it economic ,political ,educational, or socio cultural. It is moreover required for job opportunities in all nations and is ranked first as the official language of reference. English language speakers are then numerous and are classified into major groups :the native speakers and non native speakers. So ,there is automatically a diversity in the English language utterances .Do these two categories of speakers utter the correct English ? Do they often take into account the basic mechanisms of English language that can help them to flow fluently, easily and reach the target of their conversation ?

The current research aspires to provide adequate approaches to the question above and to focus on the strategies possible to enable English language speakers to articulate fluently and efficiently, be they native or non native

speakers .This research work the title of which is : *Phonological rules as contributive factors to a better articulation and command of the English language :case study based on assimilations,deletion,flapping,vowel reduction, insertion,stress and pronunciation rules* includes five chapters.

Chapter one deals with an introduction to the topic (1) the purpose of the study, (2) the statement of the problem, (3) the significance of the study and (4) the scope of the study, chapter two concerns all the documents and the books and other didactics supports I have used in libraies, on the internet in the course of this research paper and is literature review and chapter three deals with the methodology I have used to collect data for the study and as far as chapter four and five are concerned, they respectively refer to the results of the research work in the different fields of investigation and my own recommendations, suggestions and the general conclusion.

CHAPTER ONE: PROBLEM IDENTIFICATION

1.1 Problem statement

This part of chapter one deals with the real reason and problems that raised my interest to work on the topic, I mean the phonological difficulties in the process of English language utterances especially when it has to do with formal and prominent circumstances of conversations or exchanges. I gather these difficulties in three: personal, teachers and daily situation experiences.

1.1.1 Personal experiences

My personal experience is related to what I have remarked in schools, on radios, televisions and in the society about phonological processes. The physical aspect of human teeth, larynx and so on are not the same with other creatures and may and can explain why only the human creature have utterances capacity. All God creatures communicate with other members of their species. For instance, dogs communicate with other members of their species. In this case it is not verbal; it is rather forms of signaling. Here, I want to base on correct and concise verbal or oral expressions difficulties in particular faced by some categories of people.

First of all, some advanced students fear speaking because they have pronunciation and some phonological processes rule problems. Shyness and reluctance can be read on their faces during the lecturer class session just this latter is uttering and is making use of some of these rules that most of the students are not aware of the utter no word and remain passive to any question addressed to them. The lecturers are sometimes obliged to make gestures, with pictures, that match up to their expectators.

In addition, they speak to mean nothing phonologically and semantically. Since there is a linguistic breakdown, lecturers usually send them to the board on which they write sentences in order to get the point of what they are saying.

The lecturers also write on the board to make them understand and give the right pronunciation if the linguistic break down was due to a mispronunciation. Furthermore, my first American literature lecture attendance was perceived as Chinese lessons because the lecturer was speaking fluently and was flapping some words and was so rapid in observing unconsciously the different rules. I hardly understood what he was saying and I could not even open my mouth to tell him that I did not get his point.

Finally, from the third year, i could start understanding a little bit the utterances made with phonetics rules observation, which enabled me to start participating to the lectures even if what i said was not fully correct.

My own misadventure let me confirm that both native and non native speakers must observe rules that govern English language speaking although the observation of these rules is natural and in born to the native speakers.

1.1.2 Daily situation experiences

It is not rare to hear from any person they like English language but incapable of communicating with any user of it. They also complain about the fact that they could not exchange orally with their interlocutors in English despite their will and interest. It is an obvious fact because English is not our mother tongue and we are learners of it. When a Beninese who masters English is speaking, people around him will say that he is boasting himself, he is proud etc., just because he is flowing by observing rules even if there are some errors in these utterances. A correct English speaking can not help anyone who wants to buy something at dantokpa market, because they have their dialect of English proper to them and can not get any point from what his correct English is tending to mean. Among secondary teachers, the same problem occurs in their conversations and most of them are shy to take the flow during workshop activities or during other occasions. So the phonological difficulties can be found in any areas of English speaking except the native speakers.

1.2 The purpose of the study

The choice of this topic is not done randomly. It has surely some objectives that it wants to reach. This research paper aims firstly at drawing the attention of teachers, lecturers, officials and learners on the role of the use of some phonological processes. These different speakers or users mispronounce some words, don't use the phonological processes. Many English teachers do not know the importance of phonological processes in an oral communication. As for Benin EFL students ending their course of study at UAC, in spite of their high level in vocabulary and grammar, the observation remains the same. For example selecting the right syllable to put the stress on is one of their greatest difficulties. One may say that they are not aware of the fact that English is a stressed timed language. They even say that they don't need respecting phonological processes while speaking and that they had learnt that lesson just to be graduated.

The second goal of my research is to underline the importance of phonological processes and to emphasize pronunciation in listening and speaking activities. More precisely, this study will try to help people to use those rules while communicating, to provide them with tools for good pronunciation and to be more fluent and confident communicators and to avoid communication breakdown. Moreover it intends to develop the strategies to be used to achieve an articulation of English language by the speakers and to encourage also the lecturers and teachers to insert this part of the English study in the curricular since secondary school for their better oral communication.

1.3 The significance of the study

This part of chapter one relates the importance of the study. It deals with some of the interests it can provide to researchers, teachers, lecturers, learners and coming researchers in the domain of linguistics and phonetics since we everyday make errors when speaking English language. We seem to ignore the

importance of phonology in linguistics and phonetics fields that Oxford advanced learner's dictionary (2000: 873) defines as the study of speech sound of particular language.

Uttering is an attribute to human being and it is an organized system of sound that conveys a message for both the speaker and hearer or listener. It is quite nonsense, useless and impossible to talk of phonology without talking of phonetics. They are complementary. Phonetics is generally concerned with speech and is a matter of physiology because we can study organs such as the tongue, the lips and the larynx and their function in the process of the production of speech. It is then easy to see speech as a deliberate human activity as I said above. Consequently we can say that a general description of how vowel and consonant sounds can be made and perceived might be the domain of phonetics.

As for phonology which is at stake of my research work is said to be concerned with the organisation of sounds with a specific language. It is also concerned with the system and patterns of sounds that occur in a particular language. A close look at *The Study Of Language*, Georges Yule (1980:54) defined it as being essentially the description of the systems and patterns of speech sound in a language. He went on writing that it is based on a theory of what every speaker of a language unconsciously knows about the sound patterns of that sound. Because of that theoretical status, phonology is concerned with the abstract or mental aspect of the sound in language rather than with the actual physical articulation of speech sound. So the significance of this work is clearly shown through the detail given above and to be more understandable, I can add that this study is significant in our context of Benin, a French country. English is learnt and taught as foreign language. And as such phonetics rules through the phonological ones and the pronunciation are conerstone of this undertaking. The next part of the chapter will be the limitation of the study.

1.4 The scope of the study

It would be proud of me if I did not mention the scope this topic covers: « Phonological rules as a contributive factors to a better articulation command of the English language: case study based on assimilations, deletion, flapping, vowel reduction, insertion, stress and pronunciation rules... etc. » what does it embody? Speaking of phonological rules as contributive factors, the prior item or aspect to be taken into account is phonetics, that is pronunciation and its outline, then grammar and finally vocabulary. In other words we can confirm that phonetics and lexico-grammar are the points which can show the mastering of oral competences in speaking a language. Does the use of phonological processes help in acquiring a better articulation command of the English language? I can answer by saying that it plays considerably the role of shaping utterances and allow having an acceptable communication. In fact, all the phonological rules are not going to be dealt with in this work but a very few of them.

To summerize, my study focuses only on how phonological processes can affect utterances in a better way in English. I'm aware that there are things which are beyond my consideration.

As a matter of fact, to carry out this research work, I read some books, dissertations and I also went on the internet. All this will be presented and discussed in the next chapter.

CHAPTER TWO: LITERATURE REVIEW

2.1 English language backgrounds

Since my work is about the English language, let me focus first on the sources of this language before moving to its phonological difficulties.

2.1.1 The genesis of language and different approach of definitions in dictionaries and by some scholars.

According to OHO Jespersen (1921), the genesis of language is not to be sought in the prosaic, but in the poetic side of life; the source of speech is not gloomy seriousness, but merry play and youthful hilarity. Language to her opinion was born in the counting days in the mankind. He proposed that human language originated while humans were actually enjoying themselves. This is one of the more endearing speculations concerning the origins of language. We simply do not know that spoken language developed well before written language. In most religions, it appears to be a divine source that provides humans with language, for God created Adam and « whatsoever Adam called every living things creature, that was the name thereof » (Genesis : 2 :19).« In an attempt to rediscover this original, divine language, a few experiments have been carried out, with rather conflicting results. The basic hypothesis seems to have been that, if infants were allowed to grow up without hearing any language, then they would spontaneously begin using the original God-given language.

A quite different view of the beginnings of human speech is based on the concept of natural sounds. The suggestion is that primitive words could have been imitations of the natural sounds which early men and women heard around them. In fact, this type of view has been called the “bow-wow theory” of language origin because words are onomatopoeic (echoing natural sounds). It is hard to see how most of the soundless, not to mention abstract, entities in our

world could have been referred to in a language that simply echoed natural sounds. We must also be skeptical about a view that seems to assume that a language is only a set of words which are used as “names” for antics, George Yule, **The Study Of Language**,(1980 : 2,3).

2.1.2 The origin of English language

English originated from the anglo saxons according to Thomas Pyle’s work, **The Origins and Development of English Language** (1964-1979), English is derived from the Indo-european language family (lingua franca). We know that indo-european language gave birth to centum languages. The latter gave birth to Germanic languages which in turn begot English language. That is what we can call the Germanic source of English. Later on, English has borrowed some words from French due to the invasion of England by Guillaume the conqueror from Normandy in 1066. During the invasion many practices and concepts which have not equivalent in English were directly said in French. We could hear therefore in the king’s courtyard “le Roy le vault” i.e, it is the king’s will. French was the language of the king and crown dignitaries. This diversity of sources makes of English a dynamic language which is very rich in lexic.

Though English language has a diverse origin, its function remains the same as for the other languages. The function of every language is varied, that is to say it is numerous. The first major function of language is: the interactional or phatic communicational function. It has to do with how humans use language to interact with each other, socially; how they indicate friendliness, co-operation or hostility, or annoyance, pain, pleasure or displeasure. The second function of language is, the transactional function, whereby humans use their linguistics abilities to communicate knowledge, skills and information. The remaining functions are: performative function, emotive function, the first deals with

utterance in which we have an act whereas the latter has to let know the emotions of given speakers or interlocutors.

2.1.3 The speaking technics and spoken drills

Speaking is a productive skill in the oral mode. It is like other skills more complicated than it seems at first and involves interactions: inter-active; partially-interactive and non inter-active.

Interactive speaking situations include face to face conversations and telephone calls, in which we are alternatively listening and speaking and in which we have a chance to ask for clarification repetition or slower speech from our conversation partner.

Some speaking situations are partially interactive such as when given a speech audience where the conversation is that the audience does not interrupt the speech. The speaker nevertheless can see the audience and judge from the expressions on their faces and body language. Whether or not he is being understood. Some few speaking situations may be totally non interactive such as when recording a speech from radio broadcast.

It implies some components and implications non negligible. The speaker has to pronounce the distinctive sounds of the language clearly enough in order to allow people to distinguish them. This includes tonal distinctions and making of stress and rhythmic patterns and intonation patterns of the language clearly enough without forgetting the phonological processes that simplify speech so that people can understand what is said.

- Use the correct form of words. This means, for examples changes in the tense cases and or gender.
- Put words together in correct word order.
- Use lexic conveniently.

- Use the register of language variety that is appropriate to the situation and the relationship to the conversation partner.
- Make clearly the listener the main sentence constituents such as: subject, verb, object, by whatever means the languages users.
- Make the main ideas stand out from supporting ideas or information.
- Make the discourse bound together so that people can follow and get what are conveyed.

But the question is that: are all these speaking implications lead to a good communication achievement?

Working on "EFL Learners" phonological difficulties, EL HADJ I. Abdou Moumouni (2011) argues that the aim of communication is to get things easy social tensions, goading us into doing this or that, and persuading other. He moved on saying that when trying to insolate the skills we need for effective communication, there is a contradiction. It is rather typical of language teachers that they tend to equate communicative competence with the ability to carry out linguistic interact in the target. But at this point Christina Bratt Paulston and Mary Newton Bruder in "*Teaching English as a second language : Techniques and procedures*" (1976 :8,9) reject that argument by writing that there is still no communication taking place. Students or learners of any language have tendancy to learn what we think we are teaching. If we want fluency in expressing their own opinions then we have to teach that. The expected terminal behavior in communicative drills is normal speech for communication or, if one prefers, the free transfer of learnt language patterns to appropriate situations. The degree of control in a communicative drill is a moot point. Paulston originally stated that there is not control of the response, that students have free choice to say whatever they want. All classroom teacher or lecturer using the systems of sequencing drills, have reported that there is indeed

control, not of lexical items as we had at first thought but of structural patterns, supragmental elements and some phonetic rules. The difficulty lies in retaining this control so that students indeed practise what they have learnt as semantic, syntax, phonetics, and phonology ... etc so communicative drills are the most time consuming and the difficult to arrange, but if we want fluency in expressing personal opinions, we must teach that correctly and efficiently. But how can we communicate without the spoken language.

As far as teaching spoken language is concerned there are many English teaching methods. Some are based on the principles of the prescription which is a linguistic concept, which sees language as rule-governed. It says that language must be spoken according to a set of rules which help to identify the correctness of any sentence. But new English teaching method have been introduced. They are mostly based on message and communication abilities. But by the way Richard and Jack al at in *Longman dictionary of applied linguistics* (1985), the attention of any one interested in improving his /her spoken strand of English to the fact that English is first and foremost a language. Thus, it has its own inventory of sounds and as such its repertoire embeds its peculiarities and idiosyncrasies. Consequently, one must be aware that in embarking on acquiring the spoken of that language, one must be prepared to establish new ways of hearing, new ways of using one's speech organs, and new speech habits.

As regard hearing in particular, it requires constant practice drills before learners become receptive to those sounds characteristic of the English language. The production stage also requires specific ways of shaping and modulating the speech through phonetics rules and other elements of the supragmental of course with the vocal tract. B.W.Robinett, dealing with the sound system, she holds that it has to be viewed in terms of a dynamic complementary between speech sounds, phonological mechanisms and such suprasegmental items as stress, pronunciation, system, intonation. Then, a full

description of speech sound is offered with adequate classification of those sounds into their respective categories. An account of what she call the « covering patterns of language » ie the supragmental features, have been given and practical exercises are presented at each stage. Moreover, the relevance of a phonetics alphabet, the relationship between phoneme and in spoken language classes are more prominent elements tackled.

Having studied most of the outline of phonological rules and suprasegmental features, I will be complete to finish my literature review after giving the phonological rules and stress functions. According to Victoria Fromkin and Robert Rodman, *An Introduction to Language*, (1980:98, 99), the function of the phonological rules in a grammar is to provide the phonetic information necessary for the pronunciation of utterances. They added that this should not be interpreted as meaning that when we speak, we must necessarily apply one rule after another though they are important. Speaking is part of linguistic performance; phonological rules represent part of one's grammar, which in turn is equivalent to one's knowledge of the language. Talking of the suprasegmental features, Stuart C. Poole, *An introduction to Linguistics*, (1999:66, 67) thinks that it favours a good acquaintance of the speech sounds, the segment of the language and let know that, one is native speaker even if this is not true.

Having completed my litterature review, it is important to talk about some preliminary observations related to segmental features as we are dealing with correct speech sound production.

2.2 Some preliminary observations on English segmental features

Before reaching a good articulation of the English language through the phonological processes, it is noteworthy that we should cast a glance at its sound system from segmental point of view.

Segmental features relate to speech sounds. As a matter of fact, just as the alphabet letters are the fundamental items, the sequencing of which serves the writing system, speech sound are the essential units as regards spoken language.

By the way, face to face interaction or conversational situation contexts on the one hand, and loud reading contexts on the other hand, are the two settings where speech is potentially used. In the first case, it is on the sounds that speakers have stored in their brains that they try to exchange meaning, be they experiential, interpersonal, or textual. In the second case, there is actually, a written material from which the spoken starts in order to voice sounds, and thereby, meanings. Let us mention that in this very case, the reader finds himself in a very indicate situation: he is to read orthographic alphabet letters and echo them with phonic alphabet. In other words, he is to realise the invisible data behind the visible ones he has in front of him. As it appears, this very second case requires training, memory and reflex.

Anyway, these are the two situations in which the speakers constantly find themselves. For that matter, they are expected to produce intelligible and even accurate sounds. To capture these different frameworks of speech production, it won't be useless to provide speakers with the speech sound repertoire that they should have, and which will help them express themselves in a conversation situation.

Besides, regarding the umbrella phrase of « speech sounds » I **shall** endeavour to describe the distinctive units' phonemes, and its phonetic realisation depending on contextual production.

2.2.1 The English language

2.2.2 Segmental features

The English language comprises consonant sounds, vowel sounds and semi-vowels

2.2.2.1 consonant sounds

A consonant sounds is commonly defined as being a sound made when the pulmonic air meets some organs which stand in the way for a while. This means that at a given point, there is a formation of a structure which corresponds to the kind of consonant sound to be produced. This requires the contribution of the active articulator. In **The Principles of English Phonetics**, Coffi Bertin YEHOUEYOU, (2007: 47-48), we can read that when talking of English consonant sounds, we must point out two important notions. There are: notion of place of articulation (where the stricture is formed) and the manner of articulation. To him, the place of articulation is what we take into account to determine one feature of an English consonant sounds and it implies the active articulators and passive ones. The first can be listed as follow: the lower lip, the tibe of the tongue, the blade of the tongue, the front of the tongue, the back of the tongue, the glottis, and the second one present, the upper lip, the upper front teeth, the alveolar ridge, the hard palate, the velum, the glottis and they, contrary lie along the upper edge of the oral cavity.

As far as the manner of articulation is concerned, we have the stops, the nasals, the fricatives, the affricatives, the approximant and the flap; there are all called the “consonantal” feature because in the course of their articulation, the active articulator impedes the flow of the airstream in one way or the other. This process relates to the degree of stricture or constriction. The English language numbers twenty seven distinctive consonant sounds.

2.2.2.1.1 The stop

There are produced by some of complete “stopping” of the air streams (very briefly) and their letting it go abruptly. There are results of a blocking or stopping effect on the airstream; there are:

- Voiceless bilabial stop / p /
- Voiced bilabial stop / b /
- Voiceless alveolar stop / t /
- Voiced alveolar stop / d /
- Voiceless velar stop / k /
- Voiced velar stop / g /

2.2.2.1.2 The Fricatives

Their articulation is characterised by a structure of the vocal tract. Speech organs narrow the space through which the airstream escapes, thus producing a hissing sound. The marked contrast in this case with stop consonant sounds is that there is no closure of the vocal tract. English fricatives are nine in all. Here they are with their articulatory dimensions

- Voiceless labio dental fricative / f /
- Voiced labio dental fricative / v /
- Voiceless dental fricative / θ /
- Voiced dental fricative / ð /
- Voiceless alveolar fricative / s /
- Voiced alveolar fricative / z /
- Voiceless palato alveolar fricative / ʃ /
- Voiceless glottal fricative / h /
- Voiced palato alveolar / ʒ /

Voiced fricatives are fully voiced when they occur medially in words. In initial position, they are partially devoiced. In final position, the feature (voice) operates partially, and are at times, utterly irrelevant. Thus, in such a situation, it is only the duration of the preceding sounds that helps impede any confusion with their voiceless counterparts. As a matter of fact, voiced fricatives are preceded by long sounds whereas voiceless fricatives are rather preceded by short ones

2.2.2.1.3 Nasals

As far as these sounds are concerned, they are much like stop consonant sounds in that for their production, two speech organs actually come into contact with each other and this at the level of the oral cavity. Yet, while the oral cavity is thus blocked off, the velum is lowered so that airstream escapes freely through the nasal cavity.

There are three nasal consonant sounds and they are all voiced.

-Voiced bilabial nasal / m /

-Voiced alveolar nasal / n /

- Voiced velar nasal / ŋ /

From a purely stand point, English nasals are voiced. However devoicing might appear depending on their position in words and the influence of neighbouring sounds. For instance, they are devoiced when they are preceded by voiceless sounds

/l/ is the only lateral consonant sound in English. It is realised along the following criteria:

- Voiceless alveolar / l /

2.2.2.1.4 Glides/Central approximants

They are four in number and often referred to as semi consonants or semi vowels.

They are / w /, /r/, /j /, / w / and are realised as follows:

-Voiced bilabial approximants / w /

-Voiced alveolar approximants / r /

-Voiced palatal approximant / j /

- Voiced velar approximant / w /

2.2.2.1.5 The Affricates

They are two, and are produced when combining a brief stopping of the airstream with an obstructed release which causes some friction.

They are realised along the following criteria:

-voiceless palato alveolar affricative /tʃ/

- voiced palato alveolar affricative /dʒ/

2.2.2.1.6 The lateral

It is one English consonant sound.It is realized along the following criteria:

-Voiced alveolar lateral /l/

2.2.2.1.7 The flap or tap

It is represented by /ɾ/.This flap is produced by the tongue tip being thrown against the alveolar ridge for an instant.It is realised as follows:

-Voiced alveolar flap / ɾ /.All these are classified in this synoptic chart

Place of articulation manner of articulation	Place of articulation							
	bilabial	Labio-dental	dental	alveolar	Palato-alveolar	palatal	Velar	Glottal
Voiceless Stop	p			t			k	
Voiced	b			d			g	
Voiceless Nasals								
Voiced	m			n			ŋ	
Voiceless Fricatives		f	θ	s	ʃ			h
Voiced		v	ð	z	ʒ			
Voiceless Affricatives					tʃ			
voiced					dʒ			
Voiceless Central Approximant								
Voiced	w			r		j	w	
Voiceless Lateral								
Voiced				l				
Voiceless Tap or flap								
Voiced				ɾ				

Synoptic Chart of English Consonant Sounds

2.3 English vowel sounds

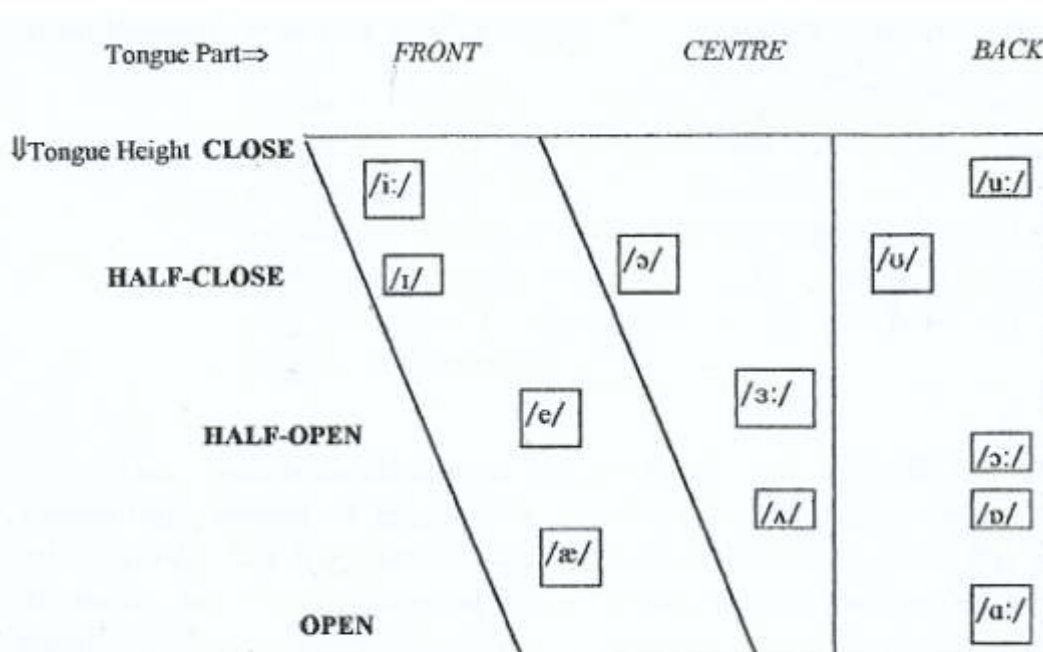
A vowel sound is a sound that is made when the pulmonic air meets no organs which stand in the way. This class of English speech sounds basically comprises monophthongs and diphthongs, and triphthongs as well. While the consonant sounds are mostly articulated via closure or obstruction in the vocal tract, vowel sounds are produced with a relatively free flow of air. They are typically voiced. To describe vowel sounds, we consider the way in which the tongue influences the shape through which the air flow must pass. To talk about place of articulation, we think of the space inside the mouth as having a front versus a back and a high versus a low area.

2.3.1 Monophthongs

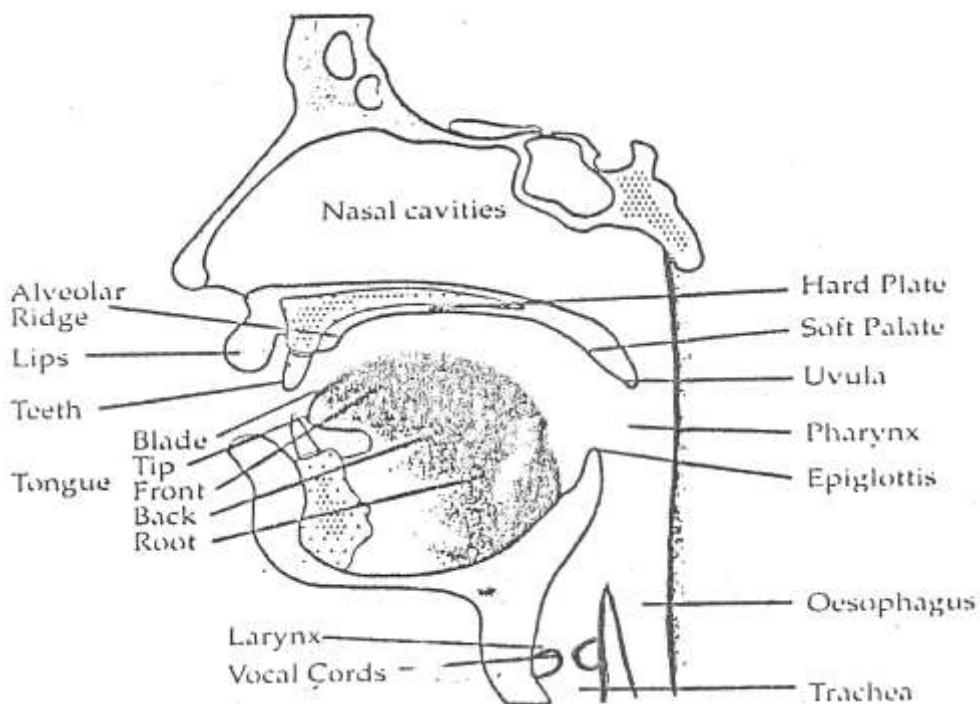
Also known as pure vowels, they are twelve in all and produced along the following criteria

- Close, front and spread / i: /
- Half close front and unrounded / ɪ /
- Half open front and unrounded / e /
- Open front and unrounded / æ /
- Open back and neutral / a /
- Half open back and neutral / ɒ /
- Open back and less neutral / ɔ /
- Half close back and rounded open / ʊ /
- Close back and rounded close / u: /
- Half open central and unrounded / ʌ /
- Half open central and neutral / ɜ /
- Half close central and unrounded / ə /

All these sounds are summarised in the chart bellow:



Vowel Chart : English monophthongs



The vocal apparatus

2.3.2 Diphtongs

They are conventionally categorised into three classes :fronting diphtongs,centring diphtongs,and backing diphtongs.The common ground for all these sounds is that,while producing them, there a gliding movement from one vowel to the other ,but still this sound complex constitutes a functional unit,thus belonging to the same syllable in words.From accoustic perspectives,the onset of a diphtong is more prominent than the final part are :

- The fronting diphtongs are: / aɪ / / eɪ / / ɔɪ /

-The centring diphtongs are: / ɪə / / eə / / uə /

-The backing diphtongs are: /aʊ / / əʊ /

2.3.3 Triphthongs

When three vowel sounds come together in the same syllable,we say that vowel sounds form a triphthong.There is a controversy here.Some phoneticians do not identify triphthongs in English.They consider that what is simply a sequence of a diphtong followed by a neutral vowel.For example, let us take the word "employer" and "employ" .The second word has diphtong [ɔi] whereas the first word has diphtong [ɔi],followed by [ə] .The sequence [ɔi]+, [ə],gives [ɔiə],and should be considered as a unit and should be treated accordingly.There are :

[eiə] As in “player”

[aiə] As in “fire”

[ɔiə] As in “employer”

[əʊə] As in "follower"

[aʊə] As in “hour”

CHAPTER THREE: METHODOLOGY AND DATA COLLECTION

This chapter deals with the methodology and procedures I have used in the course of this study. So it concentrates on the instruments on the different tools I have used to collect data on the topic.

3.1 Method of gathering data

To accomplish this work I have used some instruments which have been very useful and successful for the study.

The first most important instrument I have used in collecting data is the libraries. In the field of linguistics, there are some issues on the use of some phonological processes and their effects on utterances similar to the one I raised in my topic which have already been dealt with by researchers, scholars, and eminent linguists. So, I researched through the books in libraries in order to broaden my knowledge about such interests related to my topic. I think the libraries helped me a lot in writing this paper, but I must confess that I have found any former dissertations having dealt thirty percent about phonological rules contribution to English good articulation.

Apart from libraries, I also looked for further information about the topic on internet. This helps me to learn more. And through the use of internet; I see that there are updated and recent. I find that there are a lot of books, research papers, related to the topic I just went through a few. What I find very interesting on the internet is that there are recently published books on phonetics and phonology I have not been taught in neither secondary school nor at university that I mentioned in the literature review and the bibliography.

Furthermore, I went through questionnaires designed to teachers and students of secondary schools; especially the ones of CEG HOUEYIHO,

GBEGAMEY, and the private school “COSSAF”, and some of the students of the English department mainly those in linguistics option at the university of Abomey Calavi. Then the research not only based on written documents available in libraries or on internet, it also goes to some centers where people are trained for English speaking ...etc. The reason for those visits is to look for available data on correct utterances of the English language that can help teachers and learners or any English users to improve their oral production or to reinforce their ability in speech in English speaking acquisition process.

3.1.1 Sample Setting

As I have mentioned above, some areas have been selected to conduct this work on phonological matters.

3.1.2 Secondary schools and University of Abomey Calavi

Most of the research population involved in this work is found in the schools from secondary schools to the university including other training centers. The reason for that choice is not at random because I suppose that teachers or any English trainers and their learners are the first people to whom the paper will be very useful and of great interest.

When referring to teachers, I mean all teachers or trainers and speakers of other languages it requires from them firstly to shape their learners vocal tract and sharpen their ears in order to improve their oral production and to make themselves understood by native speakers of English language.

Secondly, it aims at drawing their attention on the fact that they have to plan themselves so as to do more oral activities with their students. Thirdly, it aims also at inviting teachers to focus their teaching speaking strategies on the different phonological rules, not necessarily on relevant phonological rules as deletion, assimilations ...etc but the most basic and elementary phonological

rules to their students and insist on more activities devoted to the conversation, debates and other interactive activities.

To conduct my survey in secondary schools I have also sampled some students, but it is noteworthy to point out that only students from 3^e to Tle were distributed questionnaires to fill in because I suppose that those of 6^e 5^e 4^e can not provide suitable answers to the questions on the questionnaires. The findings after the distribution of these questionnaires will be displayed in the next chapter.










Apart from the students of secondary schools, I went to visit those of the University of Abomey Calavi. This has been done with the ones in third and fourth year especially those of applied linguistics option

CHAPTER FOUR:PRESENTATION AND ANALYSIS OF THE DATA

4.1 Presentation of the data of the secondary schools students

For the results to be easily understood, I decided to tabulate them as follows:

Table : Secondary schools students answers and analysis

Statements or Questions	Students' answers percentages (%) per statement. Population : 83
<p>1- How long have you been learning English?</p> <p>4  25.30</p> <p>5  07.22</p> <p>6  20 .48</p> <p>7  28.92</p> <p>8  10.85</p> <p>9  07 .22</p>	
<p>2-Do you like to attend English class?</p> <p>Yes  92 .77</p> <p>No  07.22</p> <p>Not at all  00.00</p>	

3-Why are you learning English?	
-To get good marks	→ 39.77
-To use it to get a better job	→ 07.22
-To get informed by reading newspapers, magazines, and internet	→ 53.01
4-Do you speak English in class?	
Yes	→ 06.02
No	→ 33.73
Sometimes	→ 57.83
Not at all	→ 02.40
5-Have you ever been a member of an English club?	
Never	→ 92.77
yes	→ 07.22
6-If yes, how long have you stayed in the class?	
One year	→ 05/06 83.33
Two years	→ 01/06 16.66
Many years	→ 00/06 00.00

<p>7-Why have you chosen to be a member of an English club?</p> <p>→ 05/06 83.33</p> <p>-to improve my English pronunciation</p> <p>→ 01/06 16.66</p> <p>-to have more opportunities to practise English</p> <p>→ 00/06 00.00</p> <p>-to have opportunities to go on trip in English speaking countries</p>	
<p>8-Are you sure to speak English fluently one day?</p> <p>May be → 24.09</p> <p>Yes, I am → 68.67</p> <p>No, I am not → 07.22</p>	
<p>9-Do your English teachers make use of audio visual materials as teaching speaking aids?</p> <p>Never → 100</p> <p>Sometimes → 00</p> <p>always → 00</p>	

<p>10-Is it difficult for you to pronounce words in English?</p> <p>Yes → 63.85</p> <p>No → 06.02</p> <p>Some words → 30.12</p> <p>Not at all → 00</p>	
<p>11-Do you think that a journey in an English speaking country can improve your fluency?</p> <p>Yes → 95.18</p> <p>No → 04.81</p>	

4.1.1 Analysis of the data of the students of secondary schools

The deficiency in the English speaking I always notice at the level of most of the secondary students leads me to try to investigate .Actually,my work has not been devoted entirely to the students of secondary schools although they are also English learners and speakers ,but to the other users of the language even though,they are not our real target ,we judge crucial to take some information to give sense to our work,since they are supposed to be the future well-English speakers .For these reasons,we ask them some questions the answers of which will help us a lot .

The first one is: how long have you been learning English? We ask this question to see if there are some learners who have started learning English from primary school.But the data shows us that they all started English learning from form one.This question mainly aims at knowing the duration of their acquaintance with English language as foreign language.

As for question two, which is about their attendance to the English class, ninety two point seventy seven percent like to attend English class. This shows their love for the language even if they are bound to learn the language because it is in their curricular. To the question to know why they are learning English language thirty nine point seventy five percent confess that they are learning English just to get good marks to move up a class whereas thirty point twelve percent learn it in order to get a better job and thirty two learn it to stay informed by reading newspapers, magazines and internet. The first interpretation we can make basing ourselves on these results is that most of the students are learning English language because they are compelled to learn it and there are no ways for them to escape it. The result will be upsetting if I lie down my investigation. Frankly speaking, I can assert that very few students are those who are learning the language purposefully. The great part are learning it just to get marks.

"Do you speak English in class?" is the fourth question. It is intended to learners to know if they participate in the English class by speaking English. But as one can notice a low percentage speak and an important one speak it sometimes during English class. This is a proof that they have a deficiency in English vocabulary and serious phonological and pronunciation difficulties that must be seen far more than the way we conceive it. It's quite right for teachers to stipulate and force the learners through their pedagogical knowledge to participate actively so as to discover their problem.

In the purpose to know whether they belong to or they belonged once to an English club for improving their English speaking, ninety two point seventy seven say "no". This means that no arrangement and no initiative are undertaken to constraint learners to foster their speaking ability. The few students that declared having belonged to an English club spent respectively one year (05), and two years (01) in the club and the reasons for having done so was to

improve their English pronunciation and to have more opportunities to practise English. This result confirms our personal view of which the content was pointing out that very few students are learning the language purposefully.

Their lack of willingness to learn the language can be attributed to the teachers or the officials because as we had already said no initiative had been undertaken to repair this matter, for to our question "Do your teachers make use of audio visual materials as teaching speaking aids ?" They all said "never". Is it not a frightening reason why learners have no desire, no will to learn the language? The absence of the use of any pedagogical and didactical means, capable to stipulate the learners' envy can reduce their luck and motivation to practise the language. These materials should be used to expose the students to different varieties of English or to turn their students to genuine English sound or to establish a link between communication and relevant images. This practice can also expose the listeners to the different use of phonological and morphological or other rules that can foster their English speaking capacity.

Having not been accustomed to learning English differently, it is obvious that to our questions "Is it difficult for you to pronounce word in English?", we obtain sixty three point eighty five percentage of "yes" which is not surprising but what they are aware of is the fact that a journey in an English speaking country can improve their fluency when reffering ourselves to their answers which were ninety five percentage. In a nutshell, class activities are not sufficient to achieve spoken English. Teaching should be focused both on grammatical knowledge and spoken English. The two aspects of a language are linked and cannot be separated. Students like English songs as well as films, and English clubs etcBecause in their majority they think they can derive profit from them.

4.2 Advanced learners of English answers and analysis

Twenty advanced learners have been handed over the sample of questionnaire. Fifteen students have given back their answers to me. Their responses are presented and analysed as follows. I would like to draw our attention on the fact that, here the learners have not been given proposals of answers for every question but for some. So what I will have to do here will be to sum up all the answers by taking their main ideas and their contents.

1 –“Why have you chosen to study English / especially applied linguistics option?”

The responses are given variously by the learners. But a careful and present-minded reading allows me to confirm that their answers are written in different ways but are meaning the same things. Through the reading, I can notice that they have not registered themselves in English randomly but they are guided by a precise goal, which is to discover the English language more, to be familiar to the linguistics. Some wrote that the taste they had got in phonetics lecture in first and second years led them to choose applied linguistics option to fulfil and realize their dream. Some of them are certain to become great phoneticians and best English language articulators like the native speakers. To reach these different goals, they attend regularly phonetics courses, which they do, because to my second question "Do you attend regular phonetics courses in third year of linguistics option?" I got one hundred percentage. This is a proof that they are conscious of the fact that before reaching this level, they must do so.

3 “According to you, what is the target or the prominence of this course?”





This question aims at getting from the learners the importance of this lecture and what is its usefulness. According to their points of view, English phonetics cannot be discovered fully without this lecture since it is the foundation and the ground of the English language phonetics, phonetics being the study of speech sounds and how they are produced.

4-“Write down some contents of this course, you think very useful for your speaking.”

Many lessons on phonetics and phonology have been cited by the learners such as: phonological rules, morphophonological rules, stressing rules; categories of words and their ending, morphemes identification and phonemes realization depending on the environment.... Etc

Basing myself on these answers, I can easily confirm that many means and ways can facilitate or lead us to achieve an acceptable English language articulation since all these lessons cited above can considerably impact English articulation when they are used in utterances.

I was so curious to know whether they sometimes applied these lessons in their everyday English speaking .The results are presented as follow:

Question	Answers in percentage
<p>Do you sometimes or frequently use these relevant lessons in your everyday English speaking?</p> <p>Never  00.00</p> <p>Rarely  33.33</p> <p>Sometimes  66.66</p> <p>Always  00.00</p>	

The Statistics in the table shows us that the learners are aware of the phonological,morphonological and other English phonetic rules that favour an easy articulation of the English language.But unhappilly they are not many to

apply it in their conversation since sixty six point sixty six use it "rarely" .It is a proof that,inspite of the fact they know that it can help them obtain an English fluency ,they neglect it.I assert that they are conscious of it because my last question was asking them to establish a logical link between these and English fluency with the application of these rules since there are the rudiments and the basic of an acceptable English language articulation.They all said “yes”

4.3 Presentation of the teachers data

statements or questions	Teachers answers percentage(%) per statement.Population 23
<p>1-How long have you been trained in the language you are teaching after secondary school?</p> <p>3Years → 60.08 4years → 17.39 5 years → 17.39 6 years → 04.34</p>	
<p>2 – How long have you been teaching English in secondary school?</p> <p>Under 5 years → 17.39 Under 10 years → 17.39 Under 15 years → 30.43 Under 20 years → 13.04 More 20 years → 21.73</p>	
<p>3. How long do you use English while teaching?</p> <p>All the class time → 65.21 Sometimes → 26.08 Rarely → 00.00</p>	
<p>4- What kind of activities do you plan to make your students speak English?</p> <p>Debating → 65.21 vocabulary → 08.69</p>	

grammar structures	→ 17.39
5- Do you teach pronunciation to your learners?	
Yes	→ 86.36
No	→ 13.04
6- Do you use audio visual materials as teaching pronunciation aids?	
Never	→ 60.08
sometimes	→ 21.73
Frequently	→ 00.00
Scarcely	→ 08.69
7- Why teaching pronunciation?	
To expose my students to varieties of English	→ 00.00
To help pronounce and understand other speakers of English language	→ 60.86
To insure an acceptable oral communication between interlocutors	→ 39.13
8- How do your learners find pronunciation?	
Easy	→ 13.04
Difficult	→ 86.94
9- Apart from pronunciation what other phonological rules can be taught to the students?	
Stressing rules	→ 34.78
Morphophonemic rules	→ 34.78
Flapping	→ 08.69
Any rules that can help them for good articulation	→ 21.73

<p>10- Do you think that it can foster their speaking skills?</p> <p>Yes \longrightarrow</p> <p>No \longrightarrow</p>	<p>100</p> <p>00</p>
<p>11- Do you know phonological rules such as : deletion, assimilations, vowel reduction, stressing, flapping...etc</p> <p>Yes \longrightarrow</p> <p>No \longrightarrow</p>	<p>100</p> <p>00</p>
<p>Q₁₂ : The terms phonological rules and morphophonemic rules have nothing to do with English fluency and successful conversations</p> <p>Yes \longrightarrow</p> <p>No \longrightarrow</p>	<p>00</p> <p>100</p>
<p>Q₁₃: Establish a link between these rules and English fluency.</p> <p>To this question, diverse answers have been given by the teachers but these can be summarised in one sentence: English fluency and good command of English articulation are the results of the application of different rules that govern English language speaking.</p>	

4.3.1 The analysis of the data

About the results related to the questionnaires to teachers, the first one, which is "How long have you been trained in the language you are teaching after secondary school" aims at knowing if some teachers teach in secondary school with their secondary level since some get their A-level and then start teaching

without any academic training. I fortunately met none of these teachers during my research work.

So those who have been trained for three years have no specific degree to be teachers and among those who have been trained for four years or over, some should not be seen as qualified teachers, for it is not enough to do four years study in a field to be considered as qualified for this field. It is necessary to go to a specific school to be provided with the necessary teaching tools and skills. The teachers who have spent four years are in a great number as the percentage has shown it and

17.39 percent only had more than five or six years training duration. This category of teachers seems to be skilled and have the required tools to train, but unfortunately our schools are not provided with the means so as to train students very well. How can you imagine a secondary school where classroom furniture is lacking, does not exist, light is an obstacle to learning? The highest degrees do not make anyone a good teacher. It is a matter of will, vocation, and motivation as well.

As for question 2 which is related to the duration of the language teaching as teachers or trainers, 21.73 percent have been teaching for more than 20 years, 13.04 for more than 15 years, 30.45 for more than ten years, 17.39 for more than five years. This data shows that even most of them are not really qualified, the time they have spent now can probably make them become more skillful when talking of those who are under ten and five years of teaching English language. This question is asked to know whether they are kneaded with background and experience to teach the language in its all outline.

Regarding the results related to question 3, which is «How long do you use English while teaching? », I have remarked that only 65.21 percent of

teachers speak English during all the class time and the others use both French language and English .This proves that even in English class, learners are not exposed to the language all the class time .A probable obstacle to their easy acquisition of the language as EFL.

" What kind of activities do you plan to bring your students to speak English ?" is question number 4 addressed to the teachers,that is about different activities performed by the teachers to bring students to speak English ,65.21 percent plan debating whereas 08.69 percent practise vocabulary and grammar structures are planned by 17.39 percent.These results show that students are mainly exposed to activities and develop receptive skills.It is quite right for students to learn the grammar and vocabulary of the language ,for this is central to language use ,but they must also be shown how to use these items in conversations.

Furthermore, I have noticed that in question number 5"Do you teach pronunciation to your learners?, 86. 36 percent of teachers teach pronunciation to their learners and 13. 04 percent do not as shown through the statistics in the table.This means that teachers are perfectly and certainly aware of the role and the importance of the teaching pronunciation in the fluency of a language.

The use of audio visual materials as teaching pronunciation being a prominent factor to a good speaking of the language,I ask my sixth question to know if they make use of it, but amazingly 60.08 percent have never use it,only 21.73 use it sometimes and 08.69 scarcely.Basing myself on these results that confirm my interpretation of the students' answers ,which informed us earlier that teachers do not use that tool, I can straightly say that apart from pronunciation rules no other speaking aids are made use of by teachers to foster

their learners speaking level. But talking of pronunciation rules teaching they let know through question number 7 "Why teaching pronunciation?" that they use to teach it to help learners to have a good pronunciation and understand other speakers of English language (60.86) and 39.13 percent teach it to ensure an acceptable oral communication between interlocutors. Anyhow be it to help pronunciation and understand other speakers of English language or to ensure an acceptable oral communication between interlocutors the target is well appreciated and must be practised frequently why not always.

Pronunciation being practised is not without problems, since 86.94 percent of the students find it difficult and 13.04 find it easy according to the answers collected through question number eight which is "How do your learners find pronunciation? This let me know that it is obvious that our learners have articulation difficulties. Since they find it difficult, not knowing that there is no good articulation without good pronunciation.

In order to be informed by teachers of other phonological rules that can be taught to the students via question number 9, 34.78 gave me "stressing" and "morphophonological" each one; 08.69 percent served me "flapping" and 21.73 wrote that any rules that can help them for good articulation. What is important is that stressing rules issues raised by the teachers because when a word is badly stressed there is a linguistic breakdown. So stressing plays an outstanding role in the English good articulation and fluency.

Teachers are very sure that these different proposals of rules they made through the answers to question number ten can foster their learners speaking level and they let it know by serving me "yes" in total that is noticeable through their 100 percentage.

"Do you know phonological rules such as : deletion, assimilations, vowel reduction, stressing, flapping...etc" is my eleventh question to teachers. To this question, they all answered by "yes" with a percentage of 100. This is a proof that the processes or the rules are well known of teachers for their roles and their importance in a good articulation achievement ; and they all accept that phonological rules and morphophonemic rules are two expressions that contribute and compete to English fluency and successful communication and this is perceptible through the answers of the twelfth question. At the end, they are asked to establish a logical link between these rules and English fluency. Their results are the same and are written in the statistical table

4.4 English syllable and stress

Stress is a suprasegmental property that begins at the level of syllable. This property is comprised of both increased duration and volume when compared to other syllables with the word. Before dealing with the stress matter let's try to answer the following question. What is an English syllable ?

4.4.1 English syllable

First of all, if we have a look at the structural properties of a syllable we observe that syllable consists of a central peak of sonority, which is usually a vowel, and the consonants that cluster around this central peak. The preceding consonant or consonant cluster is called the "onset". For example, the "C" in word "Car" is the onset. The consonant or consonant cluster which is following the peak of sonority is called the "coda". For example, the "pt" cluster in the word "kept" is the coda. The peak of sonority is called the nucleus. In the word "car", "a" is a nucleus and is a vowel in most cases.

4.4.2 English stress

Stress is defined as using more muscular energy while articulating the words. When a word or a syllable in a word is produced louder, lengthier, with higher pitch or with more quality, it will be perceived as stressed syllable. The prominence makes some syllables be perceived as stress. Word including long vowels and diphthongs or ending with more than one consonant are stronger, heavier and stressed.

4.4.3 Stress patterns in English

Talking about stress, we have to identify two levels of stress : primary stress and secondary stress, as well as third level which can be called unstressed and considered as being the absence of any recognisable amount of prominence so these are the three levels that will be used to describe English stress.

Primary stress mark is a small vertical line placed high up in transcription, just before the syllable it relates to, and the secondary stress mark is a small vertical line placed down the transcription, just before the syllable it relates to. As for unstressed syllable there is no mark.

English words stress is not always on the same syllable like in some languages. In order to decide on stress placement, it is necessary to make use of some or all of the following information.

- Whether the word is morphologically simple or complex as a result either containing one or more affixes or being a compound word.

The grammatical categories to which the word belongs (noun, verb, adjective).

- The number of syllables in the word and,
- The phonological structure of those syllables.

4.4.4 Two –syllable words

4.4.4.1 Verbs

As for two-syllable words, either the first or the second syllable will be stressed not both. The basic rule is that :

- If the second syllable of the verb contains a long vowel or diphtong, or if it ends with more than one consonant, that second stress is stressed. Thus

"apply" [ə'plai]

"Assist" [ə'sɪst]

- If the final syllable contains a short vowel and one (or no) final consonant, the first syllable is stress :

- "Open" ['əʊpən] ;

- "envy" [ɛnvi] ;

- "enter" [ɛntə]

A final syllable is also untressed if it contains [əʊ]

"Follow" [fɒləʊ].

4.4.4.2 Adjectives

Two-syllable" simple adjectives are stressed according to the same rule.

“Lovely” [lʌvli]

"Correct" [kə'rekt]

“Hollow” [hɒləʊ]

"Divine" [dr'vaɪn]

As with most rules, there are exceptions, for example: "honest" [ˈɒnɪst]; "perfect" [pɜːfɪkt], both of which end with two consonants but are stressed on the first syllable.

4.4.4.3 Nouns

Nouns require a different rule:

If the second syllable contains a short vowel the stress will usually come on the first syllable. Otherwise it will be on the second syllable.

“Money” [ˈmʌni]

“Balloon” [bəˈluːn]

"Product" [ˈprɒdʌkt]

"Design" [dɪˈzaɪn]

4.5 Three-syllable words

4.5.1 Verbs

In this case we find a more complicated picture.

If the last syllable contains a short vowel and ends with not more than one consonant, the stress is placed on the preceding (penultimate) syllable.

"Encounter" [ɪnˈkaʊntə]

"Determine" [dɪˈtɜːmɪn]

If the final syllable contains a long vowel or diphthong, or ends with more than one consonant, that final syllable will be stressed.

"Entertain" [entəˈteɪn]

"Resurrect" [reəzˈrekt]

4.5.2 Adjectives

The adjectives seem to use the same rule, to produce stress patterns such as:

"Opportune" [ˈɒpətjʊn]

"Insolent" [ɪnsələnt]

"Antropoid" [ˈænrəpɔɪd]

4.5.3 Nouns

Nouns require a different rule. Here, if the final syllable contains a short vowel or [əʊ], it is unstressed, if the syllable preceding this final syllable contains a long vowel or diphthong, or if it ends with more than one consonant, the middle syllable will be stressed thus:

"Potato" [pəˈteɪtəʊ]

"Synopsis" [sɪˈnɒpsɪs]

"Disaster" [dɪˈzɑːstə]

If the final syllable contains a short vowel and the middle syllable contains and ends with not more than one consonant, both the final and the middle are unstressed and the first is stressed.

"Quantity" [ˈkwɒntɪtɪ]

"Cinema" [ˈsɪnəmə]

"Emperor" [ˈempərə]

"Custody" [ˈkʌstədɪ]

Most of the above rules show stress tending to go on syllable containing a long vowel or diphthong and/ or ending with more than one consonant. However,

three-syllable simple nouns are different. If the final syllable is of this type, the stress will usually be placed on the first syllable.

"Intellect" [ɪntələkt]

"Stalactite» [stælektait]

4.6 Complex words

A complex word is the word that is composed of more than one grammatical unit. So that, for example the word "hope" is simple while "hopeless" (being composed of two grammatical units) is complex.

Complex words are of two major types : words made from a basic stem, word with the addition of an affix, and compound words, which are made of two (or occasionally more) independent english words (eg : Prefix "un " + stem "pleasant"→unpleasant) and suffixes which come after the stem eg : stem"good"+suffix "ness"→"goodness".

Affixes will have one of the three possible effects on word stress:

- The affix itself receives the primary stress. Example : " person" + "-ality"→ "personality" [pɜ:sən"æli:tɪ]
"Semi-" + "circle"→ "semicircle" ['semɪsɜ:kl]
- The word is stressed just as if the affix is not there.

Example: "pleasant" [plezənt]

"Unpleasant" [ʌn'plezənt]

The stress remains on the stem, not the affix, but is shifted to a different syllable.

Example:

"Magnet" ['mæɡnet]

"Magnetic" [mæg'netɪk]

4.6.1 Suffixes

There are so many suffixes but we are going here to examine a small proportion of them; we will concentrate on those which are common and productive. In the case of the others, foreign learners would probably be better advised to learn the stem + affix combination as an individual stem.

4.6.2 Suffixes carrying primary stress themselves

In the example given, which seems to be the most common, the primary stress is on the first syllable of the suffix. If the stem consists of more than one syllable there will be secondary stress on one of the syllable of the stem. This cannot fall on the last syllable of the stem, and is, if necessary, moved to an earlier syllable.

- -ee : "refugee" [refjʊ'dʒi:]
"Evacuee" [ɪvækj'ui:]
- -eer : "mountaineer" [maʊntɪn'ɪə]
"Volunteer" [vɒlən'tɪə]
- -ese : "Portuguese" [pɔtʃə'gɪz]
"Journalese" [dʒɜnəl'ɪz]
-esque ; ique : "picturesque" [pɪkʃə'resk]
"Unique" [ju:'ni:k]

4.6.2.1 Suffixes that do not affect stress placement

- -able : "comfortable" ['kʌmfətəbl]
- -age : "anchorage" ['æŋkərəɪdʒ]
- -al : "refusal" [rɪ'fju:zəl]
- -en : "widen" ['waɪdən]

- -ful : "wonderful" ['wʌndəfəl]
- -ing : "amazing" [ə'meɪzɪŋ]
- ish : "delivish" ['devəlɪʃ]

This is the rule for adjectives; verbs with stems of more than one syllable always have the stress on the syllable immediately preceding "ish", eg:
replenish [rɪ'plenɪʃ] demolish ['dɪmɒlɪʃ]

- -like : "birdlike" ['bɜːdlɪk]
- -less : "powerless" ['paʊələs]
- -ly : "hurriedly" ['hʌrɪdlɪ]
- -ment : "punishment" ['pʌnɪʃmənt]
- -ness : "yellowness" ['jeləʊnəs]
- -ous : "poisonous" ['pɔɪzənəs]
- -fy : "glorify" ['glɔːrɪfaɪ]
- -wise : "otherwise" [ʌðəwaɪz]
- -y : "funny" ['fʌnɪ]

4.6.2.2 Suffixes that influence stress in stem

For the words ending with the following suffixes, the primary stress falls on the last syllable of the stem.

- -eous : "advantageous" [ædvən'teɪdʒəs]
- -graphy : "photography" [fə'tɒgrəfɪ]
- -ial : "proverbial" [pre'vɜːbiəl]
- -ic : "climatic" [klaɪ'mætɪk]
- -ion : "perfection" [pə'fekʃən]
- -ious : "injurious" [ɪn'dʒʊəriəs]
- -ty : "tranquility" [træŋ'kɪlɪtɪ]

- -ive : "reflexive" [rɪ'fleksɪv]

4.6.2.3 The suffixes: "-ance" "-ant" and "-ary"

When these suffixes are attached to single-syllable stems, the stress is almost placed on the stem. When the stem has two syllables the stress is sometimes on the first, sometimes on the second syllable of the stem. To explain this we need to use a rule basic on syllable-structure, as was done for simple words earlier. If the final syllable of the stem contains a long vowel or a diphthong, or if it ends with more than one consonant, that syllable receives the stress. For example:

"Importance" [ɪm'pɔ:təns]

"Centenary" [sen'tɪ:nəri]

Otherwise the syllable before the last one receives the stress:

"Consonant" [kɒnsənənt]

"Military" ['mɪlɪtəri]

4.6.3 Prefixes

Their effect on the stress does not have the comparative regularity, independence and predicability of suffix, and there is no, prefix of one or two syllable that carries primary stress. Consequently, the best way to treat stress in words with prefixes is governed by the same rules as those for words without prefixes.

4.6.3.1 Compound words

The words discussed so far have all consisted of a stem plus an affix. We now pass on to another type of word. This will be called compound, and its main characteristic is that it can be analysed into two words, both of which can exist independently as English words.

As far as stress is concerned, the question is quite simple. For example, compounds with an adjectival first element and the "ed" morpheme at the end receive stress on the first syllable of the second part.

"Bad-tempered" [bæd-'tempərɪd]

"Heavy-handed" [hevi-'hændɪd]

Compounds in which the first element is a number also have stress on the first syllable of the second part.

"Three-wheeler" [θri:-'wi:lə]

"Five-finger" [faɪv-'fɪŋgə]

Compounds functioning as adverbs are usually final-stressed:

"Head-first" [hed-'fɜ:st]

"Down-stream" [daʊn-'stri:m]

Compound which function as verbs and have adverbial first element take final stress:

"Ill-treat" [ɪl-'tri:t]

"Down-grade" [daʊn-'greɪd]

4.6.3.2 Word-class pairs

There are many two-syllable words in English which mean and change with a change in stress placement. There are treated as special words and are given the following rules: when a pair of prefix-plus-stem words exist, both members of which are spelt identically, one of which is a verb and the other is either a noun or an adjective. Examples:

"Abstrat" ['æbstrækt] (A)	[æb'strækt] (Vb)
"Conduct" ['kɒndʌkt] (N)	[kən'dʌkt] (Vb)
"Record" [rɛkɔ:d] (N)	[rɪ'kɔ:d] (Vb)
"Import" ['ɪmpɔ:t] (N)	[ɪm'pɔ:t] (Vb)
"Export" ['eksɔ:t] (N)	[ɪks'pɔ:t] (Vb)

4.6.4 Words ending in "ic", "ical", "icize", "cism", "ion", "ional", "io", "or", "eous", "ous", "ionize", "ionism", stress patterns

- Words ending in "ic" or "ics" have their main stress on the first syllable before the last (or penultimate syllable).

"Specific" [spə'sɪfɪk]

"Fantastic" [fæn'tastɪk]

Exceptions:

"Arabic" [ˈɑrəbɪk]

"Catholic" [kəθəlɪk]

- Words ending "ical" have their main stress on the second syllable before the last

"Electrical" [ɪ'lɛtrɪkəl] ;

"Mechanical" [mə'kænɪkəl] ;

"Psychological" [saɪkə'lɒdʒɪkəl]

- When a word in "ic" generise a word in "icist"; "icize"; or "icism" then the main stress remains on the same syllables. This means that these

words behave accentually like words in "ical"; "Romantic" [rəʊ'mæntɪk];

"Romanticism" [rəʊ'mæntɪsɪzəm] ;

"Critic"[kɹɪtɪk] ;

"Criticism" [kɹɪtɪsɪzəm]

- Word ending in "ion" have their stress on the syllable before "ion" :

"Tension"[tenʃən] ;

"Translation"[træns'leɪʃən]

"Variation"[veəri'eɪʃən]

- Final "ional" words are stressed in the same way as "ion". The same rule is applied to final "ionism" and "ionize" derived word.

"Union"[juniən]

"Unionism"[juniənɪzəm]

"Unionize" [juniənɪaɪz]

"Education" [edʒu'keɪʃən]

"Educational"[edʒu'keɪʃən]

- Rule for "ion" also applied to words ending in the following: "io"; "ior"; "ious" ; uous ; "eous".

"Radio"[reɪdiəʊ] "ratio" [reɪdɪəʊ]

"Senior"[si:nɪə] "ulterior" [ʌl'tɪəriə]

"Suspicious" [sə'spiʃəs] "precarious" [prɪ'keəriəs]

"Contemptuous" [kən'temptʃuəs] "continuous" [kən'tɪnjuəs]

"Spontaneous" [spɒn'teɪniəs] "courageous" [kə'reɪdʒəs]

The rules presented above constitute but the tip of the iceberg, as the full range of the English accentual system demands a more lengthy study and a lot of patience and hard work.

4.6.5 A review of some morphophonemic and phonological rules

A phonological rule is a formal way of expressing a systematic phonological or morphophonological process or diachronic sound change in language. Phonological rules are commonly used in generative phonology as a notation to capture sound related operations computations the human brain performs when producing or comprehending spoken language. According to JOHN GOLDSMITH, it aims at producing an acceptable speech and at reducing the length of a speech so as to make it rapid.

Talking of phonological rules, we have: deletion, flapping, assimilations, vowel reduction, insertion, addition rule, metathesis and some morphophonological rule...etc

My study work will only focus on some of them. They are: deletion, assimilations, flapping, vowel reduction and some stressing rules.....

4.6.5.1 Assimilations rules

Assimilation comes from the verb "to assimilate" which means to make "similar" , "to adapt" , "to bring" into conformity. It is often defined as a process whereby there is a sound change and also a process of making one sound become more like a neighboring sound. This process occurs only with the stop consonant sounds, the nasal and some vowel sounds.

Two kinds of assimilation can be given. Progressive assimilation and regressive.

4.6.5.2 Progressive assimilation

We have a progressive assimilation when it is the second consonant, (or the following consonant) which takes on the features of the first (1st) or the preceding consonant.

To illustrate this definition, this case of a voicing assimilation whereby after a voiceless [s], [z], is replaced by [s] and [d] is replaced by [t], [z] and [d] being a voiced consonant sound.

Here is an example

- We live on beds and foods

/bɛdsændfu:ds/

[bɛdzændfu:dz]

In this case we see that it is the consonant which takes on the feature [+voice] of the preceding consonant

4.6.5.3 Regressive assimilation

Regressive assimilation is the opposite of the preceding case. That is to say that here the preceding consonant (segment) takes on the features of the following consonant.

Here are some examples

- He is a brave teacher

/hi:zeibreivtitʃə/

[breiftitʃə]

- She has to go back

/hæztu/

[hæstu]

- It is five past one

/fai:vpast/

[faifpast]

- He is an incapable man

/inkeipəbl/

[ɪŋkeipəbl/

What happens in the case of He is a brave teacher

is that [t] is a voiceless consonant sound and the preceding consonant sound [v] becomes more like it ,that is ,it takes on the features minus voiced [-voice] and we have [f] .It is the same thing with:

It is five past one

In the case of she has to go back

[t] is a voiceless consonant sound and the preceding consonant sound [z] becomes more like it,that is it takes on the features minus voice[-voice] and we have [s]

In the last case the sound [k] takes on the features minus of[n], and it becomes more like it and we have [ŋ]

4.6.6 Deletion

Deriving from the verb "to delete" which means "to cancel", "to draw", "to remove", it is a process leading to a phonetics variations during which a sound is lost or omitted. It is also perceived as a mechanism whereby one or more sounds (vowels, consonant or a whole syllable) in a word or phrase, producing a result that is easier for the speaker to pronounce.

Some phoneticians argued that its purpose is to help increased speech rate by providing articulatory ease. We usually identify two kinds of deletion: vowels deletion and consonant deletion.

4.6.6.1. Condition of deletion

Being a phonetics variation, deletion is called for by a given phonological system which is applied to segment and weakly stressed syllable. It is noteworthy to point out this process does not seriously affect the speech. It can be operated in the following contexts:

- In unstressed syllable
- At the end of a word
- In a cluster

Among the consonants that can undergo deletion, we have

[t], [d], [v], [g], [k], [l], and [f]

4.6.6.1.1 [t] deletion

[t] may go to zero when it occurs in a cluster surrounded by two voiceless alveolar fricative sounds [s] or when it's an accros words in any situation

- The three economists will attend the summit

/ɪkənɒmɪsts/

[ɪkənɒmɪs]

[ɪkənɒmɪs]

- God will never forget your past sins

/pɑːstɪns/

[pɑːstɪnz]

[pɑːsɪnz]

[t] is also deletable when it occurs in a final position of a word and followed by another consonant sound in the next word

- He beat him yesterday

/bɪθɪm/

[bɪhɪm]

- I can't say anything

/kæntseɪ/

[kæenseɪ]

4.6.6.1. 2 [d] deletion

[d] is deleted when it occurs after another consonant or before silence cluster and is followed by another consonant in the word.

- When I was in Washington, I stayed under bed and breakfast

/bɛdændbrekfaːst/

[ənd]

[ən]

[n]

- I would go

/aiwudgəʊ/

[wʊgəʊ]

- I met a thousand students

/θaʊzəndstjudənt/

[θaʊzənstjudənt]

- Will you stand still ?

/stændstil/

[stænstil]

4.6.6.1. 3 [v] deletion

[v] goes to zero when it's a word final, and immediately preceded by another consonant .But it has to be in an unstressed grammatical item

- I have been to Canada

/hævbin/

[hæbin]

- Here is the definitive result

/dɪfɪnətɪvɪzʌlt/

[dɪfɪnətɪzʌlt]

We can also have "vowel deletion" .When we talk of vowel deletion we simply mean the dropping or the disappearance of the little vowel in non stressed

position. Three conditions are necessary for the comprehension of vowel deletion.

-Grammatical items are the ones that can undergo vowel deletion

Can she do it?

/kæn/

[kən]

[kn]

Vowel deletion occurs in word initial syllable as it is shown in the following example

"police"

/pəʊlɪs/

[pɪlɪs]

"Correct"

/kə'rekt/

[krekt]

Vowel deletion can also occur in word middle

"difference"

/dɪfərənt/

[dɪfrən]

"temporary"

/tempərəri/

[tempri]

- **List of some historical deletions**

Historical deletions are words that do not undergo any phonological process before, but have one of their sound omitted in their realisation. Here are some examples:

Bomb	[bɒm]
Comb	[kəʊm]
Debt	[det]
Exhaust	[ɪgzɔːst]
Ghost	[gəʊst]
Knee	[niː]
Half	[haːf]
Psalm	[saːm]
Psychic	[saɪkɪ]
Heart	[haːt]
Answer	[aːnsə]
Castle	[kaːsl]
Drought	[draʊt]
Turn	[tɜːn]

4.6.7 Insertion

Often defined as a process whereby we can insert or introduce a segment, or more sounds to a word so as to have articulatory ease, insertion follows some conditions

4.6.7.1 [J] Insertion

[J] Is put when a word final vowel glides to vowel sound number 1 [i] or 2 [ɪ]

To say = saying

[sei] + j + [ing] = saying

[seijing]

[seijiŋ]

4.6.7.2 [w] insertion

When a word final vowel glides to vowel sound number 8[ʊ] or 9 [u],we insert [w]

"To woo"

Woo + ing= wooing

[wu] + w + [ing]

[wuwing]

[wuiŋ]

4.6.7.3 [r] Insertion

[r]is inserted when the word final vowel is vowel sound number 12 [ə]

"to hear"

"hear" +" ing"

[hiə] + r + [ing]

[hiəriŋ]

[hiəriŋ]

"To wear"

"Wear"+" ing"

[weə] + r + [ɪŋ]

[weəriŋ]

[weəriŋ]

4.6.8 Vowel reduction

This phonological rule is defined as a procession which full vowel is reduced to vowel sound number 2 [ɪ] and vowel sound number 12 [ə]. It is essential to mention that a full vowel will appear in a position of unstressed. It occurs mainly in monosyllabic grammatical items such as: auxiliaries, verbs, pronouns, articles, and polysyllabic words where the position of primary stress may vary.

Have you reached the goal?

[hævjurɪʃəd]

[həvjəriʃəd]

[vjəriʃəd]

[vjriʃd]

"He wasn't here"

/hi wɔznθiə/

[hi wəznθiə]

[hiwəznt iə]

4.7 Flapping

Flapping is the mechanism whereby the tongue tip is thrown against the alveolar ridge for an instant. It is represented by [ɾ]. We operate a flapping when [t] and [d] consonants occur between vowels.

Illustrations :

"Better" |'betə|

[berə]

"Butter" |'bʌtə|

[bʌɾə]

"Ladder" /lædə/

[læɾə]

"Metal" |metəl|

[merəl]

"Matter" /mætə/

[mæɾə]

4.8 Morphophonemic rules

Morphophonemic is that branch of linguistics which studies morphemes from the point of view of phonological shapes. They are abstract units of grammatical analysis which appear in various phonological shapes. Morphophonemic enumerates, analyses and classifies such phonological shapes with the purpose of providing articulation more easy and an understanding of

how morphemes operate at the level of phonology. As this branch of linguistics is concerned both with morphemes and with phonology, Lyons (1968: 116) rightly describes it as "a" section of linguistic description intermediate between grammar and phonology that insures the different realisations of morphemes depending on their environment.

The following are some of the morphophonemic rules applicable to English.

If a noun ends in a voiceless sound other than |s|, |ʃ| or |tʃ|, the plural morpheme at the end of that noun is realised as |s|.

"Caps" [kæps]; "roofs" [ru:fs]

If a noun ends in a voiced sound other than |z|, |ʒ| or |dʒ|, the plural morpheme at the end of that noun is realised as |Z|

"Bottles" [bɒtlz] ; "pens" [penz] ; "dogs" [dɒgz].

If a noun ends in /s/, /ʃ/, /z/, /tʃ/, /dʒ/ plural morpheme at the end of that noun is realised as /ɪz/

"Horses" [hɔ:sɪz] ; "brushes" [brʌʃɪz] ;

The four types of exceptions of these pluralization rules are as follows:

There are nouns in which the consonant at the end of the base is changed before the rule regarding the plural morpheme is applied.

|θ| → |ð| + |Z|

"Bath" [ba:θ] → "baths" [ba:ðz]

|f| → |V| + |Z|

"Thief" [θi:f] → [θi:vz]

- |s| → |Z| + |IZ|

"House" [haʊs] → "houses" [haʊzɪz]

4.8.1 The past tense morpheme and the past participle morpheme of regular verbs realisation.

Regular verbs form their past and the past participle by adding « ed », or « d ». But this ending is pronounced in different ways, depending on the sound before it. Here are the different ways:

4.8.2 Table: Pronunciation of -ed in past tense and the past participle forms

1-where the stem ends in the sound /t/ or /d/ : ed is pronounced /ɪd/	2-where the stem ends in /f/, /k/, /p/, /ʃ/, /tʃ/, /ks/ or /s/ : -ed is pronounced /t/	3-where the stem ends in any other sound : -ed is pronounced / d /
Wait Waited [weɪtɪd]	Work Worked [wɜːkt]	Score scored [skɔːrd]
Attend Attended [ətendɪd]	Wash washed [wɒʃt]	Play played [pleɪd]
End Ended [endɪd]	Watch watched [wɒtʃt]	Seem seemed [siːmd]

CHAPTER FIVE: SUGGESTIONS

5.1 *Suggestions*

5.1.1 **Suggestions to teachers and lecturers**

The basic purpose of speech is to convey intent to an interlocutor. Phonological and morphonomic rules and stress are the most important prosodic features in communicating meaning. The language learners goal should be the development of pronunciation and the application of different uses of phonology rules needed in a communication that is sufficient to allow effective communication with native speakers. Researchers have shown that grammar and lexicon are important, but lead nowhere in the absence of a comprehensible level of speaking

5.1.1.1 **Morphophonemic, Phonological, stress and pronunciation rules instruction**

Different rules and pronunciation have regained popularity, taking into account the numbers of publication since the 1980s (eg: Kenworthy, 1981; Brown, 1991; Avery Elrich 1992; Morley, 1994, Victoria Fromkin and Robert Rodman 1980; D Tarkur, 2001;). This exciting resurgence has caused the role of these different rules to be re-examined in terms of pedagogy and curriculum.

Many theories have evolved overtime about how to best teach phonological rules and some suprasegmental features to English language learners. Among them, we have communicative approach and audio-lingual method. I suggest that these methods be implemented by English teachers, and lecturers, to improve Benin EFL student's communicative competence as well as their pronunciation

5.1.1.2 Communication approach method

It provides a more holistic method of instruction. It uses activity that involves learners in authentic communication. It precisely defines objectives headed by free communication through conversation, reading, listening comprehension. For these aims, the communication approach uses contemporary elements such as: television, and radio communication.

- **Developing speaking skills**

Natural conversation forces adjustment of a listener to a speaker but talk and perception are mutually connected. In the communicative class, it is necessary to support student's motivation showing their failures, success and progress. For that, the teacher and lecturers can repeat some exercises, which guarantee success in advance, and then proceed to more complicated exercises. The teacher or lecturer must take into account the freedom in the frame of communicative abilities known to the students, relevant and actual material is used in the real life situation which are not fixed but can vary to different directions. Invitations start from listening. As a rule, students have a lot of listening but they do not speak. Teachers and lecturers must provoke them with a help of a situation, game, debating, or discussion. Primary stages of colloquial language take in imitating, retelling the plot. Some moments of studying conversation can be the following.

- Exercises for improving phonologic system, intonation, and stress.
- Narrating some events
- Discussion
- Dialogues
- Debates

- **Develop listening skills**

Oral forms of language communication are listening comprehension and conversaton, which are opposite to academic reading and writing.Listening and writing comprehension are very good exercises helping EFL students to improve their speaking especially while listening to native speakers conversations.It helps to acquire good pronunciation and also raises the awareness of how words are stressed, and the ways phonological rules are easily applied to speech in a spoken English.

Exercises for developing listening comprehension can be the following.

-Listen and repeat

-Listen and fill in

-Listen and make a summary

- **Devolving reading skills**

It concerns mostly stressing and pronunciation rules.It means reading, reproduces what is written .Reading techniques are both silent reading and loud reading.Reading aloud is a good tool.It helps taking care of pronunciation, putting the stress on the right syllable and improving the correct intonation.

- The teacher or the lecturer must choose a suitable material for loud reading.That can be newspapers, short report,books.By reading aloud, the students prepare himself to speaking because he accustoms himself to the audience which listens to him.Before students read aloud,the teacher can give some pre-reading exercises.After students got acquainted to the text ;it is time to read aloud.Reading is a cognitive form of perception through printed word.Taking into account communicative principles in every case teachers must pay great

attention to a context or a text and choose such a text which corresponds to the age, level, and interest of students.

- **Audio-lingual teaching method**

This is the second method that teachers should use to help Benin EFL students better deal with stress and pronunciation matter as well phonological and morphonemic rules matter. It emphasizes on teaching the spoken language through dialogues, drills, and memorization with an attention of correct pronunciation. Here, there is abundant use of language laboratories, tapes, CDs, and visual aids. Great importance is given to precise native –like speaking.

The audio–lingual teaching method has existed before the communicative language teaching approach, the former is still more worthwhile and beneficial for English language learning, especially in Benin context, than the latter due to the following points.

- Emphasis of structure based on dialogue, linguistic competence and accuracy;
- Unnecessarily contextualized language items;
- Encouragement of language mastery;
- Drilling techniques which come prior communicative activities

With these components, learners studying English through the control of the audio-lingual teaching method will have an edge in the correct usage of English good articulation .To the extent of the reason why this approach fits any passionately fond of English fluency is simply that they hardly have an opportunity to pick up the language properly in such an environment where English is a foreign language to them.

5.1.2 Suggestions to learners and to any users of the English language

Here, it is important to point out that all phonological rules cannot be used by any categories of speakers just because some need some intellectual knowledge and background. Nevertheless, an effort should be made to use the less complicated of them during conversations. The one which is necessary and compulsory in any conversation is the stress rule.

Word stress and pronunciation are important features of spoken English. It is useful to learn some rules of word stress. It might help to prepare a list of certain numbers of words commonly used and practise them with words stress. Conscious practise can help speakers identify a feel for correct word with uncommon word stress. Speakers, especially learners can write down a few sentences from books for exercises, first underline the stressed words, then read aloud focusing on stressing the underlined words and gliding over the non stressed words.

Words stress is not something one can learn from rules alone one should listen to a lot of good quality English of a particular variety that one wants to acquire. It is also recommended to listen to native speakers, focus on how those speakers stress certain words and begin to copy this. The following websites can provide them with listening materials.

ABC Radio News Broadcast: <http://www.realaudio.com/content/abc.html>

ESL Listening Training on the web: <http://www.ed.uiuc.edu/EdPsy-387/Rongchang-il/eslproject/eslbg.html>

Interactive Listening Comprehension Practice with Real Audio: <http://deil.lang.uiuc.edu/LCRA/>

Talk Radio: <http://ncsa.uiuc.edu/radio/.html>

Voice of America: [http:// www .gopher://.VOA.GOV :70 /11/audio](http://www.gopher://VOA.GOV:70/11/audio)

World Radio Network:<http://www.rrn.org/audio.html>

Weekly Idioms: [http:// www.comenius.com /idiom/index.html](http://www.comenius.com/idiom/index.html)

Apart from the suggestions which have been addressed to teachers, lecturers, learners, and to any speakers, recommendations have also been addressed to the government and Educational authorities. The implementations of those recommendations can help students to improve their communicative competence and to ensure a successful communication.

5.2 Recommendations

5.2.1 Recommendations to the government

5.2.1.1 English language laboratories

The government should build English language laboratories to help students to learn easily English as a foreign language. These laboratories must be well equipped with tools (computers, pre-recorded English CD, microphone,.....), so that learners or any official categories of speakers can practise listening, speaking, and reading in these laboratories till good articulation is acquired.

5.2.1.2 Exchange program

An exchange program should be encouraged between French speaking countries and English speaking countries in order to enable a great number of French speakers especially students to travel and stay in these countries where they would become fluent and unconsciously acquire word stress rule as well as other rules that govern English speaking like English native speakers.

5.2.1.3 The problem of large class

The matter of large class is a great obstacle to communicative language teaching. Because of the great number of students, teachers, and the lecturers cannot focus on students individual needs. So the government should try to solve this problem by bulding new classes and recruiting more qualified teachers.

5.2.1.4 The problem of time

I suggest that more time should be devoted to the teaching of the English language contrary to what is happening in our schools, where teachers are constraint to deal with the insufficient time they have to jump through all the schedule. They need more to plan one session of conversation or debate per week or month at least to allow the learners to cope regularly with the language. The headmasters of every school should create and promote English clubs in their schools so as to attract their students. Prizes also should be awarded to the best students who show their determination and seriousness to the clubs through their results.

5.2.2 Recommendations to the Educational authorities

- **The English programme and curriculum**

In order to avoid linguistic breakdown for students or any users of English language due to the incorrect placement of stress, mispronunciation, and ignorance of some basic English rules, the curriculum should be conceived accordingly. These elements should be taught to every EFL students and not only students in linguistics department. The course " 314 A : Descriptive phonetics of English ". As for primary schools, one should start teaching English to the pupils from this stage so that at the secondary schools, specific curriculum be taught to facilitate their easy acquisition. It can greatly help them acquire

more confidence in oral English and get familiar stress, and pronunciation rules as well as some basic rules of the English language once at the university.

CONCLUSION

The bad or the incorrect use of the English language is the cause of intelligibility matter for foreign learners or other users of this language. So, how can we use phonological rules and stress words correctly in English so that they contribute to avoid linguistic breakdown and impairment and to favour a good articulation of the English language? That is the reason why I chose this topic, and this study I tried to deal with in order to enlighten the users.

The target I pursued is to help Benin EFL students and others to improve their speaking so as to make them understood and to avoid communicative breakdown. To achieve that goal I adopted the following methodological steps.

I organised an investigation which is composed of three parts. Part one deals with eleven questions in which the students are invited to tick the box which reflect their personal responses. The second part is also a questionnaire to the advanced students in English department / Linguistic option of Abomey Calavi. They are invited through this questionnaire to provide me with some information about the importance of the phonological rules and their roles in English speaking. In the third and the last part, secondary teachers of Ceg HOUYIHO, GBEGAMEY and of COSSAF, a private schools of the place were asked to provide me with some information related to their students and their knowledge of the phonological rules or other rules that govern the speaking of the language.

The results of the investigation give support to the assertion I made in saying that phonological rules and words stressing can contribute to a better articulation command of the English language.

Next, I made a number of suggestions both concerning teachers and students because I strongly believe that they both need a new understanding to better deal with the word stressing and the phonological processes.

Finally, recommendations have also been made to the government to invest more in education. I think such investment will help to have English language laboratories where learners could hear pre-recorded cassettes or CDs.

Many issues remained to be dealt with while talking of good articulation of the language such as rhythm, accent, intonation..... etc. To be good at phonetics speech, it is important to be familiar with the various phonological processes because what is important in speech or in communication or an interaction is how the message is conveyed or what the message says.

BIBLIOGRAPHY

I Book

1. Carroll, J.B. (1961) *Testing the English proficiency of Foreign Students*.
Washington, D C: Center for Applied Linguistics
2. Chaudhary, S. (1983) *A new Course in Better Spoken English*
3. Christina Bratt Paulston and Mary Newton Bruder (1976) *Teaching English as a Second Language: Techniques and Procedures*: Edition Mass
4. D Thakur (2001) *Linguistics Simplified Morphology* : Bharanti Bhawan
(Publishers& Distributors)
5. Georges Yule (1980)) *The Study Of Language*. Cambridge: Cambridge University Press.
6. H. Douglas Brown(1980) *Principles of Language Learning and Teaching*:
prentice, Hall, Inc, Englewood Cliffs, New jersey 07632
7. Jacques Moschler and Antoine Auchlin (2006)) *Introduction a la Linguistique Contemporaine* : Collin / HER Paris
8. Michel Montgomery, Joseph Alamou, Jean Dago, Amadou Gueye, Lazare Koffi (1993)) *Go For English*, The Macmillan Press Ltd / EDICEF
9. O'Connor, J.D. (1980) *Better English Pronunciation*.Cambridge: Cambridge University press

10. Roach, P. (1991) *English Phonetics and Phonology: A Practical Course*.
Cambridge : Cambridge University Press

11. Stuart C. Poole (1999) *An Introduction To Linguistics*: Mass Edition

12. Victoria Fromkin and Robert Rodman (1980) *An Introduction To Language*: Armanda Goodreads

13. Yehouenou, C.B. (2006) *Principles of English phonetics*. Cotonou: Gevoix Editions

II Dissertations defended by Benin EFL students at Abomey Calavi (Unpublished)

1- AHOUANDESSI JUSTIN (2001) For a Better Articulation Command Of The English Language At Secondary School Level: Didactic Implication

2- Akotegnon A. Eraste (2009) Stress And Communication Impairment: A case study of BENIN EFL students at Abomey Calavi University

3- Anatole Adikin, (2010) Teaching Learning to Improve Oral Communication In An EFL Class Study At CEG Dantokpa And CSP GBETO

4- El HADJ IBRAHIM Abdou Moumouni (2011)" EFL Learners' Phonological Difficulties: The case of students in CEG1 and CEG2 of NATITINGOU"

5- Gildas Romeo Abimbola and Emilienne Azantchessou (2013)) An analysis Of Mood Structure In "The beautiful Ones Are not Yet Born

- 6- Gbenato, J. F. ZINSOU (2009) The Failure Of Students In Achieving Spoken English: Causes And Responsibilities In Benin Setting.
- 7- Michel Agbossaga and Marius Ganhounto (2008) Speech Variation In The English Language With An Emphasis On The Case Of BENIN
- 8- Zanklan G. Pascal (2009) Nonverbal Communication And Oral Competence : Learning Strategies.

III Lecture notes

- 1- Phonetics and Phonology E 101A, E 202A, 302 A. Course lecturers: Dr Coffi Bertin Yehouenou, Dr Koutchadé Innocent, and M. Hounmasse Roger.
- 2- Descriptive Phonetics of English 314A, 414A. Course lecturer: Coffi Bertin Yehouenou

APPENDIX

Teachers'questionnaire

As part of a research work which your contribution is highly desired, please kindly reply to this questionnaire.I am grateful to all those who have contributed to the completion of the exercise.

Q₁ : How long you been trained in the language you are teaching after secondary school ?.....
.....

Q₂ : How long do you use English while teaching ?

All the class time Sometimes Rarely

Q₃ : How long have you been teaching English in secondary ?
.....

Q₄ : What kind of activities do you plan to bring your students to speak English ?

Debating vocabulary grammar strutures

Q₅ : Do you teach pronunciation to your learners ?

Yes No

Q₆ : Do you use audio visual materials as teaching pronunciation aids?

Never sometimes Frenquently Scarcely

Q₇ : Why teaching pronunciation ?

5 To expose my students to varieties of English

6 To help learners have a good pronunciation and understand other speakers of English language

7 To insure an acceptable oral communication between interlocutors

Q₈ : How do your learners find pronunciation ?

Easy

Difficult

Q₉ : Apart from pronunciation what ever phonological rules can be taught to the students ?

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

Q₁₀ : Do you think that it can foster their speaking skills ?

Yes

No

Q₁₁ : Do you know phonological rules such as : deletion, assimilations, vowel reduction, stressing, flapping...etc.

Yes

No

If yes, Which one(s).....

.....

Q₁₂ : The terms phonological rules and morphophonemics rules have nothing to do with English fluency and successful conversations

Yes

No

Q₁₃ : Establish a link between these rules and English fluency.

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

Secondary students' questionnaire

As part of a research work which your contribution is highly desired, please kindly reply to this questionnaire. I am grateful to all those who have contributed to the completion of the exercise.

Q₁ : How long have you been learning English ?

.....

Q₂ : Do you like attend English class ?

Yes No No at all

Q₃ : Why are you learning English ?

8 To get good marks

9 To use it to get a better job

10 To stay informed by reading newspapers, magazines and internet

Q₄ : Do you speak English in class ?

Yes No Sometimes Not at all

Q₅ : Have you ever been a member of an English club ?

Neve Yes

Q₆ : If yes, how long have you stayed in the club ?

One year Two years Many years

Q₇ : Why have you chosen to be a member of English club ?

11 To improve my English pronunciation

12 To have more opportunities to practise English

13 To have opportunities to go on trip in English speaking countries

Q₈: Are you sure to speak English fluently one day ?

May be Yes, I am No, I'm not

Q₉: Do your English teachers make use of audio visual material as teaching speaking aids ?

Never Sometimes Always

Q₁₀: Is it difficult for you to pronounce word in English ?

Yes No Some words Not at all

Q₁₁: Do you think that a journey in an English speaking country can improve your fluency ?

Yes No

Questionnaire to the advanced learners of English /applied linguistics option

As part of a research work which your contribution is highly desired, please kindly reply to this questionnaire. I am grateful to all those who have contributed to the completion of the exercise.

Q₁ : Why have you chosen to study English/ especially applied linguistics option ?

.....
.....

Q₂ : Do you attend regular phonetics courses in 3rd year of linguistics option ?

Yes No

Q₃ : According to you, what is the target or the prominence of this course (descriptive phonetics) ?

.....
.....

Q₄ : Write down some contents of this course you think very useful for your speaking.

.....
.....

Q₅ : Do you sometimes or frequently use these relevant lessons in your everyday English speaking ?

Never Rarely Sometimes Always

Q₆ : Please, establish a logical link between this different rules and English fluency.

.....
.....